

Unveiling biliteracy through Ecopedagogical picture books' reading in a rural EFL
classroom

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Abstract

Teaching EFL for beginners in a rural school with fifth graders in ages between 9 to 11 from different cities of Colombia, with no experience with a foreign language, challenge the teacher-researcher to identify pertinent strategies in the scholar context. However, in a rural School as Quiba Alta IED, the countryside itself has been forgotten in the development of the native language classes as a learning environment. Due to this lack of situated learning, this action research study proposes the use of Ecopedagogical picture books' reading as a strategy to reveal biliteracy skills in an EFL classroom. The implementation of this proposal uses constructs and strategies from literacy, biliteracy and Ecopedagogy, taking into account the importance of exploring the school to make learning meaningful. Therefore, this study pretends to go beyond coding texts in EFL learning in order to link reading and describing in English with the daily life experiences of students in a rural environment.

Key words: EFL Teaching; Literacy; Biliteracy; Rural education;; Story-based approach; Picture Books; Ecopedagogy.

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| 2. Descripción |
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| <p>Tesis de pregrado en la que se presenta una investigación acción de corte cualitativo desarrollado en las clases de inglés del Colegio Rural Quiba Alta IED y dirigido a un grupo de 24 estudiantes de grado quinto. La investigación busca determinar las instancias de biliteracidad como práctica situada que están presentes en el aprendizaje del inglés como lengua extranjera, cuando se usa la lectura de libros álbum con contenido eco pedagógico. En este sentido, esta investigación pretende establecer qu elementos relacionados con el contexto rural de los participantes intervienen en el aprendizaje de ELE.</p> |

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4. Contenidos

La investigación presentada en esta tesis de grado fue desarrollada en tres etapas. Este estudio pretende analizar cuáles son las instancias de la biliteracidad presentes en el aprendizaje de ILE cuando se hace uso de la lectura de libros álbum con contenido eco pedagógico. El documento de investigación se divide en seis (6) capítulos.

El capítulo 1 incluye las generalidades del estudio. Inicialmente, presenta el contexto de los participantes y de la institución para luego describir el problema encontrado. En seguida se presentan las preguntas y los objetivos de investigación y finalmente la justificación del estudio.

El estudio tiene dos objetivos: el primero es describir las instancias de la biliteracidad que están presentes en el aprendizaje de ILE cuando de hace uso de se hace uso de la lectura de libros álbum con contenido eco pedagógico.

El capítulo 2 presenta el marco teórico que se usó como base en el estudio. Se hace entonces una presentación de los constructos teóricos que guiaron la investigación: Literacidad y biliteracidad

como práctica situada, eco pedagogía y ecoliteracidad y los libros álbum en ILE. Los constructos se definen y caracterizan con base en fuentes teóricas e investigativas.

El capítulo 3 contiene el marco metodológico del estudio. En primer lugar, se sitúa el estudio dentro del paradigma cualitativo de investigación y se caracteriza desde la investigación acción. Además, se describen los instrumentos utilizados para la recolección de datos, tales como grabaciones de audio, objetos realizados por los participantes, entrevistas, encuestas y Diario Naturalistas. Se presentan también los procedimientos empleados para tal fin.

En el capítulo 4 se describe la intervención pedagógica de la investigación. En la primera parte se presentan los sustentos pedagógicos de la propuesta, incluyendo las perspectivas desde las cuales este estudio concibe el currículo, el lenguaje, el aprendizaje y el aula de clases. Posteriormente se describe con detalle la intervención pedagógica y se caracteriza cada procedimiento que se siguió en los ciclos del estudio.

En el capítulo 5 son evidentes los hallazgos de la investigación. Para ello, se presenta inicialmente el procedimiento de análisis de datos y la matriz categorial que guio el estudio. Luego, se presenta una discusión de los resultados soportados en evidencias obtenidas durante el proceso investigativo.

Finalmente, el capítulo 6 contiene las conclusiones del estudio basadas en los resultados obtenidos durante el proceso de investigación. Se incluyen también las implicaciones del proyecto para los futuros docentes de ILE en escuelas rurales, para la institución donde se desarrolló el estudio y para los participantes del mismo, incluyendo al investigador. Del mismo modo, se exponen las limitaciones del estudio y finalmente se presentan algunas sugerencias para futuras investigaciones en el marco teórico pedagógico de este estudio.

5. Metodología

Esta investigación se enmarcó en el paradigma cualitativo y utilizó las herramientas de la investigación acción, propias de una intervención pedagógica en el aula. En primer lugar, las herramientas utilizadas en la recolección de información fueron audios de cada sesión de clase, trabajos y actividades de los estudiantes, diarios naturalistas, entrevistas y cuestionarios. Con ello, se inició un proceso de triangulación de la información donde resultó fundamental reconocer distintos puntos de vista en el momento de analizar la información. El análisis de la información recolectada tuvo su base en la teoría basada en datos, lo cual implicó que las categorías de análisis emergieran de la interacción del investigador con los datos obtenidos.

Por otro lado, en términos de la intervención pedagógica, hubo un proceso de 11 sesiones presenciales, divididas en tres ciclos o fases. Cada una de las fases explora modos de lectura y la interacción del estudiante con el entorno a través de los sentidos. El primero, llamado *La lectura de la vista* explora desde la literatura infantil y los sentidos, percepciones visuales de los estudiantes de la ruralidad como su territorio; el segundo, en la misma ruta, es llamado *La lectura del gusto* y tenía el objetivo de percibir desde los sabores, prácticas cotidianas de los estudiantes alrededor de la comida del día a día. El último ciclo se llamó *Lectura de la palabra y lectura del mundo*, en él los estudiantes expresaron sus percepciones observaciones del territorio. Caber señalar que en cada uno de los ciclos, tanto las actividades de lectura, como de escritura y oralidad tenían un rol crucial en el desarrollo de las sesiones. En este sentido, se leyeron en clase *Elmer* by David Mc Kee (1968), *The Grouchy Ladybug* (1977), *The Very Hungry Caterpillar* (1987) y *Things I Like* by Anthony Browne.

6. Conclusiones

Con base en el ejercicio investigativo reportado a través del documento, se pudo concluir que:

Es evidente un bilingüismo emergente en las prácticas comunicativas de los estudiantes. Ello implica un uso simultáneo de la lengua materna y de la lengua extranjera en las producciones y respuestas de los estudiantes, debido a que no hay ninguna limitación o rechazo en el uso de una de las dos lenguas dentro de la vida cotidiana de los estudiantes. Esto sucede porque los estudiantes han hecho del uso de ILE parte de sus experiencias y prácticas cotidianas.

Además, fue posible establecer que existen elementos lingüísticos de L2 que han sido transferidos desde las prácticas situadas de descubrir, describir y nombrar los elementos que rodean el espacio rural de los estudiantes basados en ejercicios de lectura de libros álbum eco pedagógicos.

En este sentido, las experiencias de la vida cotidiana que han sido rescatadas desde las actividades de lectura eco pedagógicas influyen en las producciones orales y escritas de los estudiantes.

Dichas producciones además, interactúan de manera simultánea y no sucesiva, resultando en una conexión entre las habilidades de escritura y de oralidad en los estudiantes. Del mismo modo, se concluye que las habilidades comunicativas receptoras (lectura y escucha) y productivas (escritura y oralidad) se desarrollan y presentan en un mismo nivel de relevancia. En consecuencia, los estudiantes son capaces tanto de producir como de entender e interpretar textos mediante la asociación con sus experiencias de lectura de libros álbum situados y de estrategias pedagógicas de lectura del mundo rural.

En respuesta a la segunda pregunta de investigación planteada fue posible concluir que la conciencia ambiental que tiene los estudiantes es posible por la interacción con el entorno que se

propicia a través de la lectura de libros álbum eco pedagógicos. Así, el rol de la Eco pedagogía es sensibilizar a los estudiante acerca de los elementos que los rodean en el marco de lo sensorial. Además, la eco pedagogía propicia espacios de exploración del campo a través de la experiencia física de explorar el ambiente, lo que a su vez hace que los estudiantes asocien lo que ven con lo que escriben o dicen. Entonces, el lenguaje se convierte en una experiencia real y situada. Finalmente, la observación fue para este proyecto una posibilidad de comprender las relaciones ambientales entre los seres vivos, lo que hace de la Eco pedagogía una herramienta para leer el mundo rural en el cual los estudiantes se incluyen cuando leen, escriben y nombran el mundo rural,

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CHAPTER 1

THE PROBLEM

Context

Rural Quiba Alta IED is a public and rural school located in the 20th and the 24th kilometer to Quiba' side walk in the south of Bogota. Nowadays, students in the school are classified in three groups: Firstly, those who live in the countryside and whose parents are farmers. Secondly, those who live in sub-urban neighborhoods in Ciudad Bolivar and live in conditions of poverty or extreme poverty. Third, those families which have been displaced from violent cities of the country or are in. Most of these students were born in another city of the country. (Colegio Quiba Alta IED, 2014)

In terms of the Institutional Project, from 2002 to 2009 the school begins to adapt the project until arriving to a Project called "Quiba: A-gent (people with human values to contribute to society) of social and productive change". Whose mission is "to educate change a-gents, managers of their own learning process, through a model of eco-education developed in a rural context by interindependant cycles that promote the balance between feeling, thinking and acting in order to live in harmony with his or her natural and social environment" (Colegio Rural Quiba Alta, 2014). Besides, the school's vision is focused on being an excellent rural school as a reference in the education of changing agents through the proposal of Eco-education. In this point, Eco-education model aims to achieve in the student a meaningful knowledge, so, their understanding has a consequent acting in his or her life (Meaning – Comprehension- Acting) (Ibid).

About the English program in the school, the teacher-researcher did not find any written information. So, through an unstructured interview, the Academic Coordinator affirmed that

there have not been foreign language teachers in the school and in consequence, there has not been a foreign language program there.

Participants

During the afternoon shift, there are students from fourth and fifth grade. Particularly there are around 100 students in each grade. During the process of observation in the school, the researcher decided to work with the course 503, which along the characterization and the first phase of this research study was 30 pupils, but in the second phase, the participants were 24 due to four students' desertion from the school. So, the sample for this study was a 24 pupils, 13 boys and 11 girls between 10 and 12 years old. It is relevant to mention that a mentor-teacher, who has about fifteen years of experience teaching, handles this course. However, this year is his first time teaching in primary school. Furthermore, is important to be focused on the issue that when the teacher arrived to the school on July, the students had not begun yet their activities because of the lack of teachers, for this reason, the mentor-teacher introduces in her classes reading, writing and math and, in consequence, students do not have English classes.

According to the analysis and characterization, the teacher researcher gathered that four of them live in the countryside, and the others live in sub-urban neighborhoods of Ciudad Bolivar. In fact, all of them live in Bogota (urban or rural) and around 50% of the students are from different Colombian cities. This issue shows that students have different cultural approaches and experiences among them. Hence, students have not had a specific process in English learning due to the absence of English teachers in the school. However, from first to third grade their mentor teacher has introduced some basic knowledge in English. This fact is evident when most of the students have previous knowledge in numbers and colors in English. These elements will be the generality about their English Level.

Finally, in order to characterize cognitive processes in students, it is necessary to introduce that those levels depend on the class development. In that way, their activities are focused on literal reading comprehension level, especially in a literal level of reading comprehension. This fact is reflected on the activities made during and after reading: name, characters, summing up the story.

Statement of the Problem

Rural education normativity was guided since 2000 through the Rural Education Program (PER) from the Education Ministry of Colombia. The program aimed at extending the accessibility to the rural population in basic education institutions, promoting coexistence and citizenship in order to “mitigate the problems that affect the gap in quality and coverage in rural areas, as soon as to contribute to the existent gap between urban and rural education” (Min Educación, 2012). In a second phase of the program between 2010 and 2014, the focus was on improving technical competences in rural education. Thus, the Ministry presents techniques for the production of classroom teaching sequences, which are aimed at situated professional development in natural sciences and mathematics. The program understands the importance of learning as a situated practice based on Jean Lave y Etienne Wenger (1991). However, despite the program does not present a guide about classroom teaching sequences in language (L1 or L2), this project gives an overview about what rurality means in education in normativity.

Rural Education Program, should be applied in Quiba Alta, which, as a rural school has a particular context, considering that its population is diverse and reflects Colombia's reality: displaced families from another city of the country, peasants that work the land nowadays and

urban families in conditions of poverty (Colegio Rural Quiba Alta, 2014). This mixture of micro-contexts shows that pedagogical interventions in the school need to be situated.

However, classroom's reality shows a different issue. On account of the characterization and diagnosis phase of this research study, the inquiry through a survey about likes, interests of students and their preferences about places in the school to develop class activities evidenced that students affirmed to prefer activities related with the farm¹. Moreover, the results showed that students wanted to be in contact with alternative places in the school more frequently, so they wished to have different places to develop their learning process. In consequence, it means that the school's farm is a less used place. As well as, it is noticed that most of the favorite places of students are outdoors because they enjoy nature.

Hence, the countryside itself is the space in which the teaching-learning process takes place in the school, but it was not included in the content and development of classes. It is noticed when the researcher made participant observation sessions in which the mentor-teacher observed did not include children experiences or school environment in the language class' development. In consequence, the problem found was that there is not any connection between the scholar context of students and their learning experiences in the language class. Those were isolated.

Student's need analysis made through the field notes of class observation' sessions, showed that in terms of students' language learning process, reading appeared as the central topic of students recurrent activities. They frequently developed reading activities focused on evaluating and developing a literal level of reading comprehension, such as characters, facts in

¹ The farm is a particular place in the school where students plant and develop activities related to the countryside depending on the subject or teacher. It also contains the "Casa de Colores" and "Jumanji", two classrooms in the middle of the farm where they make 40 x 40 program's activities.

stories, places and unknown words. Therefore, the researcher can affirm that their learning process was centered in reading comprehension.

This fact reduces reading to a decoding process of catching details, further from get reading nearer to students' experiences and perceptions. Therefore, reading as a process, or even as an action (Kern, 2000), is limited to written texts (stories) when in class students just read written texts (short stories).

Rationale of the study

Owing to the fact that this research project was developed in a rural school of Colombia, the elements that make a scholar rural context particular need to be explored. This is the main goal and reason for this research study. Besides, Quiba Alta is a school of Ciudad Bolivar, one of the biggest regions of Bogotá with the majority of the rural schools in the city, as one of the few rural institutions in Bogota, requires applying strategies that include features that make English teaching-learning particular. Based on the observation phase mentioned in the previous section, the researcher found a lack of activities in the school that connect learning with the countryside and its elements. Therefore, from the English class is necessary to have a process that contributes to the definition of the institutional project of the school, recovering the rural characteristics that make learning particular there.

Thus, Ecopedagogy becomes a pedagogical and methodological resource to link knowledge, language and education. As it will be explained in the following chapter, Ecopedagogy refers to pedagogical approach that connects knowledge and students environmental experiences through the use of senses exploring (Zimmermann, 2000). So, the use of ecopedagogy as a pedagogical tool permits to introduce EFL in a situated way, which in

consequence implies to use rurality as a basic material through which students explore their near reality and recognize in the countryside elements liable to be named in a foreign language.

To explore reality is to read the world (Freire, 1984). This assumption establishes a relationship between reading and knowledge. For this research study is crucial to recognize reading as an act of knowing the world and naming it in a foreign language. Here, to name in English also includes to read English worlds, which means authentic words and pictures from children's literature through which students can contrast and share their readings of the countryside with the reading of situated picture books. In consequence, Ecopedagogical picture books' reading responds to student needs in a rural school as Quiba Alta because they connect literature as an authentic material for learning, and experiences of students in the countryside. It means that, picture books as authentic literary works for children contain elements related with students near experiences, elements and situations, which permit to foster associations between the native language experiences (L1) and foreign language stories and situations (L2). Furthermore, picture books with Ecopedagogical content situated in the rural context of students are for the teacher a pedagogical element that permits to manage the levels of language, methodological approaches and strategies to achieve foreign language learning goals.

And eventually, this research study explored the reading processes of students with a situated overview that problematize the ways of learning English in rural schools, including the rural context and the contact with nature to the classroom and visversa. In consequence, this research study introduced a new topic to research in education and proposes relationships from rural education that may contribute to achieve the design of an EFL program for rural schools in Colombia.

Research questions

In this regard, the questions that would guide the present study will be as follows:

1. What biliteracy skills do students develop when approaching to EFL through Ecopedagogical picture books reading?
2. What is the role of Ecopedagogy in the environmental awareness in a rural EFL classroom?

Objectives

1. Identify the biliteracy skills that students develop in a rural EFL classroom when approaching through Ecopedagogical picture books reading.
2. To determine the role of Ecopedagogy in the environmental awareness of a rural EFL classroom.

CHAPTER 2

THEORETICAL FRAMEWORK & LITERATURE REVIEW

This chapter presents the theoretical constructs that support this research study: Literacy and biliteracy as social practices, Ecopedagogy and of picture books reading in an EFL classroom. In this section, the literature review presents some previous research studies that sustain the pedagogical and theoretical constructs of this study.

Theoretical Framework

Literacy and biliteracy as situated practices

Teaching to read and write in any language requires teachers to be aware of the particular elements that surround students reading and writing practices (Kern, 2000; Street, 2001; Heath, 1983). This statement could be taken as a generality for literacy studies in education. However, the works in literacy have moved from different disciplines. Firstly, the text centric approach in which to be literate means to understand and create texts in written or spoken language by following conventional meanings (Kern, 2000, p. 26). Secondly, the cognitive approach suggests that once one is literate (has writing and reading skills of the language), “brings not only positive cognitive, social and economic consequences to the literate individual, but also social and economic development to the literate society” (Wagner 1990, p. 8). It means that literacy works as an autonomous element that when is acquired contributes to social constructs. And thirdly, the socio-cultural approach of literacy which is the one that guides this research makes reference to “dynamic, culturally and historically situated practices of using and interpreting diverse written and spoken texts to fulfill particular social practices” (Kern, 2000, p.6)

Since reading and writing from this perspective are situated practices, that means situated issues, teaching to write and read in a foreign language implies to recognize that they go beyond a cognitive ability to code and decode, and it involves cultural knowledge of language uses, interpretation, and those relationships between language and readers and writers' worlds (Ibid). Thus, for this research study, to recognize rurality as the particular context in which teaching and learning process takes place, let the teacher-researcher to identify how those skills in certain language (EFL for this case) could be developed for the sake of carrying out a discourse competence that includes the ability to interpret and evaluate both written and spoken texts (Kern, 2000). Scribner & Cole (1981) add that literacy includes the elements to understand how to apply the learning from writing and writing for specific purposes and specific contexts of use" (p. 236). Owing to the fact that for this research study the immersion of students to EFL reading practices is a crucial element, the literacy framework supports the pedagogical elements to introduce Ecopedagogy and situated picture books reading as social practices in a rural classroom. These constructs will be presented below.

Thus, according to (Kern, 2000, p. 6) literacy is the "dynamyc, culturally and historically situated practices of using and interpreting diverse written and spoken texts to fulfill particular social purposes". So, on one hand, from this framework written and spoken texts are the input to achieve certain situated goal. Here, the question that arrives is what is the role of non literary texts as nature itself in the development of literacy skills? In order to answer in a broader way, Freire's (1983) assumptions around literacy support the connections between reading written or spoken texts and the description of the territory as an *act of reading*. This author affirms that the act of reading the world itself is previous to the literary reading of words, which means that "learning to read must be seen as one aspect of the act of knowing as a creative act. Reading the

world thus precedes reading the word and writing a new text must be seen as one means of transforming the world.” (Freire, 1983), so language and reality are intertwined. This idea sets the language learning into an alternative paradigm when as researcher one is aware about the importance to make knowledge meaningful and communicable for students in their particular context. This assertion is also related with Gee's (1986) assumption about the meaninglessness of literacy when it is out of a particular context. For this reason, the act of reading the world in a rural classroom includes *Ecoliteracies* from rurality observation and interpretation in an EFL classroom, and takes into account the rural environment itself as a non- literary text from which the students could also learn both, languages and social phenomena.

The non-literary texts are referenced by Freire (1983) through his reading experiences in childhood as “the texts, words, letters of that context were incarnated as well in the whistle of the wind, the clouds of the sky, the sky’s colors[...].” From here, the natural spaces, as the countryside, are the first texts that the human kind read in order to transform and then name them through writing (Freire & Macedo , 1989). This belief establishes a starting point in literacy practices, which let think that when teaching EFL the first step before naming in certain language is to grasp reality, which for this study means rurality. Therefore, the countryside becomes a text itself liable to be read for students as stories in picture books.

By following this idea, literacy favors a dialectical relationship between the human kind, the world, the language and the one who transform it (Freire & Macedo, 1983, p. 31) . For this research study, to be literate involves the ability to read both the word and the world around a social practice of interpretation. However, there are some implications in terms of EFL teaching learning which will explained below along the biliteracy framework.

Now, it is noticed that talking about literacy in EFL language learners implies to recognize social practices in English in written or spoken language, even in multiple media literacies (Cope, B. & Kalantzis, M., 2000). However, it does not imply to talk about the existence of more than one code (language). So, due to the monolingual context in which literacy's framework takes place in a very first moment, this research study takes *biliteracy* as the theoretical construct that supports EFL learning in beginners as a feature of the participants of this research study.

According to Nancy Hornberger, who sets a *continua model* to understand biliteracy in language teaching, biliteracy refers to "any and all instances in which communication occurs in two (or more) languages in or around writing" (Hornberger, 1990: 213). These studies were born at the end of the last century and nowadays it has a big impact in educational environments. Most of biliteracy research are developed in bilingual contexts, and almost all in a migration one (See Cummins, 1999). Those studies born around the global context of migration and multiculturalism in education. In this way, constructs as diversity and multiplicity in languages, cultures, medias, contents and contexts feed the research development in this field. The main question that surrounded early biliteracy studies was the limit between oral and written, the differences and the power of one or another in multi(bi)lingual contexts. However, authors such as Street and Murray (1988) argue that it is not necessary to emphasize in "the supposed differences between written and oral language use and more in the language contexts in which speakers choose between written and oral media" (Murray, 1988, quoted by Hornberger, 2003). Then, the focus in biliteracy studies according to Murray (1988) is to identify and take into account the aspects of the context that contribute to the choice of medium (L1/L2 or oral/written), based on the SPEAKING model from Dell Hymes (1974). In brief, talking about biliteracy implies in a very

first moment to acknowledge the particular aspects of communication that affect or contributes a L2² learning.

For this research study it is important to explore how biliteracy is developed in an EFL context with no experience in communication in the foreign language. Seeing that, biliteracy points to observe, foster or evaluate "children's literate competencies in two languages, to whatever degree, developed either simultaneously or successively" (Dworin J. , 2003). For this study, the aim is focused on describing how biliteracy reveals through a situated pedagogical tool.

In order to have an overview around biliteracy in education, Nancy Hornberger (2000), whose framework is one of the main theoretical supports for this research study, proposes the *Continua model of Biliteracy* and defines it as:

The continua model of biliteracy uses the notion of intersecting and nested continua to demonstrate the multiple and complex interrelationships between bilingualism and literacy and the importance of the contexts, media, and content through which biliteracy develops (Horberger, 2004).

Then, walking along biliteracy field suggests teachers and researchers to understand language learning as a long wire of communication through which others wires such as native language, foreign language, listening, writing, speaking and reading skills; culture, ideologies and policies are weaved among them. This analogy attempts to introduce the nine elements of Hornberger's continua model which permit to achieve biliteracy in particular contexts. In view of

² L2 in this study refers to EFL instead of ESL. According to Bell (2011) "An **EFL classroom** is in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom students, have very few opportunities to use English. For some, learning English may not have any obvious practical benefit. Students have limited exposure to English-speaking culture, most often through a distorted lens like TV or music"

that, the model, in general, demonstrate the interrelationships between bilingualism and literacy and establishes the importance of contexts, media and content through which biliteracy is developed (Hornberger & Silvester, 2000, p.35). For this study is useful to show the nine continua and provides a general idea of its features and implications in an rural EFL classroom.

The first continua is the *micro- macro levels* of language development. This element makes reference to the institutional or individual context in which language occurs. In fact, it is not the same phenomena when learning occurs from a policy need of communication, that when it happens for a curricular one.

Now, in terms of biliteracy development itself, the first continua is the intersecting between *native language/foreign language*. It makes reference to the relationships between L1 and L2 in terms of affectability or contributions in learning when one language is “transferred” to another. In this way, the continua model argues that those skills in L1 are liable to be transferred in L2, which implies to recognize that L1 skills development affects or contribute in L2 learning. This transferring phenomena “occurs in a global way rather than point by point, that is, transfer is nor word for word but rather involves processes and strategies” (Horberger, 2004). This phenomena permitted to the authors to affirm that language problems such as inference is not always a problem of L1 or L2 expertise, but a language problem on reading processes, that is a cognitive issue rather a linguistic one (Alderson, 1984).

The second continua mentioned in the model sets that *receptive and productive* development of language occurs as an acumulative process or as a simultaneous process rather than in an unidirectional one (Gathercole 1989), which means that ie. “speaking, as well as listening contributes to the negotiation of meaning” (Ibid).Evidently that biliteracy's theory

rejects the idea of developing isolated skills just for communication. The important issue, then, is meaning as a result of context interactions with language.

As a third element *oral-written language* skills along the continua are associated. Then, through the process of acquisition of a foreign language, there is not a power status of one of those skills. They act simultaneously in learning processes. These three continua elements occurs one in relation with each other during the learning process, which for the author implies to re-evaluate the notion of “transfer”, due to that in the continua there is not such in all cases, that is the importance of context to determine biliteracy phenomena.

Moreover, in the continua biliteracy model, Hornberger (2004) claims that these continua instances occur through the *medium* of two (or more) languages and literacies. So, medium structures changes during language learning from *similar to dissimilar*, which suggests that there is an associative phenomena in language structures, letting learners to mix L1/L2 structures in communicative events. In this way, scripts range establish from *convergent to divergent scripts* due to the affectability of L1 in L2 acquisition process.

The latter elements of the continua model of Hornberger (2003) are related to the biliterate individual's exposure that varies from *simultaneous to successive exposure* depending on contexts when biliteracy takes place; and “with content that ranges from majority to minority perspectives and experiences, literary to vernacular styles and genres, and decontextualised to contextualised language texts” (Hornberger, 1989; Hornberger & Skilton-Sylvester, 2000)

Whereas in literacy the focus is on one language's skills development, thinking in a biliteracy approach means to think in both languages interdependence and influence. For this research study, the native (Spanish) and the Foreign (English). As well as Cummins (1999) affirms, those skills that students acquire through their native language provide “a foundation”

through which it is possible to built strong English skills. Here is when it is important to mention that, in contrast to monolingual approaches to EFL, in biliteracy the teacher-researcher has consciousness about the existance of a native language which carries cultural elements that makes possible to communicate and understand the enviroment whatever it is and is able to include them in the L2 acquittance. So, there is not a substractive act in language learning, but an additive one (Cummins, 1999). These elements, both Cummins and Hornberger's assumption of biliteracy commonly argue that the context as crucial when theaching a Foreign Language, and therefore rurality as a particular contextual element for this research study draws a starting point to perceive that biliteracy can be developed.

Ecopedagogy and Ecoliteracy

Due to the connection between reading and rural schools included in this research project, to recognize SS interaction with the countryside determines how students could develop or assume biliteracy practices. By following that statement, ecopedagogy as an emergent branch of education in our century is relevant for this study. The theory of Ecopedagogy, proposed by a group of educators and philosophers in Latin America and USA as Paulo Freire (1989), Moacir Gadotti (2002) and Leonardo Boff (2011) that based on re-educate "planetary citizens" to care for, respect and take action for all life in the world. Likewise, Zimmermann (2001) presents the scientific elements that build ecopedagogy as an alternative in education, which faces the global environmental crisis. Firstly, ecopedagogy is based on environmental psychology, whose base is the interaction between the human being and its environment; in short, the types of relationships that can exist between the human being and the social-physics ecosystems (Zimmermann, 2001). Therefore, the environmental psychology gives to Ecopedagogy the research on the environmental cognition, the environmental evaluation and the behavior of individuals in their

current spaces as the basic categories to develop ecopedagogy. In the same way, Haugen (1972) argues that there is a reciprocal relationship between language and environment. That is that the social and psychological contexts in which language occurs affects how language are learnt and developed and why they occur in a particular instance.

Due to that, ecopedagogy studies the development of senses or sensitive development as a way to understand the relationships between human being and its environment. In consequence, Zimmermann (2001) proposes the application of ecological activities for the development of senses, which contains different dynamics to introduce the exploration of an environment in urban or rural areas. Essentially, the author sets that senses are the way to make relations with the territory, which contributes, and give strength to a learning process in a rural school.

Since Ecopedagogy refers to an exploratory fact of "reading the world" (Freire, 1983) in some extent, *Ecoliteracy* as a contemporary construct helps this research study to link literacy, education and rurality. According to Orr (1992), ecoliteracy refers to the understanding of an existing interdependence between nature and human kind ways of living. He also argues that to be aware of this relationship is a pedagogical priority and must be included in education designs. Consequently, the fact of being aware of the territory's features in a rural school as Quiba Alta is a contextual element that on one hand, includes particular features of the classroom in language teaching, which is itself a biliteracy element due to the importance of identity, subjectivity and experiences that have been built in L1; on other hand, makes EFL learning as a meaningful experience.

Ecopedagogical Picture Books

According to Bader (1976) a picture book is “text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historical document; and foremost, an experience for a child.” This author argues that in terms of art, its main feature is the “interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of turning the page.” (Ibid). By following this assumption, the possible interpretations and meaning construction of one story from a picture book are limitless.

Owing to the fact that biliteracy practices in education explores different media (spoken, written, visual, virtual, etc) (Cope, B. & Kalantzis, M., 2000) in order to make learning meaningful, the use of picture books reading for this study is pertinent because as an authentic material, includes cultural elements in EFL learning (Birketveita, 2015). In this way, the use of picture books permits students to develop their visual literacy, it means that “seeing is not just passive reception of stimuli but an active process of meaning making” (Rimmereide, 2013:134, quoted by Birketveita, 2015, p. 3). In consequence, picture books reading makes of literacy practices an interpretation and transformation fact through which students can gather information about the text, even when they don't get the whole code (text) (O'Neil, 2011).

The appearance of picture books was in 18th century when the moralistic aim was the focus of reading, particularly for children (Bader, 1976). However, with the changes in human kind life and education, picture books, according to historians of literature such as Bader (1976), permit nowadays the work on a sequential imagery that work in concert with the written word and let children and all the ones who read them to imagine and expand the text on the land of reality, life experiences and fantasy. In brief, “to bring story to life” (Ibid)

In view of this fact, picture books reading become an useful literacy practice itself when teaching EFL for beginners because in terms of cognitive issues, permit readers-learners to obtain information from different medium (visual, textual, auditive) and using their background knowledge and experiences and bring them to a particular event. "Sell (2005) criticizes standard FL textbooks for abnormal and non-authentic language. She also mentions that textbook topics are inappropriate to the foreign language learners. They rarely address the real issues that learners face in real-life." (Quoted by Khatib & Seyyedrezae, 2013). The decontextualize way in which materials such as FL books are introduced to EFL classrooms, do not take into account the near context of students. In contrast, picture books could be in context if teachers identify the particular features into the class, the school and students. In this study, rurality and the elements that surround students daily life experiences in the countryside and its elements are the point that gives to certain picture books the character of situated. That is, related with rural elements.

At the framework of this research study, one can say that picture books reading could link L1 discourses and experiences of readers and offer new versions of these elements in L2. In this way, the implications of picture books in EFL teaching-learning process will be drawn below.

Ecopedagogical Picture Books in EFL

According to Parkinson and Thomas (2000, ctd in Sell, 2005) literature use in EFL contributes "cultural enrichment, linguistic model, mental training, extension of linguistic competence, authenticity, memorability and they are rhythmic resource and motivating convenient material that are open to interpretation" (88). These authors agree with the importance of narratives, in general into literature, to cognitive process of language learners. They argue that literature permits readers to infer different types of elements, such as discourses meaning, paratexts significance and so on. Here, despite the authors do not makes an explicit

reference to picture books, this assumption around inferences in EFL teaching-learning, in favor of this study can be moved to picture books fields by taking into account the importance of textual, verbal and visual elements in the target language. Carter (1988) adds to this premise that, "Such training in deciphering the [literary] communication, working out the precise nature of its communicative acts, by projecting yourself backwards and forwards, in and outside and across the discourse can be a key element in the acquisition of discourse skills in the target language" (Carter 1988, p. 18, ctd by Sell, 2005, p. 89).

Literature Review

For the development of this research project, it was necessary to make a review of several studies related to Ecopedagogy, biliteracy and picture books reading within an EFL framework.

The first study reviewed during this inquiry was made by Kathleen Ellen O'Neil in 2011. Its title is *Reading Pictures. Developing visual literacy for greater comprehension*. This study presents a sequence of activities based on picture books reading. In order to justify the study, the author presents the theoretical framework where she includes the role of pictures in reading, as well as the associative implications that picture books reading has in reading processes. After this, the author uses some picture books titles to show the different visual associations that could be set. Moreover, she claims how pictures contribute to reading comprehension in any level of reading (literal, inference or critic). All the statements in the study are supported with some picture books and activities related to a particular element such as cultural association or description. Finally, she concludes that visual literacy could be developed through picture books reading due to the big number of possibilities of reading and interpret that images permit. O'Neil's study keeps some relevant elements for this research study such as the role of picture

books as an authentic material in learning processes and provides a great outlook around cognitive implications of reading picture books. Despite, it does not contribute enough to the inquiry about EFL learning, O' Neil's project was relevant for this study because of its assumptions about picture books as an authentic material, ideal to develop language learning or development processes.

In the same way, in the Universidad Pedagógica Nacional de Colombia, institution that guides this research, exist two researches studies that include picture books reading and literacy (See: Gil, 2007; Muñoz, 2007). The vision in those studies considers picture books as a motivating element to develop EFL skills. Liliana Muñoz Ortiz (2007) proposes in her study *Storytelling: An Outstanding Technique to Fourth Grade Student's engagement with the English class taking into account their literacy process*. This case study sought to observe and describe the role of storytelling in an Elementary EFL class and to analyze the impact of sotry telling in students' processes of language learning. The author used classic short stories such as *Hansel and Gretel* and presented them to the students through games, theatre and reading itself. As a result to the pedagogical intervention and analysis, the teacher-researcher found that effectively storytelling motivated students in EFL learning due to the possibility of stories to communicate among them. Moreover, students were able to use their background and their new knowledge to improve their literacy skills. In this study exist a cognitive perspective of literacy that responds to the main purpose of the study, to develop skills in the language as a code. In spite of this perspective, this study contributed to this project when it shows that reading is an useful tool to achieve EFL learning goals in an elementary school classroom. On another hand, the review in data bases of UPN also indicates that there are not studies that include literacy or biliteracy as a

situated practice in EFL learning, which gives sustainability and innovation to this research study.

Furthermore, on the field of biliteracy research studies one can find Hornberger and Hardman's (1991) study named *Literacy as Cultural Practice and Cognitive Skill: Biliteracy in a Cambodian Adult ESL Class and a Puerto Rican GED Program*. Is a long-term comparative ethnographic study about biliteracy in two communities of Philadelphia. The aim of the study was to describe how the continua model of biliteracy worked in both communities: Cambodian and Puerto Rican, considering norms of behavior, precedence, language use and attitudes towards what meant to learn a language, both for the teachers and for students. The authors used ethnography to "read the class using biliteracy model" (Hornberger & Hardman, 1991) they arose to argue that a cognitive-skills approach to literacy coexist with a cultural-practice approach when learning a foreign language. That is that to observe the class in terms of the continua model of biliteracy, showed that students negotiate meaning based on the co-existence of languages and cultures, contrary to the autonomous model of literacy in which, according to the authors, literacy stands monolingual, single and standardized. These authors' inquiry is crucial in this study to understand how biliteracy can be studied in a real class environment. Thus, this ethnography research contributes to the understanding of biliteracy and gives some examples of how biliteracy skills can be shown in language-learning classroom. Yet, the study is based on a second language-learning environment, which implies to think about the role of the continua model of biliteracy in an EFL context as the one of the present research study.

The common aspect in those studies is the socio cultural framework where, in fact, for these researchers to become literate in a bilingual context implies to recognize literacy as a cultural practice. Then, cognitive or autonomous aspects of literacy make part of a cultural

and complex activity that includes political and ideological elements that change depending on the medium of production and reception (oral-written) (Hornberger & Hardman, 1991). This fact was crucial for this study because context itself gave the elements to put languages and literacy practices in context. At this point, in order to ascertain how ecopedagogy has been introduced in language teaching processes, this review established that there is not an exactly proposal that explores picturebooks and ecopedagogy in EFL teaching-learning processes. However some researchers have studied the links between ecopedagogy and literacy, most of them in a theoretical way (See: Gómez, 2007; Boehnert, 2015; Moffatt, 2015; Zingaretti, 2008; Zimmermann, 2001).

In addition to studies related with ecopedagogy and literacy, Joanna Boehnert joins both constructs in *Ecological Literacy in Design Education A Theoretical Introduction*. There, she builds a theoretical line that includes Zingaretti and Zimmermann studies in which environmental studies and politics are included. In this way, she introduces Orr (1992) as the leader of this concept who affirms that ecoliteracy refers to the understanding of environment as a pedagogical resource to global sustainability (Orr, 1992. Quoted by Boehnert, 2015, p.2) In other words, the knowledge of the environment lets people to know their problems and act have a “potential to address” them (Ibid). As a result of Boehnert’s research, the author mention that environmental awareness has been included in theoretical works due to the importance of sustainability for this century. This conclusion contributes to support in this study the use situated activities and elements such as picture books reading and ecological journeys to develop ecopedagogical proposals such as environmental awareness in a rural school

Across a similar research topic, Tong, Lara, Irby & Koch (2014) present their study called *Integrating Literacy and Science for English Language Learners: From Learning-to-Read*

to Reading-to-Learn. The purpose of this study was to investigate the impact on students' science and literacy achievement of two interdisciplinary interventions: one in English reading literacy among fifth-grade former and current Hispanic ELLs and another where English language/reading literacy instruction was embedded in science instruction from kindergarten to third grade. This study compared students' science and English literacy achievement between those who participated in these two interventions and those students who did not. The researchers used science tests and portfolios to collect data. The results of the study showed that the integration content in the curriculum between science and literacy has a positive effect in language skills development of students, and in scientific knowledge of students. This interdisciplinary study contributed to the present research project due to the positive implications of literacy in an integrated curriculum has, which is relevant for the study because it situates language in applied situations of learning. Nevertheless, the study is not concerned explicitly about setting literacy as a situated practice, but in regarding the cognitive implications in language learning skills development.

Overall, this literature review chapter discloses, on one hand, how the constructs of the ongoing inquiry have been studied isolated each one in previous research studies. This element makes innovative the fact of including Ecopedagogical picture books in a biliteracy research study. On other hand, each one of the mentioned studies contributes in some extent to the theoretical and methodological development of this research, which provides a starting point to find out the supporting elements to develop and conclude this study.

CHAPTER 3

RESEARCH DESIGN

This section describes and defines the research design elements that guided this study: the qualitative research paradigm, the research approach and data collection instruments and procedures used during the inquiry process.

Research Paradigm

Since, the aim of this research was to establish a research process in which the relationships between the elements are casual (Collector & Module, 2011) this research study used is a qualitative paradigm. It means that the connections between topics and procedures were variable. In this way, the definition that support this research study comes from Denzin & Lincoln (2011) argue that

“Qualitative research is a situated activity that locates the observer in the world.

Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world [...] 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”. (Denzin & Lincoln (2011), quoted by (Cresswell, 2013, p. 43)

In this regard, the inquiry was focused on the contextual issues that made the study meaningful according to the research questions and aims. For this research study, elements as the rurality itself and the social and cultural practices that surround the research place and the participants were the ones that gave character of qualitative to this study.

Besides, qualitative research uses opened questions and plans in order to establish during the collecting and analysis process the reasons of the changes in relation to the actions of the

participants. According to Freeman & Long (2014) one of the main features of qualitative research studies is that this paradigm is “concerned with *understanding* human behaviour from the actor’s own frame reference”. This principle acknowledged to the context of this EFL teaching-learning study in which the environmental elements of the school and students are basic to define, describe and understand the acquisition of EFL as a social phenomena in a particular place with specific reality situations liable to be analysed. Thus, establishing the qualitative paradigm for this research study means to considerate reality as dynamic in a holistic phenomena (Hatch, 2002).

The character of holistic means for Cresswell (2013) a “complex picture of the problem or issue under study”, which includes multiples points of view and factors around a particular situation and in most of the cases permits the researcher to draw a general image or picture of the phenomena. So, the choice of this paradigm responds to the interest for observing, describing and analyzing EFL learning situations in a particular context by taking into account the social, cognitive and pedagogical implications that permit to the researcher to understand in a general way the conditions that could make English learning meaningful for the participants of this study.

Type of research

This study is allocated in the action research approach due to the interest to redefine EFL teaching-learning processes in a rural classroom. Waters and Adams (2006) state that “the action research is a practical approach to professional inquiry in any social situation”. Therefore, the researchers are carrying out their actions as researchers and are evaluating permanently the implications of these actions for the study. In consequence, for this research study, the role of the

teacher as a reflexive actor who makes part of the phenomena , part of the world studied; the knower and the known are taken to be inseparable (Hatch, 2002).

Moreover, according to E. Koshy, H. Waterman & V. Koshy (2012) action research is an approach used to improve conditions and practices in a social environment. In this way, this approach's main aim is to solve a problematic fact in a specific context with particular social, historical, economical, even ideological conditions. The process of solving and acting as Bradbury (2001) argues, implies a quest for life in order to create what he calls "living knowledge", it means practical and useful knowledge to people in their daily life experiences. It makes of action research an approach that contributes to the knowledge creation (theory) and social change (practice) (Ibid). Thus, action research permits for this study to bring EFL learning to the countryside as a daily reality liable of being a learning environment.

By following this regard around living knowledge, action research is participatory by nature (E. Koshy, H. Waterman & V. Koshy, 2012), which implies that the researcher is immersed during all the research process. Kemmis and McTaggart (2000: 595) set that action research is developed in a spiral of self-reflective cycles, which in essence are not fixed cycles but fluid and open depending on the research situations. The cycles proposed for these authors begin with **planning** a change based on a situated problem, which in this case is related to an isolation of knowledge from the countryside and rurality as EFL learning. From this fact, the design and choice of certain strategies such as Ecopedagogy and picture books reading are the plan liable to be applied. The second cycle is related with **acting** and **observing** the consequences of the change. At this point, the teacher-researcher begins the pedagogical intervention and during the acting process evaluate and handle the EFL lesson plans in order to adapt the planning situation with the learning and teaching issues. It permits to explain any

failure to implement and effects from changes. The last cycle invites to **reflect** on or **evaluate** these processes and consequences and then **replanning**. The teacher researcher should analyze, from a previous observation cycle, the collected data in a critical process. Then, the researcher makes consciousness about theoretical and practical implications of the pedagogical action.

In consequence, using action research inside a process of planning, acting and evaluating permits the teacher-researcher to establish if the pedagogical elements are according to the research goals, which is important in social changing contexts. To sum up, in action research knowledge is a social construction, where in consequence researcher and participants build understandings through research cycles, which will be explained during the chapter four. That is why for this research is crucial to listen and read students' perceptions and actions in Ecopedagogical and reading processes of foreign language learning.

Data collection instruments and procedures

This section describes, characterizes and justifies the instruments and procedures that permitted along this research study to gather information from the pedagogical intervention and its participants, object of this inquiry. The process developed through a combination of three perspectives: "introspection and observation, the teachers', the students' and the researchers' perspectives on what transpired during a lesson are all brought to bear on a common experience". (Freeman & Long, 2014, p. 23). That is, a triangulation process that permitted to associate information gained from multiple perspectives that are studied around the same topic and that "directly address each other's findings" (Maxwell, 2009). For this study, field notes and audio recording from classes; artifacts, reading diaries, surveys and semi-structured interviews to gather information from the participants of the study, will address the theoretical and

pedagogical implications of biliteracy when Ecopedagogical picture books reading in a rural classroom occurs.

To conclude, it is relevant to mention that according to Goffman (1989), a research study is triangulated when instruments “meet” each other to “challenge it (for clarification), illuminate it (add to it conceptually or theoretically), or verify it (provide the same conclusions)” .

(Goffman, 1989, quoted by Richards, 2014, p. 91). The elements to manage information will be described forwards in Table 1, where questions and sources give validity and reliability to data.

Table 1. Triangulation plan

| RESEARCH QUESTIONS | DATA SOURCE #1 | DATA SOURCE #2 | DATA SOURCE #3 | DATA SOURCE #4 |
|--|---|--|----------------------------|-----------------------------|
| What biliteracy skills do students develop when approaching to EFL through Ecopedagogical picture books reading? | Field notes (From teacher-researcher classes). | Artifacts Reading diaries (Students) | Audiorecording of classes. | Semi-structured interviews. |
| What is the role of Ecopedagogy in the environmental awareness in a rural EFL classroom? | Semi-structured interviews. | Fiel notes (From teacher-researcher classes). | Audiorecording of classes. | Surveys. |

Audio recording. Audio recording of classes by using a digital audio recorder has a crucial role in qualitative research. Patton (2002) states that "the creative and judicious use of technology greatly increase the quality of field observations and the utility of the observational record to others" (p.308). The development of the classes in qualitative researches studies with fifth graders students a rural school establish an interaction between the students, the teacher and the environment. Due to, it is necessary to gather the biggest number of events that show the interaction between all the participants during the development of an EFL class.

It is important to say that one of the most useful features of this instrument is that the teacher-researcher can gather information without being obtrusive and avoiding interrupts natural behavior of participants. For this research study, each class was recorded. Therefore, there are 16 audio recording files collected during the 11 class sessions from the beginning to the end of the class. Due to the big amount of information, the teacher researcher used just relevant information for the research (See **Appendix B**). So not all the participants' interventions were included, just the pedagogical interventions considered relevant for this study were included.

Thus, the audio recording as a data management procedure includes the voices of all the participants in the class. It permitted to the teacher-researcher to analyze in this study how are the oral interactions between the content, the context (countryside) and the students, the features in the usage of L1 and relationships between stories in picture books and their experiences exploring the countryside.

Artifacts. Artifacts are written or printed texts from students that permit the teacher researcher to the planned and not planned residues of human activity, give alternative insights in ways in which people perceive and fashion their lives (Hodder, 1994, p. 304). For school-based research, these might include school records, official documents, children's work, teacher's lesson plans, parents' newsletters or any materials used in the settings studied. The main advantage of this displaying data is that it does not influence the social setting being examined. From a post positivist perspective it permits to report patterns and make generalizations based on frequency and counts percentages (Hatch, 2002, p.25) For this research, artifacts are the resource to analyze how students used EFL and if they were establishing relationships or not with the rural environment. Artifacts in the class were products such as written guides (See Appendix C) designed by the teacher- researcher or some handicrafts in which SS use EFL and interact with rural environment.

Naturalist Diaries. Inside the artifacts as a research instrument, and taking into consideration that one of the aims of this research project is to contextualize EFL in rural contexts, the naturalist diaries are used a way to collect information from the countryside experiences of the students. For this study, each student designed and made a diary in which each one will describe with simple words in English or drawings their sensible routes while observing their territory (school). This connected the act of reading as reading the world and improves the ecological consciousness through EFL teaching. In this way, researchers using qualitative and naturalistic approaches to research are more concerned with the authenticity of participant's accounts. They want to use methods that show respect for participants and minimize intrusion into their social worlds (Hammersley and Atkinson, 1995, P.6, quoted by Alaszewski, 2005, p.67).

Here it is important to mention that for this project, SS made reading diary in which they are going to represent their experiences with reading and Ecopedagogy (See Appendix D).

There, students put descriptions of the environment, drawings, or any expression that communicates and reflects relationships between reading and rurality by using EFL. Hence, the reading diary is an artifact that was analyzed by the teacher-researcher by following some categories such as literacy, biliteracy, the link with picture book's stories and the relationship between readings and personal experiences of students.

Field notes. Written records of participant observations are usually referred to as *field notes* (Richards, 2014) as the recording of research situations and actions. In this study, the field notes played an analytic role through which the reflection face of the lesson plans applied takes place. Particularly, the field notes were used to analyze the participants' responses to the class activities and their verbal, acting, or behavior interventions in the class.

For this study, the researcher made two types of field notes: one, was related to the observation phase in order to state the problem (**See Appendix A**), and another was the intervention field notes sample made after finishing each class. This resulted in 12 field notes that collected the information in a sample through which it was possible to interpret the practical issues that happened in the class (**See Appendix E**).

Semi-structured interviews. According to Diefenbach (2008), the interview as other instruments in action research is interested in revealing and answers the research question. For this author, the interview permits to understand social interactions and lets researchers to draw that there is not neutral information or “non-intervening and non-existent interviewer” (Ibid, p. 880). That is why the semi-structured interviews give fluency and reality to the gathered information, due to the flexibility of the interviewer-researcher to guide the interaction with the participants by following the interview and the research study's aims.

According to the goals for this study, during the observation phase one semi-structured interview was designed in order to know about students' likes and preferences in reading and learning spaces. Then, another interview was used to collect students' perceptions around their participation in different activities such as readings and routes in the countryside. In some cases, this instrument permits to analyze verbal intervention of students in relation with the use of L1 and L2.

Surveys. Also known as questionnaires or social surveys, they are a method used both, in qualitative and in quantitative research studies. According to Ackroyd & Hughes (1981), this method aimed at collecting standardized data from a large number of people, most of the times in a statistical form. These authors set that there are three types of surveys: factual surveys, used to gather descriptive information; explanatory surveys, that aimed finding out explanations in order to get new theory; and attitude surveys, which permit to collect people's attitudes and opinions. This last type of survey was the one used for this research study. During the characterization, the researcher used a diagnosis questionnaire (**See Appendix F**) and a survey (**Appendix G**). On other hand, in order to collect data from the intervention process the researcher used one survey at the end of the research cycles. It was included in the English workshop in the September 13th session class (See Appendix C).

Data collection procedures

The process of collecting data began with the observation cycle through which it was possible to plan a pedagogical intervention with students in response to the problem mentioned in Chapter 1. Based on the objectives that follow this research, it was necessary to define and design instruments to achieve those goals. Thus, the field notes, the reading diaries, interviews and audio recording were chosen as the indicated to analyze the EFL learning implications in terms of biliteracy skills when using Ecopedagogy and picture books in a rural classroom.

The first stage before collecting information was to inform students and parents about the research study and its objectives. It was made using an informed consent (**See Appendix F**). This informed consent was signed during a parents meeting in the school, which permitted to all the pupils of the course to participate in the study. Then, across the three cycles of this research

study, the researcher gathered information from field notes, audio recording and artifacts, due to that they were taken during 11 session classes beginning on April 21st and finishing on September 15th. Here is important to mention that the calendar weeks are not the research weeks because of school situations that did not permit the pedagogical intervention in some cases.

In the first cycle, the naturalist diary was the main input from students to collect data process. There, the researcher gathered two recordings activities from diaries. As well as diaries, audio recording were important each session during this cycle. Along the second cycle, the researcher designed a written English Workshop (See Appendix C), divided in EFL activities (four questions) and an attitude survey (two questions). The first two questions were answered at the beginning of the second cycle, the next two, at the end of the cycle two and the survey questions were developed at the end of the three cycles. Finally, the semi-structured interview was had three guided questions, which were developed at the end of the three cycles intervention. A detailed description of the moments of collecting data is shown in *Table 1*.

| Cycle | Data Collection Instruments | | |
|--|--|---|---|
| <p>1 Sight reading</p> | <p>Inform consent: May 19th</p> | <p>Field notes and audio recording: May 6, 12, 19; June 9; August 11, 16, 18</p> | <p>Naturalist Diary: June 9 and August 18</p> |
| <p>2 Tasting reading</p> | <p>Survey: September 1 and 22</p> | <p>Field notes and audio recording: September 1, 13 and 22</p> | <p>Naturalist Diary: September 13th</p> |
| <p>3 'Reading the word and the world'</p> | <p>Semi-structured Interview: September 27th</p> | <p>Field notes: September 27th</p> | |

Table 1. Data Collection Instruments

CHAPTER 4

PEDAGOGICAL INSTRUCTION

According to the methodology that this research follows, this chapter presents the pedagogical constructs that supported the intervention such as the curricular, language, classroom and learning vision. Besides, it presents the pedagogical intervention planned for this research study.

Curricular vision

Due to the importance of Ecopedagogy and situated biliteracy practices as experiential practices to build knowledge, the practical curricular vision of Grundy (1987) is submitted as pertinent for this project which could be defined as the conventional result of human or participants experiences when they are building knowledge. According to this author, when subjects participate in the “educative experience” they are able to have consciousness about their own actions and can built knowledge from them. Thus, for the author students and teachers are free to stablish what they want to know based on their own learning experiences.

These assumptions are based on what Freire (1989) sets about the dialogic character of education in which learning let students and teachers to dialogue among them when the act of reading the world and its known objects become practical and critical ways of knowledge, teaching and learning (Freire & Macedo , 1989). In this way, the experience and practical actions of building knowledge are crucial elements to stablish how for this project the curriculum emerges from the experiences and perceptions of students when they explore the countryside as territory but mainly from the reading experience of the teacher-researcher with the context.

Vision of language

For this research study, language is understood both, as a medium to communicate and a medium to acknowledge the world and its reality. Hence, the code and its social, historical and contextual elements are the ones who make language usage meaningful. The instrumental function of language set by Halliday (1970), considers in communication a level of interaction in which exists an exchange of information or data to achieve some goals, communicative goals specifically. In consequence, for this study teaching EFL implies to recognize the communicative context in which the use of a foreign language serves as a tool to interact with that educative context; in this case the rural one.

From this perspective, language use in EFL learning is aimed at communicating in a particular context (Halliday, 1970). As a result, the teacher communicates as well as students and guide them to understand, apply and produce communication by exploring all the language skills (speaking, reading, writing, listening) in an specific and authentic context that provides students of functions, meanings and content of the language, which means that the use is more important than the structure. (Richards R. & Rogers, T.1991).

Vision of learning

In this study, learning is understood around cooperation as a possibility to attain EFL skills. According to the statement around Ecopedagogy and biliteracy as the possibility to acquire a second language by using and developing the native one in a rural EFL classroom, students establish interactive and communicative relationships in which both, students and teachers share experiences and information not only among them but within the territory they have experiences with. Due to that principle of interaction, the cooperative learning vision guides

this research study. Based on Smith, K.; Sheri D., Sheppard; Johnson, D.W., and Johnson, R.T (2005), who argues that cooperative learning in classroom addresses students to motivation, metacognitive processes and changes of behaviors. These authors add that to cooperate means to achieve a common goal by taking into account the particular facts that surround students' experiences. This condition involves an interdependence when all participants must cooperate (in a particular way), and also an individual and group accountability where each participant is important. At this point, readings in terms of interpretation and experience linkers are liable to integrate each participant reading, association and perception of texts (literary and non-literary).

Besides, Hornberger (2003), argues that language learning is surrounded by a negotiation of meaning between the texts, the readers, and the context. It links meaning and cooperation. Therefore, cooperation in language learning permits, in this study, students to develop EFL learning into particular linguistic features as biliteracy and to evaluate and predict the use of language in communication according to owns experiences and others'.

Vision of classroom

As this research study developed in a rural context, the vision of classroom that guided the pedagogical instruction is the outdoor classroom. Thinking in the countryside and rurality as a learning environment, let the teacher-researcher to acknowledge that an outdoor classroom “[...] integrates ‘personal and social development’, ‘environmental education’, and skills in ‘adventure activities’” (Beames, Higgins & Nicol, 2012). According to these authors, in this decade, teachers have been introducing the model of an outdoor classroom due to the desire to “bring the curriculum alive by walking outside the school building and into the ‘real world’” (Ibid). This desire comes from the environmental awareness and the interest of teacher in making learning and teaching meaningful from ‘alive experience’.

In a broader way, this vision of classroom was born due to the lack of direct experience of student with nature (Louv, 2008) which makes learning artificial and keeps away real experience of student with their environment. So, according to Beames (2012) it is necessary to promote “authentic learning contexts learning in the ‘real world’, and not through contrived academic exercises that are used in ‘preparation’ for entry into the real world” (p. 6).

Therefore, teaching around outdoors classrooms permits to connect all scholar and non-scholar elements that are connected in real life. Here, teachers’ knowledge, students’ experiences, parents’ stories and discourses, nature behaviors and elements are intertwined with curricular subjects that at the same time go through all these variety of social elements. Moreover, eventually, for this study, rurality as an outdoor classroom is the life space in which picture books reading and environment observation link with the aim of naming reality in a foreign language. In fact, English as language is associated directly with familiar elements of students’ daily life.

INSTRUCTIONAL DESIGN

This instructional design includes two methodological lines, which were developed simultaneously during the research time in six months calendar sessions this year and, were divided in three intervention cycles. Each one is described in the following table.

| CYCLE | OBJECTIVE | PICTURE BOOKS' TITLES | ECO PEDAGOGICAL CONTENT | TIME |
|---------------------------------------|--|--|--|--|
| 1 Sight reading | Introduce sight as a reading experience to contrast books reading elements with nature elements based on the observation of environmental features such as color and size of animals and plants. | <ul style="list-style-type: none"> - <i>Elmer</i> by David Mc Kee (1968) - <i>The Grouchy Ladybug</i> (1977) | <ul style="list-style-type: none"> - Colors in Quiba's landscape. - Plants and animals in the countryside. - Where are the Ladybugs in Quiba? | Seven class sessions (seven weeks) and three lesson plans. Each session: About 90 minutes. Total: About 11 hours. May: 6,12, 19 June: 9 August: 11,18,16 |
| 2 Tasting reading | Introduce taste as a media to read and state a relationship with nature, including the life experiences and context of students around food and taste. | <ul style="list-style-type: none"> - <i>The Very Hungry Caterpillar</i> (1987) | <ul style="list-style-type: none"> - Food and planting in Quiba. - Observing and tasting metamorphosis of a ladybug | Three class session (three weeks) and two-lesson plan. Each session: About 90 minutes. Total: About 5 hours September: 1,13,22 |
| 3 'Reading the word and the world' | Link different ways of reading (of literary and non-literary texts) as a way to arise to ecological awareness of students based on the reading | <ul style="list-style-type: none"> - <i>Things I like</i> (1989) by Anthony Browne | <ul style="list-style-type: none"> - Perceptions of Quiba's landscape: animals, plants and colors in the countryside, | One class session (1 week) and one lesson plan. About 100 minute's session. September 27 th |

| | | | | |
|--|---|--|--|--|
| | experiences in the two first cycles of intervention | | | |
|--|---|--|--|--|

Table 2. Cycles of the research study.

This study aimed at describing the biliteracy skills that are developed when Ecopedagogical Picture books' reading takes place in a rural EFL classroom, as well as the illustration of ecological awareness of students. Therefore, worked on two types of activities: situated picture books' reading activities and ecological tours based on Ecopedagogy. Each activity responds to a topical issue given from the picture books reading in each lesson plan and to a particular sense to use. In order to examine how picture books reading and Ecopedagogy can be linked, it was needed to support one approach on the other. This instructional design choice supports Kristeva's (1986) assumption around meaning and texts arguing that texts (meaning) are constructed and interpreted in particular contexts and the interaction along a continua of biliteracy permits to produce new discourse conventions in the intent to link language and content.

In this way, the activities designed for this study included pre reading- during reading and post- reading activities, Sell (2005), both, of literary and non-literary texts. These class cycles are developed as introduction, development and closing activities that link picture books reading and Ecopedagogy activities of observation, description and perception, (A detailed lesson plan can be seen in **Appendix G**). In all the cases, the introductory activity was situated in picture books' reading and this reading develops and accompanies with Ecopedagogical activities that reinforce the meaning structures and situations of students in EFL. Here, the

teacher researcher explored reading with some Ecopedagogy's activities that included the use of senses as a crucial media of experience (Zimmermann, 2000). Thus, the cycles could be seen in terms of the sense used to read: sight and taste. This resulted in two cycles developed.

The teaching-learning process included four picture books reading in 11 class sessions. Each reading included a loud-voice reading from the teacher and was guided with predictive and descriptive questions about imagery sequences and words.

Reading from sight

The first reading was *Elmer* by David Mc Kee (1968). This book tells the story of Elmer, a patchwork elephant that lives an identity problem and decides to become a one colored elephant. Due to that, the main content of this book is related with colors and nature elements, the activity related with Ecopedagogy was to make the first *naturalist tour* around the school's Farm. There, each student had their own *naturalist diary*, made by their own in cartoon, in which the recorded three animals and plants observed (read) during the tour by describing their main features. Students searched on the land, over the trees for animals and plants and asked about its name in English. However, in this session, students' drawings in the diaries were the first step before naming the word in English. *The Grouchy Ladybug* (1977) was the second reading. This is the story of a ladybug that when is searching for aphids to eat, starts a battlefields with every single animal, wild or not, big or small, she finds. For this reading, the class was centered on searching for a Ladybug in the school. In this way, students searched for the animal guided for the places where the Grouchy Ladybug was. This inquiry was developed in three stations, where each student had 10 minutes to search for a ladybug. Even if there was any finding, all the students should continue with their classmates helping in the inquiry Also, if a student found a

ladybug, he/she would show it to the class. Then, during the activity, the whole class searched for it and *recorded their findings on the naturalist diary*.

Reading from taste

The third story was set around the 'tasting' cycle of this instructional design. With the book *The Very Hungry Caterpillar* (1987) by Eric Carle, is the story of a caterpillar that during a week eats too much until she gets a stomachache, makes a cocoon and waits for two week more to be a butterfly. In this cycle, students participated in a 'literary picnic', where there were all the food that a caterpillar (and a kid) can eat. So, while reading, students tasted each aliment and described how it was based on the tasting words of this lesson plan (sweet, sour, salty) and on the colors introduced during the first cycle. This activity was centered on tasting, seeing and describing food. The second activity developed during this lesson plan was related with food habits and food plants in the school. There, students recorded the vegetables and fruits that existed in the school with its description. The final activity of this cycle was focused on finding a caterpillar in Quiba's countryside. In this way, the participants searched for a caterpillar in the school and recorded their findings on the *Naturalist Diary*.

'Reading the word and the world'

The final reading was *Things I like* (1989) by Anthony Browne, the story of a children monkey that tells the reader his favorite activities. Based on the previous reading, this lesson plan closes the two senses' cycles by introducing to the class, food (taste) that can be found in the school's vegetable garden, animals and plants (sight) found in the last sessions classes. For this reason, students made the last *naturalist journey* to record their likes and dislikes from Quiba's landscape. The guiding question was "*What do I like from the countryside? What do I*

don't?". Students should write on their naturalist diaries their perceptions of Quiba using their previous knowledge in EFL to record information. This cycle permitted to examine environmental awareness of students.

The next chapter presents the analysis of the data collected during the development of the pedagogical intervention as well as the findings of the research.

CHAPTER 5

DATA ALYSIS AND FINDINGS

This section presents the findings of this research study including the processes used for data analysis and the categories that emerged from the theory and the data analysis. It uses evidence taken from collected data procedures in order to describe and support the statements.

Data Analysis Procedures

This research study used the grounded theory approach proposed by Strauss A, & Corbin J. (1997) which makes reference to the process of building sistematic theory based on observations and collecting data during the research study. According to Willig (2013), grounded approach in qualitative research studies could be considered both a method and a theory. As a method, grounded theory let the researcher to make a process of identifying and intergrating categories, and as a theory permits to have a result or a product to esxplain and understand a phenomena. (p.70). Hence, the findings of this study emerged from a deductive process of observation of data in order to *be trustworthy* (Maxwell,1992) in the interpretations and categorization of data. During this deductive process, the study began with the triangulation process, where the researcher rawed data gathered through different qualitative data instruments

from different sources. Then, they were linked with theoretical assumptions which made possible to construct a category mapping.

The first filter to data analysis was to classify them depending on the instruments. Then, each data instrument was analysed and categorized at light of theoretical constructs such as biliteracy skills and ecopedagogy. It permitted to achieve to the categories. Each data was systematically included in a digital folder where the researcher chose the one that supported mainly the subcategories which are in fact concrete evidences of students actions.

The first step in data analysis procedure was to transcribe all the information of field notes, artifacts, interviews and surveys in order to examine repetitive elements among them and indeed, patterns in data. Then, the researcher observed the Naturalist Diaries from students and also identified patterns. As a result, the evidences of repetitive and relevant information was scanned and organized in the category mapping that will be presented below. It is needed to mention that during this process of analysis, several categories from the teoretical framework was considered, but at the end of the process, just the three that appeared more frecquently were included in the analysis.

The research was performed from an emic perspective, that according to Freeman (1998) implies to the researcher to look insider's knowledge to arrive to findings. That is that in this study, the teacher-researcher was involved in the community as a participant but also as an observer, which let interpreting the understandings of the participants based on observation experiences with in a framework of situated biliteracy practices of reading with in an ecopedagogical framework.

Overall Category Mapping

This study aims at two goals. First, describing the biliteracy skills that are developed when using Ecopedagogical picture books' reading in a rural EFL classroom. Then, the research study sought to identify how when using Ecopedagogical picture books reading and activities the biliteracy skills appeared in an EFL context. Second, it pretends to determine the role of Ecopedagogy's activities in the environmental awareness of students in a rural classroom. Table 3 presents the categories obtained from the analysis of these inquiry elements.

| Research Questions | Categories | Subcategories |
|--|---|---|
| What biliteracy skills do students develop when approaching to EFL through Ecopedagogical picture books reading? | Biliteracy skills in language productions of students. | First and foreign language interaction. |
| | | Oral stories from students and written picture books |
| | | Receptive and productive skills in biliteracy. |
| What is the role of Ecopedagogy in the environmental awareness of students? | Sensory identification of elements that surrounds rurality in the classroom. | Senses as a possibility to read and write the rural world in EFL. |
| | | Observation as a possibility to understand environmental |

| | | |
|--|--|----------------|
| | | relationships. |
|--|--|----------------|

Table 3. Categories based on data analysis.

The first category *biliteracy in language a production of students* emerge as response to the first research question and follows one of the aims of this research which is to identify biliteracy skills in EFL learning through the use of situated picture books reading and Ecopedagogy in a rural classroom. This category presents how picture books reading and Ecopedagogy as methodological issues converge in some common ground around concrete linguistic, cognitive and social skills in which biliteracy occurs in a rural school in the light of the continua model of biliteracy. Three subcategories emerged from the first category: First and foreign language interaction, oral stories from students and written picture books and receptive and productive skills in biliteracy. The second category emerges as response to the second research question about the role of Ecopedagogy in the environmental awareness of students in a rural school. Thus, the second category presents the *Sensory identification of elements that surrounds rurality in the classroom*. From this category also arose two subcategories: Senses as a possibility to read and write the rural world in EFL and observation as a possibility to understand environmental relationships. These subcategories describe how students perceive environmental elements when Ecopedagogy takes place in the EFL classroom and draws the learning implications of Ecopedagogy as a methodological approach in an EFL rural classroom.

The categories that came out from the data analysis process disclose the variety of contextual elements that surround learning in a rural EFL classroom when biliteracy as a situated practice occurs when using Ecopedagogical picture books reading. Thus, after having made a

general description of the categories and subcategories that guided the findings of this research study, the following section of this chapter describe in a detailed way the evidences that illustrate the claims that come out from data analysis

Category 1. Biliteracy in language productions of students

This category describes, explains and shows the elements that are related with biliteracy as a situated practice, which in some way gives an overview about how biliteracy can be set in a monolingual context of foreign language teaching-learning when oral-written productions are language expressions and not just EFL linguistic structures account. The development of biliteracy refers to the instances that shows that biliteracy occur in certain context of foreign language learning and describes the elements that make possible the appearance of these skills.

Based on the data analysis process two subcategories came out related to the development of biliteracy in students when Ecopedagogical picture books reading takes place in an EFL class: telling daily life stories to acknowledge picture books rural content and concrete elements' observation to acknowledge abstract issues of language.

First and foreign language interaction

From the data collection process, it was possible to establish this subcategory as a pattern in all the students' productions. First and foreign language interaction is the first biliteracy skill found and is related to how EFL beginners such as the participants of this study use their native and their foreign language simultaneously in their interactions with the language through Ecopedagogical picture books' reading. The evidences of this statement are shown in written an oral production of students, where the participants evidently include element from native and foreign language. This idea is illustrated in the next excerpt:

SK: Una vez mi papá con mi mamá encontraron una **leydy bog** y yo y mis dos hermanas encontramos dos **leydy bog** ese día la pasamos de maravilla pero lo feo fue que salieron niños a la calle y hicieron mucho ruido y las **leydy bog** se fueron.

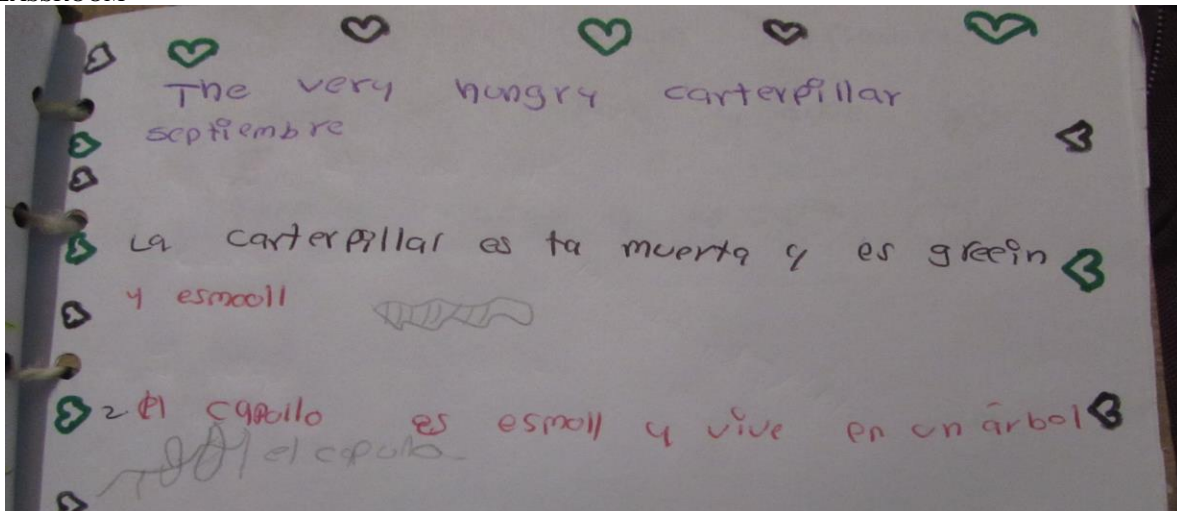
(English Workshop September 1st)

In this text, the student includes a concrete element from L2 that has been learned from the picture book's reading of *The Grouchy Ladybug*. It shows two important elements. The first is that the fact of including L2 elements based on readings in written productions means that there is an association with experience that permit the student to include in daily life use the word in L2. Here, is important to mention that the text emerged from the journeys that aimed at searching for a ladybug in Quiba. Therefore, it shows that to explore and to be in contact with the ladybug as a real element that can be seen and touched, permit students to include certain words related with what they have learned from colors and plants in their speeches.

In relation to the use of language in communication, (Kern, 2000) distinguishes the difference between the use and the usage of language, arguing that in situated literacy practices one should learn how to use the language, that is, to recognize how to use language for certain communicative purpose, different from the usage that refers to the correct order and manage of coding language in speeches. Thus, in the written texts of students it is evident that they use L2 elements to report issues from daily life experiences, which means that foreign language is not seen as external, different or intrusive, but it is used a language as possible as Spanish.

Apart from telling stories based on Ecopedagogical experiences, students include L2 elements simultaneously to L1 when describing objects read from Ecopedagogical activities.

This idea is supported on the following excerpt from a *Naturalist Diary*:



(Naturalist Diary, September 21st)

This naturalist diary shows that L1 and L2 coexist when students use language to describe the elements read and discover during the journeys. Then, to include adjectives and nouns in English is perhaps the evidence that students name in L2 concrete elements perceived from observation, which implies that the participants see foreign language as a real fact that is present and used in what they experience daily. Due to that, referring to biliteracy implies to include bilingualism and literacy, and subsequently to the transfer theory in bilingualism research studies as an important element along the continua of biliteracy. However, transfer theory is not at all an input to analyze this research study. The reason, transferring itself according to Bialystok, 2007 means “The contrasts and congruence points between the first and second languages and methods of contrastive linguistic analysis between the first language of readers and English”.

The point that tenses the view of bilingualism in a rural school as Quiba Alta is that for this research study there is not an aim of transferring linguistic issues from L1 to L2, it means that not phonetic neither grammar is a relevant point here. However, it existed a transferring practice in students when they begin to name their environment based on literary and situated stories, which also as visual, establishes contrasting associations between language and content.

This issue is illustrated by Hornberger (2004) when she claims that most transfer of skills, according to the continua of biliteracy, “occurs in a global way rather than point by point, that is word by word but rather involves processes and strategies”.

Oral stories from students and written picture books

This subcategory is the second biliteracy skill that came out from the pedagogical intervention and data analysis process. It refers to how students used telling their own daily life stories or experiences in oral or written productions to establish relationships between what they read (literary and non-literary texts) and what they live or experience.

Each Ecopedagogical picture book's reading, as mentioned in chapter 4 let students to explore different stories, topics, nature elements and sensory experiences, and at the same time made possible to them to interact with their environment in order to make part of a totality (Zimmermann, 2001). This interaction was guided with oral and written activities in order to explore situated biliteracy practices in the rural context in which this research study had place.

The data gathered from the instruments applied (See Chapter 4) showed that there is a recurrent interest of students in telling their daily life experiences when they listen to picture books' stories and associate their experiences with the ones of the elements, such as characters or environments, showed in picture books. As well as they use written and oral media to express. The following excerpt of a class dialog about the swiss cheese between some students and the teacher-researcher while the reading of *The Very Hungry Caterpillar* illustrates this stated idea:

SJ: Cheese...En mi casa hacemos queso.

T: Ah, ¿y cómo hacen el cheese en tu casa?

SJ: Fácil profe, eso se hace con cortado.

SB: Ah, eso es como una pastillita o un polvito para que salga el queso.

(Audio recording. August 18th, Min 40:16)

SG: During the literary picnic a student says “Profe, y una vez me comi veinte de esas” (referring to blackberries).

(Field notes. August 18th, lines 31-32)

SD: El estudiante narra una experiencia con los *cocoon* y cuenta que una vez vio uno allá abajo en la granja, en la tierra.

(Field notes, September 15th, lines 27-28)

Hornberger (2004) argues that the development of biliteracy occurs along the continua in direct responses to demands on the context. It is that, there is a recurrent interaction between the context and oral speeches. This could be seen on the three previous excerpts in which students tell stories about their experiences with cheese, blackberries or cocoons, from each own's context based on literary events that they assume such as possible as their own life stories. In addition, the researcher recording in the field notes revealed that students express orally their experiences including L1 and L2 as seen in the second and third excerpt. According to Rossemblatt (1995) “A novel or a poem or a play remains merely ink spots on paper until a reader transforms them into a set of meaningful symbols” (p.24). This assumption could be seen in this study over picture books reading context, in which, indeed, students use symbols from literature related to nature and daily life elements in rurality to be nearer of texts. That is why students are able to link *The Very Hungry Caterpillar's* Swiss cheese with the farm cheese they find in their near contexts, blackberries with their favorite fruits and cocoons with the symbol of discovering the world.

Hence, this interaction between the context and oral speeches makes part of the continua of biliteracy, not just by identifying L2 written and oral words in speeches where there is an evident use of L1, but by accounting that students are including EFL elements, contents and

practices orally in the daily life use of the language even if there is not an institutional bilingualism framework who order it. It also implies, according to Hornberger & Hardman (1994) the application of own cultural practices as 'making cheese' or having blackberry trees at the corner of the school in EFL learning, breaking the standardized view of literacy in which culture comes from foreign context and dialogue with owns is complementary rather than essential.

Moreover, this orality evidenced in the previous excerpts coexists with written productions of students. That is, those biliteracy skills are supported and illustrated in the observation of written texts of students related to reading literary stories and environment elements and experiences; and in their oral stories or speeches. Some written texts of students explore how biliterate texts show a continuum in learning process:

SJC: Hace mucho tiempo una **Caterpillar** estaba comiendo **aple, blakberry, orange, estranberri y chocolae** y empezó a engordar mchuho y le dolia la barriga entonces ella camino y paso por una hoja y se volvió un **cocoon** y creció una linda mariposa.

(English Workshop, September the 1st)

SSK: Habia una vez una animal llamado **cow** y ese animal encontró una amiga llamada **pig** and the **pig** is volvió the mejor amigo de la **cow** y **the cow** un dia tuvo un accidente y su amiga la **pig not** sabia de nada de eso and un dia cuando le contaron y se puso muy triste porque ellos dos eran muy amigos eran casi inseparables por la amistad tan fuerte que tenían, y la **cow** se puso bien y siempre se quedaron sin separarse porque de pronto pasaba algo que ninguno de los **two** querían.

(English Workshop, September the 1st)

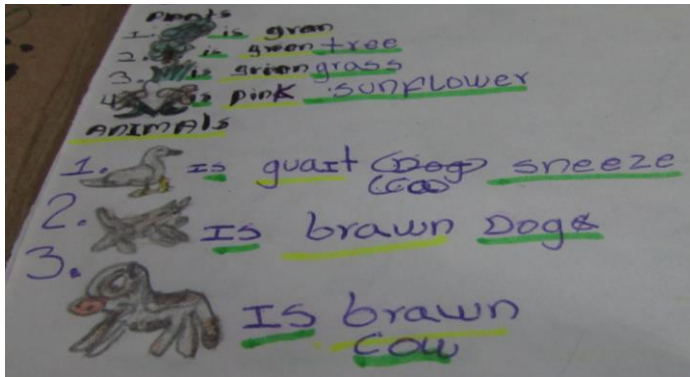
In students texts there are linguistic elements of L2 that have been transferred from social practices of discovering, describing and naming animals in the countryside through an observation strategy from Ecopedagogy. Because of these associations, students begin to re-write based on contrasting the literary stories and their own experiences and perceptions. That is present in the second text; different to the first one is a new version of *The very Hungry Caterpillar*, despite of that the instruction was just to tell a story about animals. Therefore, students are transferring writing L1 telling experiences to L2 linguistic elements writing based on new experiences with nature and reading itself. Here, in some extent there is an interpretative level of texts both literary and non-literary texts. This assumption follows Kristeva (1986) claim around texts as producers and transformers of discourses. I would say that texts, written and oral, coexist as transformers and producers of experiences in learning practices.

Receptive and productive skills in biliteracy.

This subcategory is the third biliteracy skill, that explains how students associate concrete elements from picture Ecopedagogical picture books that students read with elements from nature and rurality such as food, animals, plants or colors, and express their observations and interpretation through written or oral productions. Barker (1963), one of the theoreticians of environmental psychology affirms that environment is a behavior setting in which human kind as part of the environment interacts physically with it and its elements thought perception, especial relationships, attitudes, stimuli, etc. This assumption is transversal to Ecopedagogy as an approach to name and explore the environment by using EFL issues. That is to receive information from Ecopedagogical observation. In fact, to interact physically with environment is not also a way to aware students of environment itself, but it becomes a methodological issue that permits students to associate literary and non-literary texts including EFL elements and

express though productive skills such as writing or speaking (Hornberger, 2004) their perceptions. This idea is illustrated with the following excerpts from *naturalist diaries of students*.

Receptive and productive skills in biliteracy.



(SP Naturalist Diary, May 12th, p.1)

During the socialization of findings of the journey, one student says to another “Yo encontré una earwig pero blanca”

(Field notes, August 16th, lines 11-12)

The first data excerpt shows that students register their observing issues such as the plants and animals that surrounds the school based on what they have receive from observation. In consequence, writing and reading the world live together in the EFL learning process. In addition, the fact of including pictures as a tool to receive information from written stories (picture books) and to register data from Ecopedagogical observation, evidence that pictures are an instrument to record students findings during the journeys are related to sight as a way to explore the countryside. What students saw was able to be recorded even if there was no idea about an equivalent word in L2. At this point, is important to mention that there are not power relationships between L1 and L2, based on ideological and institutional issues that force using a foreign language per se, because pictures, as productions of SS, became the bridge in which

language becomes universal rather than restrictive or particular for bilingual beginners as the participants of this research study. It means that despite there is not complete domain of language, students record their readings (receptive skill) and were able to produce writing texts and oral productions such as the second excerpt shows when a student reports orally what was found during the journey. Seeing that receptive skills are evidences in diaries as in the excerpt one, or orally through descriptive discourses as it is seen in excerpt two.

In *naturalist diaries* , words and pictures has the same reliability in EFL learning because they are the concrete approach that then permit students to associate what is seen with what is written or spoken (abstract elements) in EFL. As is showed in the previous evidence, the first concrete experiences with EFL are related with colors and those are the main feature of what the picture shows. Then, the concrete experience of seeing colors is associated with the abstract picture that the student has made in order to permit him to include a particular and contextual perception of what in language is universal. This is, that the brown cow that was drawn here is not associated with the black and white cow that another student recorded. In consequence, when the physical experience of observing and exploring environment have place, to associate what is seen with what is said or written in this case become language a real and situated experience.

This particular experience of language and of learning itself is also illustrated with student's claims during the journeys:

SM: A mi lo que más me gusto fue sweet.

T: ¿Cómo qué?

SM: El [chocolei], el lollipop, strawberry, y las berries de paquetico

(Audiorecording, September 13th, min 12:36)

SA: Teacher, esta strawberry is sour pero son sweet.

(Audio recording, August 18th, min 18:40)

SL: A mi lo que me gusta de la clase es explorar los sabores y saber cómo se dice en inglés.

(Interview, September 8th, min 1:54)

Into these excerpts is evident that tasting is also a particular observing practice that includes students' own experiences as crucial to make learning meaningful, but also to include in biliteracy development the interdependent relationship between what is read and what is said. That is that receptive skill such as read or listen instructions contributes and exist with productive skills such as writing, seen in naturalist diaries recordings and drawing. Here, receptive-productive skills relationship can be seen when in the excerpt number three the student sets that to taste has permitted her to learn. Hence, receptive skills of language learning such as tasting contributes to, such as another student affirm, describing the strawberry as sweet. Owing to the fact that tasting is a new media introduced into the class, learning about food and tasting words such as sweet or sour is not an isolated fact of learning words per se, but is an associative and contrasting experience that enable students to interact with concrete and real experiences of tasting something that could or not like, but also to relate them with personal experiences and then re-create them through writing.

And eventually, the way in which students are interacting with texts, both literary and non-literary, they are facing real readings of the world. In contrast, according to Freire (1989), the fact of reading in a memory sense is not real neither a reading. Due to, senses and associations through discourses, written or spoken, are real readings and I would say real learning of a foreign language.

Category 2. Sensory identification of elements that surround rurality in the classroom.

According to Zimmerman (2000), the objects begin to make part of the vital space through psychological processes when senses are a stimuli that active the interaction among different senses in order to transform external elements into a vital space, which implies for the author a particular reading within a concrete sensory field in a specific context. Therefore, sensory approach to the environment let students to associate but also to be aware about what surround them. This category describes and explains how senses and observation affect environmental awareness of students when they interact with it and keep learning implications in students when school and classroom context is accounted in the EFL classroom. Here, learning is not a universal fact, but a particular one. Due to, the oral and written productions are evidence of students perceptions and relationships with their environment. Identify and observe here is not just a way or a tool to describe something seen, but is a constant dialogue between background and ongoing experiences.

Senses as a possibility to read and write the world

This subcategory reflects how students interact with their environment within the framework of biliteracy as a social situated practice. Whereas in the first category the focus was to reveal the elements that permitted students to associate experiences with words, here, no matter with language, the central point is to illustrate how students have relationships with their world, I mean rurality or daily life urban areas, and how it affects their reading of the world. The following excerpts from data collection instruments support this stated idea:

- SK: 2. -Dog** is grande y algunos son **esmol** y tienen color black.
-**Horsse** is grande y algunos son **black** y otros son blancos.
-El **pine** es grande chusa y es bonito.
-El árbol es grande con **grin** y **brawn**.

(English Workshop, September the 1st)

This written production of this student responds to a simple instruction: to describe some animals and plants. The interesting fact is that the student did not stand just in physical features but goes further by including outward-focused characteristics that came out from her own perception of the world. In fact, this text shows how the student interacts with the environment, not just through intrinsic features of elements, but telling what she sees and feels. It happens because animals and plants are not just part of environment; she includes herself in it when she includes words such as “bonito, chusa”. Here the object is taken to tell about from what is in hands (Freire, 1989), because it have been in real experiences of students.

An important element related with biliteracy as a situated practice and reading the world itself is how students are able to contrast what they read in literature with what they read in the environment. During the journey to search for a caterpillar, a student was worried about not to find a caterpillar in the school. From this, he said:

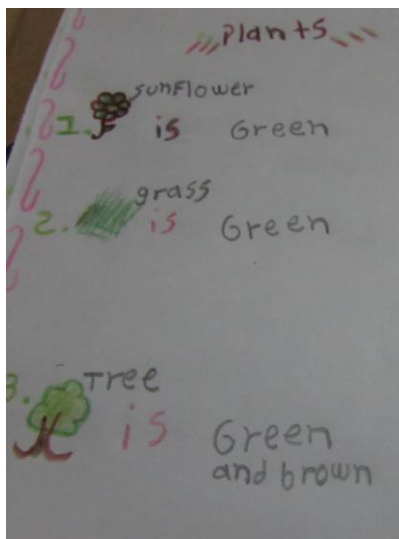
SG: During the inquiry of a caterpillar, a student asks: “Profe, ¿y en Estados Unidos hay chizas?, ¿cómo se dice chiza? Acá de esas sí hay artas.

(Field notes, September 15th, lines 12-13)

This claim illustrates that an environmental awareness in students, because they know what is the name of the things that surround the school. They interact with them all days. Now, the interesting fact is that the identification of “chizas” as an important element in his vital space is being associated with identity and culture with foreign language learning. He is aware of proper animals in the school and understands that caterpillar reflects another reality as reliable as his. In consequence, he is able to read his world and to make it part of what he lives but also is

able to read another worlds that are not concrete because are not real from experience, but that exist.

Another element that accounts how students interact with environment is the pattern that was gathered from data. Most of students recorded on their naturalist diaries animals and plants in common. One of this recording data is the following picture:

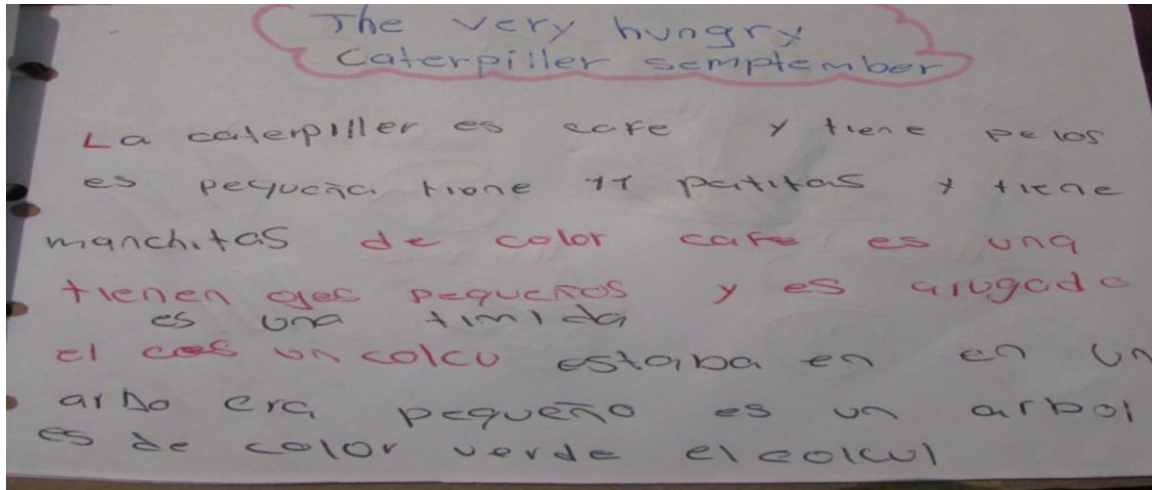


(SL Naturalist Diary, May 12th, p.2)

The three plants are the most common in the school and the ones who appear more frequently in students' observations. In this manner, students identify them as non-literary texts first and then they include words in EFL in order to recreate these elements in stories as seen in the first category. This makes part not only of learning some linguistic elements in L2 but also implies a recreation of language and of the relationships; they have or have had with environment. Accordingly, diaries become a way to identify and classify what students find on the territory by using in autonomously tables, charts and distinguish plants, from animals.

Moreover, students are not nor just able to read the world, the analysis process account

that they are interested in re-writing it, as was drawn in a general way in category 1. The next texts illustrate this idea:



(Naturalist Diary, September 15th, p.6)

SA: Un día la **caterpillar** estaba pasando por una carretera y se encontró con mucha comida y empezó a comer de todo y estaba casada y se engordó y caminó arto y se e[...] después se metió en un **cocoon** y se volvió una mariposa.

(English Workshop, September the 1st)

According to Macedo (1989), the reading of the word is not just preceded by reading the world but by a particular form of writing in and transformed in a conscious way. In fact, stories as the one below, shows how ecopedagogy empower students to tell and write their own stories based on their readings (literary readings and observation journeys). The first excerpt revealed that students could tell with detail what they see and that these observations are related with a particular way of interacting with the world observed. He uses colors, to distinguish on features from personal perceptions. It could be seen as a certain way to write his world. For him is descriptive, but in other cases as the second evidence shows, it is possible for students to interact

with nature through imagination. It shows that environment become part of students' lives due to that he is establishing a relationship between what is seen and with his personal experiences and assumptions. Besides, to include L2 words in an imaginary story means that L2 is being introduced into personal experiences and has become a daily life element liable to be included in whatever story.

Observation as a possibility to be aware of environment

In this subcategory environmental awareness refers to the understanding that human kind has about the relationships with the environment, how her/his actions affect or contribute to environment functions and dynamics in a cyclical way (Moffatt, 2015). Therefore, this category explores how students' discourses content environmental awareness based on their perceptive experiences.

SS: Profe, ¿por ahí dónde puede aparecer un ladybug?

SP: Profe, yo creo que aquí no hay ladybug

T: ¿No encontraron la ladybug? Vamos a buscarla todos aquí. ¿Saben por qué no la encontraron?

SJ: Porque no buscamos en las plantas

SK: Porque hacemos mucho ruido.

(Audio recording, August 11th, min 1:05:30)

SSN: que yo jugaba con mi hermano no encuentra al a **leybug** pero asiamos mucho ruido y no aparecia y cuando hicimos silecio aparecieron y mi hermano abrió la boca y se le dentro a la boca y casi se atora.

(English Workshop September 1st)

A recurrent event during the data analysis process was to find out that during the journeys, not to find what was aimed to affected students at it was shown in their productions. It made evident when during the Ladybug inquiry. Indeed, students worrying attitude around this event shows that there is an ecological relationship between them and their surrounds because they are able to be aware of what they act affect other species in nature. Therefore, here there is not a useful relationship of observing just for observing, but observe and perceive to

acknowledge. Other environmental awareness evidence can be illustrated in the next excerpt:

SP: Habia una ve una flor que yo tenía y ella quería que lloviera y la planta se estaba secando y llego un **dog** y le dijo que quería recibir agua que porque se estaba secando y él le dijo que le iba ayudar y fue y le trajo agua y se recuperó. Y tuvo en su palito hojas **green** y petalos de color **red**.

(English Workshop September 1st)

SR: Profe, las **caterpillar** tiene **cocoon** en los árboles para que no las maten.

(Field Notes, September 15th, lines 8-9)

The first excerpt evidences that this student understand the relationship between water and life, which and recognize the importance of helping a life thing when she mentions that a dog help a plant. Moreover, she considers the plant as a living thing that changes and whose life is evident in its leaves and trunk color. On other hand, the second excerpt illustrates how the student is aware about the danger that lives a cocoon due to the existence of other living things. It is shown when he makes hypothesis about nature behavior. In this case, the nature's order.

The findings previously discussed from the overall category mapping leads to present and discus the conclusions and implication of this research study. These elements will be shown in the next and final chapter.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of this research study based on the findings, and shows its implications for EFL teaching learning within a framework of biliteracy as a situated practice, for EFL in rural schools as the institution where this study developed, for the participants of this research study and for the researcher. Besides, this section discusses the limitations of the study and gives some suggestions for further research.

Conclusions

This qualitative action research aimed at describes the learning implications within the framework of biliteracy as a situated practice when approaching EFL by using Ecopedagogical picture books reading. Then, the research questions that guided the whole inquiry of this study were:

1. What biliteracy skills do students develop when approaching to EFL through Ecopedagogical picture books reading?
2. What is the role of Ecopedagogy in the environmental awareness in a rural EFL classroom?

In order to answer the first question, the data collected showed that there are three biliteracy skills that are displayed when Ecopedagogical picture books reading has place. Students' responses were broken into categories. **It evidenced that the use of L1 and L2 in a simultaneous way is a recurrent issue in students' responses. It means that there is no limitation or rejection to the use of one of the languages in daily life learning experiences of students..**

That is because students' use of EFL becomes part of their daily life experiences and practices, which shows an emergent bilingualism. Moreover, it is important to mention that the fact of having a monolingual context makes this emergent bilingualism particular. In monolingual contexts as Quiba Alta Rural School, there is not any cultural presumption about learning English to be accepted or not in a particular social circle, which permitted students to use English to communicate and construct meanings freely within a dialogic possibility to include both native language and foreign language. Therefore, bilingualism is a situated phenomenon of additive learning of L2 rather than a subtractive one. Besides, it exists a transferring practice in students when they begin to name their environment based on literary and situated stories, which also as visual, establishes contrasting associations between language and content. Also, in students texts there are linguistic elements of L2 that have been transferred from social practices of discovering, describing and naming animals in the countryside through an observation strategy from Ecopedagogy.

On other hand, oral and written productions and receptions of students showed two important issues: the first one is that daily life experiences affect students' oral and written productions. It makes evident when students interest in telling their daily life experiences when they listen picture books' stories and associate their experiences with the ones of the elements, such as characters or environments, showed in picture books, both, through orality and through writing. From this assumption, the second issue emerges. It makes reference to the continuum that exist between oral and written texts, due to that they interact in a simultaneous way rather than in a successive one. In consequence, students' evidences showed that oral and written skills are linked and related in EFL learning. Indeed, it is shown when students are able to participate in an active way both, in writing activities and in oral interventions.

This interaction between oral and writing was possible because the immersion of students to Ecopedagogical picture books reading links EFL learning with situated experiences of students in the school. Hence, **in students' texts there are linguistic elements of L2 that have been transferred from social practices of discovering, describing and naming animals in the countryside through an observation strategy from Ecopedagogy.** Therefore, students are transferring writing and telling experiences in L1 to L2 linguistic elements writing based on new experiences with nature and reading itself. Here, in some extent there is an interpretative level of texts both literary and non-literary texts.

Moreover, it was concluded that receptive and productive skills work in an articulated way, which let students to develop the four communicative skills simultaneously. It is evident when Ecopedagogical picture books reading as a methodological strategy includes writing, reading (literary and non-literary texts), interpretation and speaking activities as it was described in chapter 4. In consequence, there is not preference to develop or focus EFL learning within the biliteracy framework, but there is an intention to explore receptive and productive skills.

This study found out that emergent bilingualism in a monolingual context enabled students to produce texts equally to receive them (listening or reading them) through the association of meaning with daily life experiences, which is possible because of the use of situated picture books reading and Ecopedagogical strategies to read the world. As Ecopedagogical picture books reading becomes a methodological issue, it make possible that students to associate literary and non-literary texts including EFL elements and in consequence, to be the bridge where language becomes universal rather than restrictive or particular for bilingual beginners as the participants of this research study.

Subsequently, to answer the second research question the data gathered illustrated that in fact there is an ecological awareness of students that is possible because of the interaction with environment that Ecopedagogical picture books reading. **The role of Ecopedagogy is in fact to sensitize students about the environmental elements that surround them through with in a sensory framework.** Two elements of Ecopedagogy were found out in this study, the first is related to the role of senses as a possibility to read and write the rural world in EFL. This **possibility of exploring the countryside through the physical experience of observing and exploring environment, make students to associate what is seen with what is said or written in this case become language a real and situated experience.**

Besides, the way in which students were interacting with texts, both literary and non-literary, they were facing real readings of the world and were aware of what elements surround their daily lives. In this way, senses became the first step to interact, name and know surrounds, then, interpretation and critic could arrive. Indeed, associative and contrasting experiences enabled students to interact with concrete and real experiences of tasting or seeing something that could, not like, or impress, but also to related them with personal experiences and then re-create them through writing

Observation as a possibility to understand environmental relationships makes of Ecopedagogy a tool to read the rural world. Students' responses showed that **students read their world and make it part of what they live when they are able to describe and name it, and they are able to read another worlds that exist in picture books and that could be associated through comparison facts.** Thus, there is an ecological relationship between students and their surrounds because they are aware of what they act affect other species in nature. Therefore, because here

there is not a useful relationship of observing just for observing, but observe and perceive to acknowledge

Implications

This study has a big number of implications. First, this section presents the implications for EFL rural schools teachers, then the implication of this study for Quiba Alta Rural School and for the participants of this stud and finally the implications for the teacher-researcher of this study.

On one hand, **Including biliteracy framework in a monolingual context gives a different overview about EFL learning in Colombia.** Then, this study draws in a general way to identify and promote emergent bilingualism in a monolingual context as Colombian. Moreover, this study **awaresteachers about how to makes learning a situated experiences for teachers and learners,** making particular contexts of schools crucial elements to plan and apply EFL learning strategies.

On other hand, rurality and EFL learning in Colombia as an important element to be explored in the interest of equality between urban a rural education. **This study awares teacher to go to rural schools in order to make the most as possible with rurality as a learning environment.** In this case, the use of rurality as an element to be included in EFL learning permitted students to face language in a situated context of learning. So, Ecopedagogical picture books reading for students was not just the opportunity to learn new issues but also a manner to face daily life reality and background experiences of school and associate it with new knowledge. With this study, students made an active role in learning due to the importance of their perceptive experiences.

In addition, this sort of study has implication in EFL learning field when considering literacy-learning as a situated practice that is affected or contributed depending on the context skills in which it takes place, is also related with the importance of rurality as a starting point to situate literacy learning in an EFL classroom.

With this research study, I could establish that there are unlimited ways to make English a meaningful and situated practice for students, due to the possibility of including lives' contexts of participants in the content of the class. Besides, this study implied for me as a teacher-researcher creativity in connecting all the skills that crossed this project and in deciding the resources to use in the classroom in order to be coherent with the goals of this study. Finally, the immersion in biliteracy within an monolingual context of learning, challenge me to discover new possibilities of conceiving English as a possibility of naming freely the world that interact with native language in a successively relationship of language management.

Limitations of the study

About the challenges faced during this study research, the most important issue was the **lack of class-time to develop the pedagogical intervention** due to interruptions in the planned chronogram. However, it responded to the dynamics of rural education in which there is no the necessary number of teachers to attend all the needs of the school. In this way, this study presented a general draw of biliteracy skills in a monolingual context, responding to the data collected with the classes that were possible to develop and that for further researchers need to go deeply on this field.

Another element that affected the development of the study was **the weather. In Ecological journeys** there were some rainy days, which gave another course to the class. Despite

of that, rain and bad climate was also the opportunity to observe from the classroom what rain made outside it.

Further research

There are a big number of elements to take into account in further researches studies around biliteracy and Ecopedagogical reading of picture books. The first element liable to be explored in further studies is the six resting elements of the continual of biliteracy related to the context and content of biliteracy. These elements could be studied in a monolingual context in order to evaluate and describe how emergent bilingualism is developed in a rural school.

Furthermore, next research studies could **include another sensory approach in Ecopedagogical picture books reading in order to stablish what is the role of senses such as touch or hear in EFL learning**. Finally, it would be interesting **to explore another literary genres such ass poetry, theater or informative texts in order to evaluate other learning implications in reading literary and non-literary texts**.

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APPENDIXES

Appendix A: Observation field notes sample

| ACTIVITY (Description) | TEXTUAL MARKERS (Linguistic and non – linguistic) | ANALYSIS (Meaning) | INTERPRETATION (Categorization) |
|---|---|---|---|
| <p>1. General information for students</p> <p>2. Outside Reading</p> <p>3. After finishing the reading, SS were allowed to play for 15 min.</p> | <p>- The coordinator informs SS about the uniform and the garbage</p> <p>- The MT says that from the behaviour of SS today, depends the organization of activities outside the classroom</p> <p>-Before going out, they pray “El padre nuestro” but warns that it is not mandatory.</p> <p>-SS had to walk to a little mountain near the school and there, they are supposed to read “Caperucitaroja” from the book <i>Cuentos para siempre</i>.</p> <p>- Just 3 or 4 do not read, instead of, they see the landscape.</p> <p>- SS sit down or lay down on the grass and make silence. Some of them said that had headache because of the sun. Also, some girls were not comfortable with the grass.</p> <p>-A group of 3 were hidden in the forest. The teacher was reading.</p> <p>-The countryside is used for them to play. They play with plants</p> | <p>- To go out is prize and also a different way to develop the class. At this time, the MT takes into account the context in her class</p> <p>-For the MT the spiritual education is important</p> <p>-The behavior of SS change when they change their space of learning</p> <p>-Students who do not read are distracted.</p> <p>- SS are free and can choose to read in the way they want to.</p> <p>-For the MT this alternative of work is also a way to promote autonomy in SS.</p> <p>- SS want to explore their territory</p> | <p>Behaviorism</p> <p>Class Environment</p> <p>Spiritual Education</p> <p>Attention in opened environments</p> <p>Learning outside the classroom</p> <p>Autonomy Freedom</p> <p>Reading - / Nature</p> <p>Reading - / Context</p> |

| | | | |
|---|--------------|--|--|
| | and animals. | | |
| SCHOOL: Colegio Rural Quiba Alta IED | | GRADE: 403 | |
| STUDENT – TEACHER: Angie Cardozo | | DATE: September 16 th , 2015 | |
| TUTOR: Melany Rodríguez | | MENTOR- TEACHER: Raquel Zapata | |

Appendix B: Audio recording transcription sample

| | |
|--|--|
| <p>Date: Class april 21st</p> <p>Lesson plan: Making the naturalist diary</p> <p>Place: The Farm (Countryside)</p> | <p>Teacher-researcher assumptions</p> |
| <p>Conventions: T: Teacher Ss: More than one student. May be the whole class. S: One student only</p> | |
| <p>T: Well, here we have a piece of cartoon. Yes, carton. What is carton? What color is this?</p> <p>S: Café</p> <p>S: [Brown]</p> <p>S: Brown</p> <p>S: ¿Profe, toca doblarlo?</p> <p>S: ¿Se van a callar?</p> <p>S: Vamos a soblarlo por favor</p> <p>T: IN TWO PARTS</p> <p>S: Que en dos partes</p> <p>S: Profe, pero son más lentos</p> <p>S: Profe traje pintra, Paint</p> <p>S: Trajo vint</p> <p>T: What color is this?</p> <p>S: Blue</p> <p>S: [Gren]</p> <p>S: Black</p> <p>S: Black es negro</p> <p>T: White. And this?</p> <p>Ss: Green</p> <p>Ss: Orange</p> <p>Ss: Green Lema</p> <p>Ss: Yellow</p> | <p>The teacher forgets to use English when it's possible</p> <p>When ss are near the teacher, they try to speak in English. If they are alone, they use it less.</p> |

| | |
|---|---|
| <p>S: ¿Y este? Ss: Pink S: Profe , y esto cómo se llama? S: Pinceles T: What color is this circle? S: Yellow S: Please, profe, azul y yellow T: Class, attention here. Look how to use this. S: Yo quiero blue S: Profe, quién tiene la tempera azul? T: Blue, where is blue? S: La pintura green dónde está? S: Necesita este Green? S: Teachee!e! S: Profe, el yellow lo tiene ocupado y no lo quieren pasar. S: Profe, es ecológico o de equipos? S: Teacher, hay más espuma? S: Blue y red? S: Profe, cómo digo, puedo coger? Teachee!e! Can I take [orange] T: Orange is here S: Profe o teacher? S: Elverde...gren S: Teacher, dónde está el color Green? S: Dónde está el amarillo, el [orange]? S: Teacher, una espuma que me haga el favor S: Dónde está el blue? S: Necesito el café S: Ay, deme ese tal blue S: Quién tiene red? S: Quién tiene yellow? S: Quién necesita azul? S: Tiene que decir, quién necesita blue? T: You have ten minutes S: Cuántos minutos? 10? S: Tres minutos? (Auditive discrimination) S: Profe, mire lo que estoy haciendo. El mar en el atardecer.</p> | <p style="text-align: center;">Kids begin to say teacher to the teacher. By the time, there is a frequent usage of English on their class activities.</p> <p style="text-align: center;">Students begin to ask by</p> |
|---|---|

| | |
|--|---|
| | <p>themselves about the meaning of things they are working with.</p> |
|--|---|

Appendix C: English Workshop

COLEGIO RURAL QUIBA ALTA IED

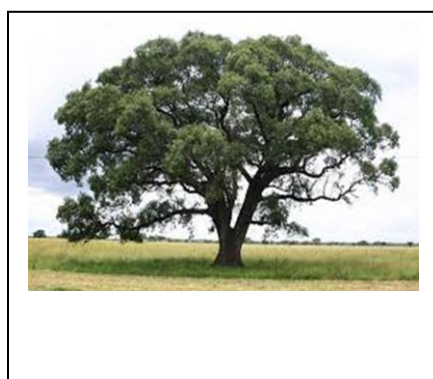
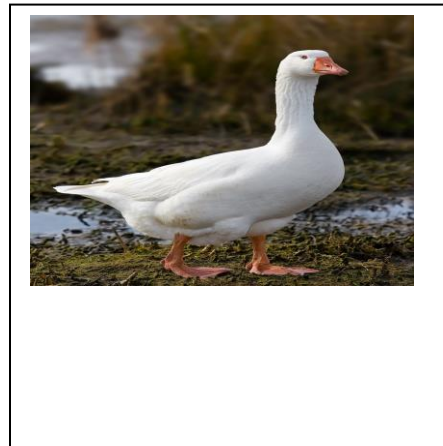
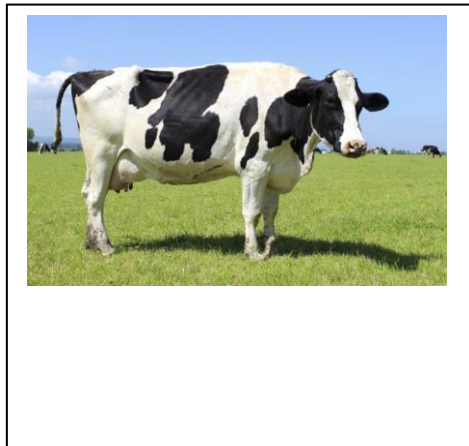
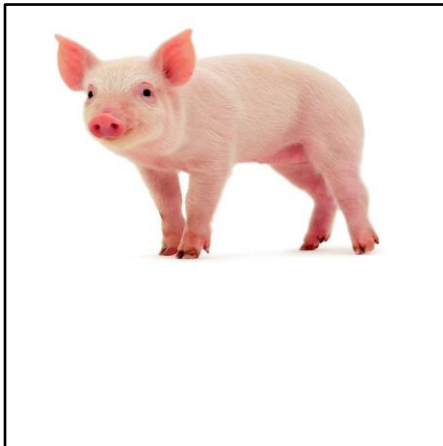
TALLER EN CLASE

ENGLISH WORKSHOP

TEACHER: Angie Cardozo Veloza

NAME _____ **DATE:** _____

1. Escribe el nombre del animal o planta en inglés y responde a la pregunta “*What color is it?*” debajo del nombre de cada uno.



2. Escribe el nombre y las características de tres animales y tres plantas. Recuerda escribir la oración completa.

a. _____ b. _____

c. _____ d. _____
_____ e. _____
_____ f. _____

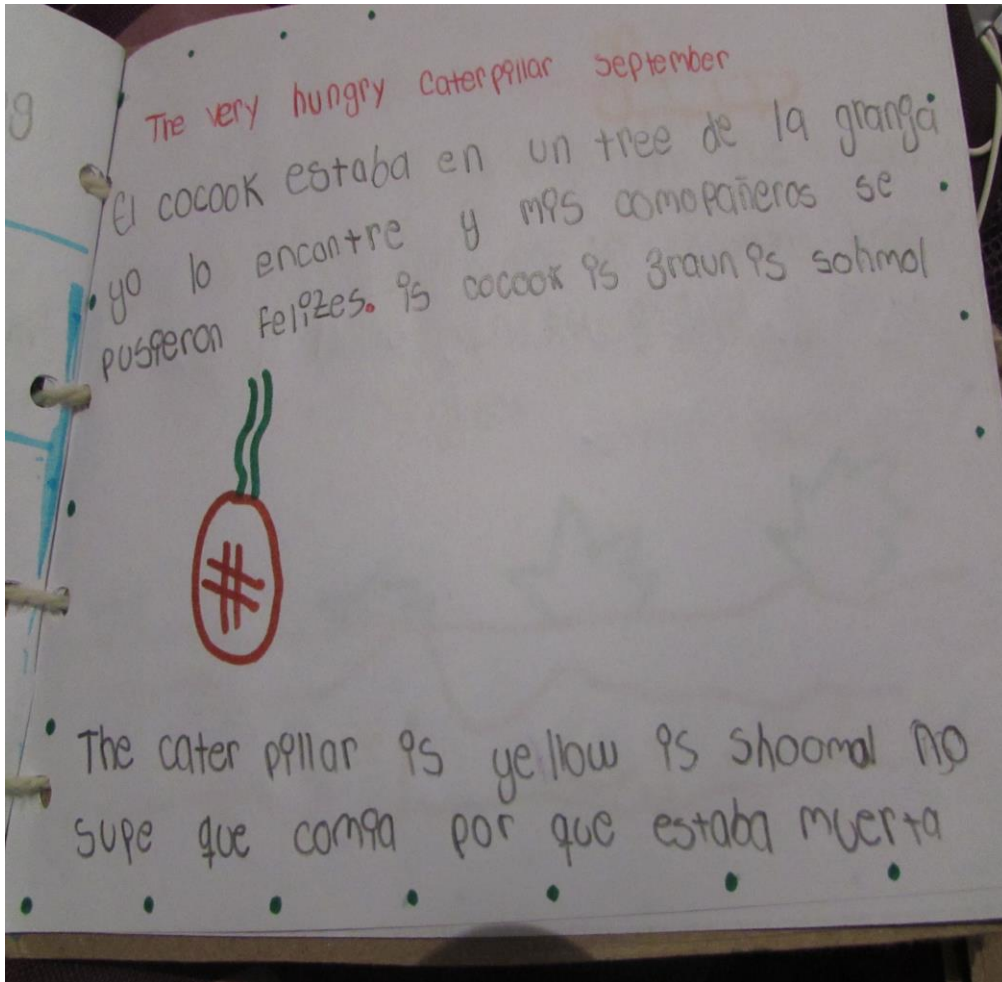
3. **Animals and plants.** Narra una historia que te haya ocurrido con animales o plantas de las que descubriste en la clase. Recuerda usar las palabras en inglés que conozcas.

4. **What is your favorite food?** Narra una anécdota que tengas sobre comida. Recuerda describir los alimentos y usar las palabras que conozcas en inglés.

5. Responde: ¿Cuál ha sido la mejor experiencia que has tenido en los ecorecorridos de La Granja en la clase de inglés?

6. Crees que son importantes los **animals, plants and food** que encontraste en La Granja? ¿Por qué? Recuerda usar las palabras que conozcas en inglés.

Appendix D: Naturalist Diary Sample



SR Naturalist Diary. Recording of September 21st class session

Appendix E: Field notes of intervention class

| | | | |
|---|--|---|--|
| SCHOOL: Colegio Rural Quiba Alta IED | | GRADE: 503 | |
| TEACHER-RESEARCHER: Angie Cardozo | | DATE: May 21st , 2016 | |
| Narration | | Interpretation | |
| <p>The teacher enters to the classroom to check the last homework. Just 5 students did not bring the Naturalist Diary.</p> <p>In order to socialize the homework, each ss made the sentences related to the homework. They wrote stuffs like these:</p> <ol style="list-style-type: none"> 1. Cow is <u>blac</u> 2. Duck is <u>guaith</u> brown 3. Is green cactus <p>After that, they began to play with flashcars about animals and plants they have found previously. While the teacher described the corresponding flashcard, the student that had it had to raise it and say the name and the color of the animal or plant. One student said “No me acuerdo exactamente cómo se dice pero se parece a gato”, reffering to the cow.</p> <p>Then, the teacher asked students about the animal that they have found in <i>Elmer's</i> story. Immediately, many voices of students came out shouting different names. The more mentioned were the lion and the crocodile.</p> | | <p>It shows autonomy in their process.</p> <p>It is evident that the student is associating EFL words, and links his receptive skills with his productive ones.</p> <p>Why these animals are the more remained?</p> <p>There is any relationship with L1 association?</p> | |

Appendix F: Inform consent

Consentimiento Informado para Participantes de Investigación

Por medio de la presente solicito su autorización como padre de familia y/o acudiente para que el estudiante Nicol Stefania Diaz participe en esta investigación. La presente investigación es conducida por la profesora Angie Katherine Cardozo Veloz de la Universidad Pedagógica Nacional.

Se grabarán las sesiones de las clases de inglés en audio y video en donde se haga lectura de textos en inglés y donde se hagan clases en las zonas verdes del colegio, también se le pedirá a los niños responder preguntas en una entrevista y completar una encuesta. Lo que conversemos durante estas sesiones se grabará de modo que los investigadores puedan transcribir después las ideas que los/las estudiantes haya expresado. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Una vez transcritas las entrevistas, las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento. Igualmente, su hijo/hija puede retirarse del proyecto en cualquier momento sin que eso le perjudique en ninguna forma. Desde ya le agradecemos la participación de su hijo/hija en este proyecto.

Acepto que mi hijo/hija participe voluntariamente en esta investigación, conducida por la profesora Mélangy Rodríguez Cáceres de la Universidad Pedagógica Nacional. Hemos sido informados de que la meta de este estudio es analizar el impacto de la lectura de textos de literatura infantil en inglés en la adquisición del inglés como segunda lengua.

Reconocemos que la información que mi hijo/hija provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin nuestro consentimiento. De tener preguntas sobre la participación de mi hijo/hija en este estudio, puedo contactar a Angie Katherine Cardozo Veloz (Cel 3046763233)

Nicol Diaz Angie Katherine Cardozo Veloz 22-04-16
Nombre de la Estudiante Firma del Padre de Familia Fecha

Appendix G: Lesson Plan Sample

Date: August the 18th

| | |
|--------------------------------|---|
| <p>Learning goal:</p> | <p>Express and identify food habits and likes based on the reading of <i>The very hungry caterpillar</i>.</p> |
| <p>Teaching Goal:</p> | <p>Associate food habits and likes of students with “tasting words” based on the reading of <i>The very hungry caterpillar</i> by Eric Carle.</p> |
| <p>Activities</p> | |
| <p>Introduction</p> | <p>Tasting my school: SS are going to cover their eyes with clothing while they are sitting down in a circle. Then, they are going to taste some food that they can find in the school: milk, potatoes, lulo, strawberries, mint. Each one has to guess the name of what they are tasting (in Spanish because here the goal is to recognize food habits in near context of SS). Then, in group there will be a socialization of food likes of the class.</p> |
| <p>Development</p> | <p>In order to introduce the book to SS experiences, the first guide question is What does a Caterpillar eat? Then, SS will have 5 minutes to look for a caterpillar in the school and observe what a caterpillar eats. Inside the classroom, the teacher reads the book aloud while it is presented with slides on the TV. During the reading SS are going to taste the food that is appearing in the story. Before eating, each student has to describe the color and after eating, the taste (sweet, spice, sour, salty). After the reading, SS are going to look for a butterfly or a cocoon if there is one.</p> |
| <p>Closing activity</p> | <p>Finally, SS will draw and write in their naturalist diary where did they find it and how it was.</p> |

