

**MULTIMODAL MATERIAL WITH SOCIAL CONTENT: PROMOTING
SITUATED WRITING SKILLS**

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This thesis is presented to obtain the diplomas of Licenciatura en Español e Inglés

UNIVERSIDAD PEDAGOGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ D.C 2020

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Abstract

The present research project displays a pedagogical proposal in which the usage of multimodal materials with social content tries to promote writing as a situated practice. The

intervention was developed in Bogotá, with two groups of seven graders between the ages of 11 and 14 in an EFL classroom at IED Prado Veraniego school. Questionnaires, interviews, field notes and artifacts were applied throughout the intervention process. This, following the design and implementation of three cycles of intervention in which the use of multimodal materials with social content guided the students in their writing process within a situated framework. Through the triangulation, it was possible to analyse the findings in order to present the conclusions, implications and limitations of the present study.

Key words: Writing as a situated practice, Multimodal materials, Social content.

Resumen

El presente proyecto de investigación muestra una propuesta pedagógica en la que el uso de materiales multimodales con contenido social promueve la escritura como una práctica situada. La intervención se desarrolló en Bogotá, con dos grupos de séptimo entre los 11 y los 14 años, en un aula de inglés como lengua extranjera en el colegio IED Prado Veraniego. Se recopilaron cuestionarios, entrevistas, diarios de campo y artefactos durante todo el proceso de intervención. Esto, teniendo en cuenta el diseño e implementación de tres ciclos de intervención en los que el uso de materiales multimodales con contenido social guió a los estudiantes en su proceso de escritura dentro de un marco situado. A través de la triangulación, fue posible analizar los hallazgos para presentar las conclusiones, implicaciones y limitaciones de esta investigación.

Palabras clave: Escritura como práctica situada, Materiales multimodales, Contenido social.

Chapter I

Contextualisation of the Research Problem

This chapter illustrates the local and institutional context, description of the population, statement of the problem and finally the objectives and the research question that guided the study are stated

Local Context

This project was developed in the elementary school Prado Veraniego, which is a public institution, owned by the Capital District. The institution counts with the official approval by means of two formal resolutions. The first one is resolution number 1912 of July 9 from 2003, to integrate the levels of Basic Early Childhood Education and the Elementary grades, and the other one is resolution 110281 of November 10 from 2014 which recognises the complete modality from preschool to eleventh grade, under the academic emphasis in Tourism.

The school is located in the eleventh locality of Bogotá, Suba at the north-west of the city. Moreover, the institution is divided into two shifts, one in the morning and the other in the afternoon. In this school mix-gender students attend calendar A classes. That is, classes that start in January and end mid-November. The school population is formed by more than one thousand seven hundred and fifty students (1,750), from preschool to eleventh grade, whose ages oscillate between five and nineteen. The school holds students who belong to different social strata, largely strata two and three.

Prado Veraniego School aims to position itself at the local, district and national levels as an institution that prepares people committed to human development for life, people who continue their academic training, who live their values and lead positive processes of social

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change to enable a harmonious coexistence that allows the construction of an equitable country. (p.14). Furthermore, the school generates and strengthens the educational community, in cognitive, social and practical oriented processes in order to shape competent human beings through a communication that enables them to appropriate values for a healthy social life.

As it has been mentioned above, this School focuses their teaching on social values and morals. Consequently, the conceptions of mission, vision and PEI are rigorously related. (Colegio Prado Veraniego I.E.D, 2017).

Characterization of the Population

Characterisation of the population

Seventh graders from 2 groups (701 and 702) were selected for carrying out this research project. The first class counted with 38 students, in which 22 were boys and the other 16 were girls. The age ranged between 12 and 13. In the second class, there were 38 students, where 20 of them were boys and the other 18 were girls, ranging similarly from the ages of 12 and 13. It is important to stress that in both classes there were children who were born in Venezuela.

According to the results of the analysis of a demographic questionnaire that was applied, (Appendix A) the majority of the children's families were composed by mother, father and siblings, followed by families conformed by the mother and siblings or uncles/aunts, and the remaining families were made up of single dads, parent and step parent or other members of their families, such as grandparents or uncles/aunts.

In addition, it was possible to determine that students preferred to spend their time online, either playing video games, watching videos on YouTube, or simply talking to their friends in chat rooms or social networks. They preferred to do the last activities in Spanish, rather than in English although they did tend to find more interest in factors such as popular

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songs, images, or movements, regardless of the language used. Likewise, during the observation process, it was possible to find that students tended to respond more vigorously when the topics of the conversation are about the expressions or catch phrases that students recover and adopt from the internet slang (see Appendix B). Besides, from the questionnaire that was conducted, it was also possible to find out that although students enjoyed the English class, they had difficulties when trying to communicate either by speaking or writing their ideas in the foreign language.

Statement of the Problem

Bearing in mind the data collected through a diagnostic test (see Appendix C), field notes (see Appendix B), and questionnaires (see Appendix A and F) which were applied in the second semester of 2019, the participants involved in this research project evidenced problems in the development of each one of the required skills in English for seventh grade. Nevertheless, the skill in which they showed greater difficulty was on writing because it was especially notorious in this skill, that students presented a low level in terms of the usage of simple grammar structures, as well as, the lack of vocabulary such as verbs, nouns, adjectives, and articles, owing to the development of the class in Spanish.

The importance of writing is highlighted by Brown (2000) who considers writing as more than the graphic representation of spoken language, it is an elaborate process in which a person puts into printed words, thoughts, notions, feelings and ideas following different steps in order to communicate them in the best way. From this point, writing is important in the learning of a foreign language inasmuch as it leads students to go beyond their mere impressions of the world to conceptualize them. The previous definition fits with what students were facing when writing because in the classroom there was not any evidence of this process, which can be a source of explanation regarding students' difficulties in this skill.

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According to the MEN (2006) students in seventh grade should be able to use the foreign language to: write short messages with different purposes related to situations, objects or people; from their immediate context; describe people, objects, places and facts related to situations they are familiar with by creating shorth sentences; write short texts related to family and friends; express contrast, addition, and cause and effect in written texts; and finally, use adequate vocabulary to create coherent texts. (p.23).

Despite this, it was detected that participants were not engaged with the importance of the context in their writing process as proposed by the MEN, neither created rough sentences with the vocabulary they knew, nor wrote texts with a clear communicative intention.

Besides, students were not able to identify or write about specific information, or write coherent sentences using wide vocabulary. As a consequence, the students became limited when trying to express their ideas in written form. Similarly, students did not know how to connect their daily communicative situations because their writing process was decontextualized from their environment. Subsequently, their classes were not focused either on relating students' environment with their writing process to create meaningful learning, or on providing students with the basic tools to accomplish the standards proposed by the MEN.

In this sense, it is considered that the project that we present could foster the writing skill by implementing multimodal materials with social content that support values and being critical about real issues which might be accomplished thanks to the implementation of situated writing tasks.

Rationale

Historically, the field of writing in a foreign language in Colombia has only been seen as a “problem” of consolidation of English and its form. Thus, the teacher's value of teaching non-native speakers lost its focus. Considering these perceptions, the present study

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contemplated the needs of the participants as an important aspect in the writing process of the foreign language.

Likewise, writing is important because as mentioned before, it is a process that transforms the notions, feelings, and abstractions of reality in written material by developing different stages. (Brown, 2000). Additionally, the *Diario Oficial de la Federación* (DOF) claims that the writing skill permits learners to extend their open and social activity, to increase the usage of language to intervene in social events, to improve their methods of finding out about the world in written texts, and to incorporate written language in social and school life, and appropriate the conventions of written language and texts.

As this project focuses on the social content, it is crucial to talk about situated writing because as it was explained before the relation that students have with their context is certainly null. As teacher researchers we consider that this pedagogical research fosters in students the writing skill indirectly owing to the students' perceptions and experiences about problematic phenomena are taken into account to build up a bridge between their learning process and their immediate context. That is why, for this research project we included social content of relevance for their lives. Children between the ages of 11 to 14 are able to reflect upon the situations presented. Nevertheless, they are more likely to do so

imaginatively as they do not have the opportunity to bring these subjects to the classroom. By letting the participants interact with this type of information in the classroom, we as teachers guide them to create a critical perspective. In that sense, each of the social content that was selected responds to one aspect of the current lives as students.

Finally, the notion of multimodal material supports this pedagogical research as it undertakes that over time resources become meaning-making, as they are socially shaped, that is to say that multimodal materials articulate with both individual experiences and social events. (Kress & Van Leeuwen, 2001) In this way, the multimodal material promotes the

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development of a connection between students and their context background. Besides, this connection reinforces both, critical and reflective abilities towards social situations that occur in students' daily life.

Taking into consideration what was said before, we acknowledge that the importance of this project relies heavily on the positive impact it has on student's lives, as the space of the class transforms from a traditional way to one that lets them interact and reflect upon the real circumstances that their lives involve.

Research Questions

- What is the role of multimodal materials with social content in the development of writing as a situated practice in seventh graders at Prado Veraniego School?
- How do students assume writing when it is understood as a situated practice?

Research Objectives

- To identify the role of multimodal materials with social content in the development of writing as a situated practice.
- To describe how students assume writing when it is understood as a situated practice.

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Chapter II:

State of Art and Theoretical Framework

This chapter gives an account on the previous research studies carried out concerning the use of multimodal materials in the development of writing skills when writing is understood as a situated practice. It also presents the theoretical foundations that supported this research project under three main constructs: writing as a situated practice, multimodal materials and multimodal materials with social content. These concepts are considered essential for the understanding of this research project as they determine the methodological and pedagogical design.

State of Art

In order to establish the direction of this proposal, some research projects with similar characteristics to the project here presented were reviewed. Accordingly, different national and international studies are presented explaining their relation and the relevance they had for this project.

The first project selected was “*The Use of English Songs with Social Content as a Situated Literacy Practice: Factors that Influence Student Participation in the EFL Classroom*” This action research study was developed by Palacios Mena & Chapetón (2014). They proposed the use of English songs as a situated social practice as they strike to foster reflection and critical thinking under the perspective of critical pedagogy. This aims to provide learners with opportunities to use the foreign language while connecting it to their social realities. To develop this study the authors selected a group of forty two eleventh graders at a public institution in Bogotá. This research project examined the factors that influence students’ participation in the English class when songs with social content were being used. The results portrayed that the factors that influence students are related with both

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the songs and the students themselves. That is to say, songs encouraged students to be active participants of the English class as they provided them with meaningful motivation and interest since their lyrics contain content that was easy to relate to their real environments. Bearing this in mind, this research project is of great importance to the present proposal as it presents one type of multimodal material: songs as an innovative strategy to get students closer to the contents. Further, the most significant contribution from Palacios and Chaperon's study to this research project are the key elements stated in the development of the writing skill within a real social context in aims of portraying the foreign language as a tool for communication that can be presented in a significant way to students.

Similarly, the second proposal reviewed is titled "*Undertaking the Act of Writing as a Situated Social Practice: Going beyond the Linguistic and the Textual*" by Chapetón & Chala (2013). To carry out this project the authors selected a group of undergraduate students of Modern Languages. The principal objectives of this research project were to identify and describe how students "approached argumentative writing when it was understood as a social practice" (p. 26). The study was developed with fifteen students who were enrolled in the high intermediate level of English. Here, writing was seen as a socio-situated practice in which authors conveyed their cultural practices within an environment. Furthermore, the project highlighted the importance of acknowledging the different types of writing as not all the genres allow learners to express in the same way; thus, affecting their performance. This resulted in the use of situated genres, which made possible the improvement in the learners' argumentation. Those achievements were possible due to the exploration of different dimensions of writing, the expression of learners' points of view, feelings, and the vision of writing as a dynamic and situated action.

This research project is relevant to the present one due to the fact that it deals with the importance of writing as a situated practice, in order to develop learners' abilities to

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understand, assimilate and express their ideas throughout the language. Moreover, the notions here presented were also useful to the development of the theoretical framework.

The next project illustrates the use of authentic multimodal material in the development of language skills in a foreign language. The project, titled “*The impact of using videos on whole language learning in EFL context*” was conducted by Mekheimer (2011) in Saudi Arabia with sixty-four EFL college students. In this research it was analysed the language proficiency level that students obtained when exposed to textbooks accompanied by authentic videos, in contrast to the use of only text books. The results portrayed significant differences between experimental and control participants, concluding the effectiveness of the use of videos in the integral development of skills. Furthermore, it was noticeable that video-viewing experiences produced more discussion among students, as well as it promoted students to write, using varied vocabulary, which indicated that videos can also be used as a source to develop different language skills besides listening. Lastly, this project approaches the importance of teaching strategies in which the use of multimodal material relies on the guided practice and the development of follow-up questions in order to be effective. To do so, all the visuals and images used should provide adequate information about scenes and themes for previewing and post-viewing discussions.

The research constitutes an important support to the present research project inasmuch as it highlights evidence of the use of multimodal material within the ESL classroom, proving that the use of such material is significant for learners as it contributes with opportunities for them to view the language in a real context.

In a like manner, the research carried out by Laverde, Salazar, & Soler (2015) titled “*The development of lexis and critical thinking through movies and task-based descriptive writing*” reinforces the idea of the use of authentic materials, such as video clips, to promote critical thinking throughout writing in students of A1, from different backgrounds. The

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researchers of this project based the study on the need of students to perceive writing as a process in aims to improve this same skill. This process was highly related to the development of critical thinking as they view them as interdependent. Additionally, the use of video clips from movies was of great relevance as students were able to connect easily with the situations presented. The results analysed from different questionnaires, rubrics and artifacts depict a positive effect of lessons based on a task approach and the use of movie clips to enhance the development of the critical thinking. Furthermore, motivation supported by the use of this type of authentic material, was identified as a meaningful aspect that benefits the writing process of the learners.

The effects of this study were perceived in learners' ability to relate their real life to the movie clips that were shown in class, which they could use to express and communicate their ideas through written text. This demonstrates that working with events that are of importance to students within their real-life context can help to enhance their writing skills and develop critical thinking.

Theoretical Framework

In this section, the principal theoretical constructs that were the foundation to the research project are presented. These are: writing as a situated practice, multimodal material in EFL learning and multimodal material with social content.

Writing as a situated practice

To start with, it is necessary to define how literacy will be understood in this project, to later understand the importance of writing as a situated practice. Literacies are socially known ways to generate, communicate and negotiate meaningful content throughout encoded texts within context (Lankshear & Knobel, 2006). In other words, literacy can be recognised as a set of practices that promotes creation, interpretation and self-reflexion.

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When talking about a social theory of literacy it is important to mention literacy practices, as Barton, Hamilton and Ivanic affirmed (2000). These literacy practices involve values, attitudes and social relationships (Street, 1993. p. 12) and they indicate the cultural ways in which people make use of the written language, relating them with a different variety of ideologies and social identities. That is to say, that for the learners, these practices favour the interaction, creation and interpretation of different forms of literacy.

Given that the pedagogical design of this project deals with social content, it is appropriate to talk about writing as a situated practice. According to Ramirez, cited by Chapeton and Chala (2013) writing is social because it takes place within a social environment and it emerges from the writer's needs to express and communicate. Additionally, the authors stated that writing is situated inasmuch as it occurs at specific ambits and moments and it supplies writer's specific needs. That is to say, the writing process is shaped by the relation of personal experiences and realities to cultural contexts in a particular moment; thus, writing becomes situated.

Regarding this, for Lillis, as cited by Chapeton and Chala (2013) writing as a situated practice has two main characteristics: Firstly, the feelings, opinions, beliefs and experiences which have been built in the writer's life throughout the contact with others; Secondly, aspects which are inherent to each individual, such as age, gender or race. This is relevant for this project inasmuch both, the experiences and the context of the participants are a substantial aspect of the writing process as this research is related to social content.

Following these statements, writing focuses on more than just grammatical structures as it is historically situated. That means that all forms of written language can be traced back and be located in a particular time and place. Furthermore, writing consists of different social and cultural practices (Gee, 1996) that give students the opportunity to interact, interpret, create and reflect on written material based on their cultural, social and academic context;

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therefore, the writing practice gives as a result a situated experience that can be kept on texts, as well as becomes a medium for the learning process instead of the product of it.

The concepts of situated writing allow students to write in a variety of genres that respond to a range of situations or social events. This is due to the fact that literacy practices contain social and cultural objectives that favour activities such as reading or writing for entertainment, or academic purposes in aims to communicate and express one's ideas. However, sometimes the situations presented tend to go beyond the real knowledge of the students, viewing the writing process as action-oriented or performative rather than reflective. By fostering writing as a situated practice in the classroom, we aimed to establish a meaningful and purposeful learning process. Likewise, in this pedagogical research the English learning process is contextualised, and the writing process becomes a tool for students to analyse and express their opinion based on social phenomena that happens in the country.

Multimodal material in EFL learnings

Crawford, (2002) argues that the selection of materials for the EFL teaching process must meet both the teacher and learners' beliefs, along with their context. Further, he states some principles these materials need to have. To start with, the language encountered must be meaningful, that is why for this project, language must be contextualised and presented in a functional way. Similarly, the materials used in the implementation of this research project must display a purposeful use of language which fosters the understanding of the meaning of the text as a whole. Next, the inclusion of multimodal components within the classroom materials was helpful to enrich the learning environment with both verbal and non-verbal aspects to convey meaning.

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Moreover, to explain this construct, it is necessary in the first instance to define what media literacy is and how it is understood in this project. As technology continues to grow day by day, media becomes part of our culture. It is important to acknowledge the impact of the media in our society as many people become dependent of it. In this regard, *media literacy* deals with educating people on how to become competent, critical and literate in all media forms. (Aufderheide, 1993). In addition, this author, also mentioned that media literacy is “the ability to access, analyse, evaluate and communicate messages”. In the implementation of the writing process, this concept was developed by students gradually as the content presented in class dealt with social phenomena.

Besides, media literacy fosters “macrostructure development by illustrating abstract concepts in a concrete way, assisting in the construction of mental models and thus may offer some benefits to learners with lesser skills, abilities, or prior knowledge.” (Wetzel, Radtke, & Stern, 1994, p. 62).

Additionally, Clavijo, Hine, & Quintero (2008) stated that media literacy is in fact the relation between literacy and technology. They argue that media are delivered by different platforms including books, magazines, computers, game consoles, TVs, radios, among others. (Clavijo, Hine, & Quintero, 2008, p. 223). As a result, the combination between knowledge construction and different types of material strengthens the process of language learning.

In this sense media literacy is important as it deals with the understanding of different media forms. For this project, the principal source of input was throughout multimodality. Multimodality refers to a variety of modes to create multimodal materials, which include gestures, images, language, sound and space. (Barton, 2018). One definition of multimodal material is the one proposed by Kress (2010) who stated that multimodal materials can be any *mode* that uses unique semiotic resources to create meaning. It can be a visual text, such as a visual representation of people, objects or places. Multimodal materials include everything

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related to multimodal texts, i.e, picture books, texts, books, graphic novels, comics, posters and videos where meaning is conveyed through a combination of visuals (moving and still images), written languages, and spatial modes. (Callow, 2013)

In this project multimodal material is understood as the combination of two or more of these modes that create meaning in the classroom when learning a foreign language. It can be seen that multimodal material is a source of creation for students inasmuch as the use of these materials give important input to them as it creates meaning through the reading, viewing and understanding of the interactions with different types of media and digital texts. (Walsh, 2010)

This is crucial for the current research project because due to the use of multimodal materials students created and expressed ideas about specific topics and English language is going to be used as a tool and not as a result.

Multimodal material with social content

Multimodality undertakes that over time resources become meaning-making, as they are socially shaped, that is to say that multimodal material articulates with both individual experiences and social events. (Kress & Van Leeuwen, 2001). Ultimately, this connection becomes more effective the more the multimodal material is used. In other words, there needs to be a shared cultural sense to be able to establish a resource as a “mode” of multimodal material.

Moreover, it is important to take into account two aspects of the population to be able to select pertinent multimodal material that enables the comprehension and production of written texts, which include: be age appropriate and address learners’ personal, social and cultural needs. (Barton, 2018). This last aspect results of great importance for our project because the selection of topics made for the pedagogical design were thought based on these characteristics.

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In this regard, the social contents presented with the use of multimodal materials in our research project, facilitate students' ways to interpret multimodal texts by understanding a variety of theories and perspectives. (Serafini, 2011). Multimodal materials with social content can be used to organise principles and social references that modes make accessible to people in a particular time and place.

The previous definitions suggest an attempt to transform the traditional practices inasmuch as it implies the expansion of mass media and multimodality. Mills, (2009) explains that this expansion involves the development of new pedagogies and asserts that the priority of multiliteracies is the incorporation of a wide range of *digital text types* within the curriculum. This brings to mind that an update in the types of material used within the pedagogical practice is necessary as “we need to consider the relationship between the literacies taught at school and the literacies practiced in other contexts” (Mills, 2010, p.38). Providing that multimodal materials with social content contribute to understand both students' particular realities and their general context, they create a positive environment for students within the classroom. In brief, these materials become an important aspect of this project as they deal with the comprehension of different social events throughout the use of multimodal texts, in a way that it allows students to become aware of the content they are consuming, enhances the language learning process and finally creates a constructive atmosphere for learners.

As previously stated, the constructs and theory that support this study were presented and described. The constructs presented were writing as a situated practice, multimodal materials and multimodal materials with social content. To understand how they were developed during the process, the following figure is presented:

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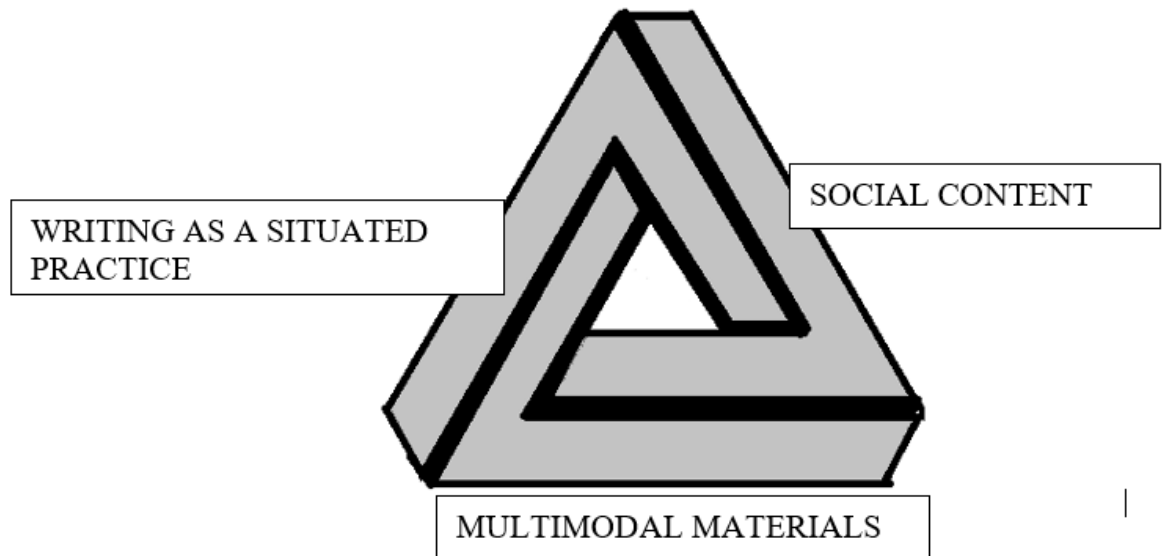


Fig. 1 Theoretical constructs of the present study.

In the next chapter, the methodological design for this proposal will be presented. It will include the research paradigm and the type of study, as well as the data collection instruments, and the procedures carried out during the intervention.

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Chapter III

Methodological design

This section presents relevant aspects of the methodological design of this research project. Firstly, the research paradigm, the type of study, as well as a description of the setting and the participants are described. Secondly, the instruments for data collection and other relevant methodological aspects of this research proposal are presented.

Research Paradigm

Considering that the nature of this study is to describe how multimodal material with social content influences seven graders situated writing skills, the qualitative research results in the perfect fit as it allows researchers to familiarise with the participants and the phenomenon.

Qualitative research facilitates the researcher to go in depth into the cognitive, cultural and social phenomena that cannot be measured with numbers. Moreover, qualitative research seeks to understand the nature of the population within specific events. In the current project, we attempted to understand and explain how important is the impact of multimodal material with social content in aims to develop students' situated writing. In support of this, Dewey (1929) asserts that all the processes of reflection upon an inquiry start with a problematic situation which cannot be worked out on its own.

Equally important, Lichtman (2012) claimed that qualitative research is a procedure that involves gathering, organisation and interpretation of the information collected from the population observed in a natural and social setting. Consequently, the qualitative paradigm is of high importance for this project inasmuch as we not only sought to understand the issue concerning the process of writing in the EFL classroom, but also wanted to explore social aspects that were of relevance to the students' contexts and realities.

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Furthermore, Denzin & Lincoln (2011) stated that qualitative research is a method that “studies things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). In addition, the researchers were in charge of observing, gathering and analysing the context by themselves through examining factors that could bias the investigation. Moreover, as the classroom is a source of social and educational phenomena, the qualitative approach allows researchers a deeper comprehension and analysis of the different situations or events within the educational context.

Type of research

Bearing in mind that this project is based on the observation of the students’ learning process and that there was an intervention in the English classroom, it is appropriate to establish Action Research as the type of study.

Kemmis & McTaggart (1998) assured that action research is a form of self-reflective investigation in which the participants in social situations try to improve their understanding of their social and educational practices. Additionally, action research is a model that allows the teacher to take “action” with an intervention plan in aims to explore a classroom issue to understand or enhance an aspect of the teaching or learning process. (as cited by Edwards & Burns, p.6)

Considering what was said above, this project was based on the action research cycle proposed by Kemmis and McTaggart (1988), which refers to a set of procedures that allows us as teachers researchers to plan, act, observe and reflect upon social and educational phenomena. In view of this, the event to study in this research project is the influence of multimodal materials with social content in seven graders’ writing skill.

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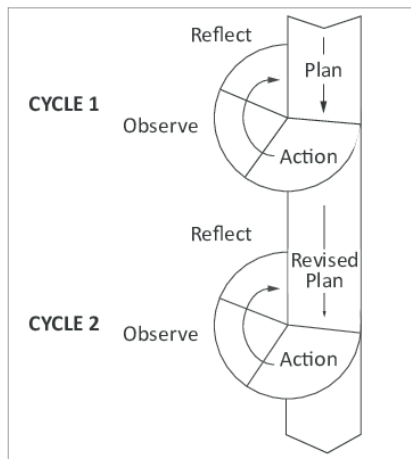


Fig 2. Action research cycle according to Kemmis and McTaggart (1988)

Data Collection Instruments and Procedures

A variety of data collection instruments were used to enable the design, the implementation and finally the analysis of the data that was gathered during the pedagogical intervention. This in aims to establish how worthwhile it is to use multimodal material with social content in the writing process.

The usage of these instruments was directly related to the concept of triangulation which “is a way to increase the measures of validity or to strengthen the credibility of research findings by comparing the results of different approaches to a single unit of study” (as cited by Given, 2008, p. 894). Triangulation helps answer the research question and to see in which way the objectives proposed in the project can be accomplished, and also is a tool for excellence used to analyse the data collected.

The Data collection instruments implemented during the development of the research project were diagnostic test, field notes, questionnaires, interviews and artifacts. In a like manner, the instruments were also useful to interpret behaviours, class environment, teacher and students’ role, and writing productions. Likewise, the following table presents the data collection instruments that helped us answer our main research objective.

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Table 1. Data collection instruments.

Specific Objectives	Instrument #1	Instrument #2	Instrument #3	Instrument #4	Instrument #5
To identify the role of multimodal materials with social content in the development of writing as a situated practice	Filed notes	Artifacts	Questionnaires		
To describe how students, assume writing when it is understood as a situated practice.	Field notes	Diagnostic test	Techer's Interview	Questionnaires	Artifacts

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Field notes. According to Bogdan & Biklen (2007) field notes usually consist of two broad kinds of writing: descriptive and reflective. For the pedagogical intervention, field notes were very important in the sense that they gave the researchers the opportunity to describe and reflect on the participants verbal and non-verbal communication, their physical setting, and the events and actions that occurred at the moment. For the present study field notes were compelling to register and analyse the development of the students' writing skill chronologically, during the three semesters that we worked with them. Likewise, field notes were taken every single class since the diagnostic period until the end of the last cycle. (Appendix B). Consequently, the field notes were useful to have documented the students' performance, response and perceptions towards the learning process.

Diagnostic tests. Popham (2009) asserts diagnostic test are tools which help teacher identify students' learning issues. These tests supply the teacher with evidence as to what they need to apply in their instructional decisions. For this study, a diagnostic test was done to determine the proficiency level of the students in the target language. This diagnostic test was of extreme importance to establish the problem in which this project is based.

Semi structured interview. Patton (As cited by Merriam & Tisdell, 2015) asserted that the purpose of interviewing, then, is to allow us to enter into the other person's perspective" (p.426). Given this point, the use of interviews is of high importance as it allows participants to contribute by expressing their experiences and opinions regarding the design of pedagogical intervention. For this proposal, the semi structures interview (Appendix H) was made up by twelve questions implemented with the head teacher. Subsequently, this interview allowed to gather data from a perspective different from the students on the subject of learning process and participation in the class.

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Questionnaires. Kraemer (1991) points out that “survey research is used to quantitatively describe specific aspects of a given population” (p. 13). Then, he states that as the gathered data is collected from people, consequently it is prone to be subjective (p.13). During the first stage of observation, a written questionnaire (Appendix A) was applied in aims to recognize students’ preferences and cognitive, social or cultural particularities that served to develop the characterization and further, the pedagogical proposal. Similarly, two written questionnaires were implemented: one at the beginning of the process (Appendix A) of the intervention and the other at the end of the it (Appendix G).It is important to highlight that due the health emergency presented in the country, the last questionnaires applied was done online via Google Forms. This allowed us to document the student’s perception of their progress, as well as their feelings toward the class and the teachers’ performance.

Artifacts. The artifacts were a meaningful element in order to collect data for this research project. “An artifact is any kind of physical documentation that sheds additional light on your research question and topic” (Phillip and Carr. 2010, p. 78). In the same way, Norum asserts that artifacts are used to enrich a research project since they supply information that cannot be inferred from an interview or observational data (as cited by Given 2008, p.25). In this project, the physical documentation was gathered in concordance to the cycles of intervention and the lesson plans’ objectives; henceforth, the principal artifacts collected were the student’s class work, which include posters, workshops and letters, among others. (Appendix G).

Data Collection Procedures

As this project deals with underage students, to begin with the process a consent form was given to the legal tutors, in which the parameters of the proposal and data collection were explained (Appendix D), indicating that the students’ identity and well-being will be protected as it is anonymously analysed for academic purposes.

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Subsequently, the data collection process lasted from April 2019 to April 2020. The data collection procedures started with the observation stage, which took between April 2019 and June 2019. This was composed by several observed classes in a period of twelve weeks, in which students' behaviours, perceptions toward the class, English proficiency level and relationships among them within the classroom were analysed. It is important to highlight that for each of these classes a field note was written (Appendix B)

In order to continue with this process, it was of great importance to apply a diagnostic test (Appendix C) that portrayed the level of the students in the target language. This was necessary to determine which were the weaknesses students had and their previous knowledge of the foreign language for the sake of creating this academic research proposal. Afterwards, the multimodal materials were selected according to the cycles displayed in this proposal which were designed in the lesson plans (Appendix E).

During the months of August 2019 and April 2020 the data was collected through different types of written text such as letters, advertisements and workshops that students did based on the social content presented in every lesson they had (Appendix H) . These understood as a way of implementing situated writing tasks in an EFL classroom.

As for the questionnaires, they were applied three times during the pedagogical intervention. The first one was implemented in the observation stage before the diagnostic test. This in aims to focus on the students' behaviours and emotions towards the English class. The second questionnaire was made in late October 2019 concentrating on the student's responses to the materials and activities, as well as in the outcomes from the class. In April was applied the final questionnaire in which students assessed their process, the class dynamic and the teachers' role.

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Chapter IV

Pedagogical design

Along this chapter, the definitions of language, learning, curriculum and classroom that guided the creation of the pedagogical proposal are presented. Moreover, the pedagogical intervention is displayed by the teaching objectives and a sequence of work with a general description of the activities developed and the cycles of intervention.

Vision of Language.

This pedagogical proposal acknowledges one main vision of language portrayed in terms of its functional perspective. That is to say, a vision of language perceived as doing things. In this case, Hymes (1964) situates language in its social context as the medium by which members of a speech community express concepts, perceptions, and values which have significance to them as members of this community. More importantly, this perception supports one of the goals in this research project, that is to describe how students assume writing within a situated framework inasmuch as it refers to a specific community, a specific context and the development of the language throughout situated writing tasks with social content

Vision of Learning.

In regards to the vision of learning, this project focuses its attention on the experiential learning. Experiential learning or learning by doing has been developed by several authors. According to Wurdinger & Carlson (2009), experiential learning is a process where students are involved in learning content in which they have a personal interest, need, or want. They argue that experiential learning is guided by principles that allow students to engage in a learning process that includes planning, testing and reflecting.

Furthermore, John Dewey (as explained by Miettinen, 2000) develops the concept of Experiential Education which concentrates on problem solving and critical thinking rather

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than memorization and rote learning. Bearing this in mind, in this research project experiential learning is perceived as a process that involves Dewey's Inquiry model of planning, testing and reflecting, all in the same learning experience, as seen figure 3.

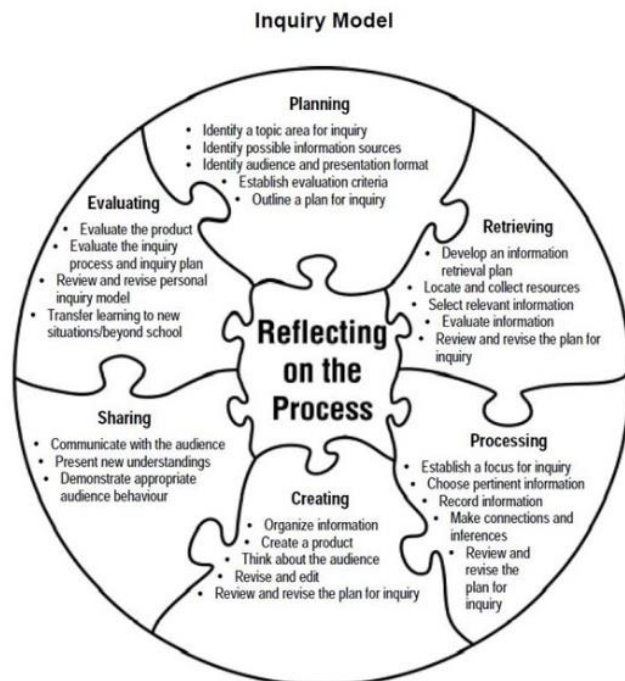


Fig 3: Dewey's Inquiry Model

These visions of language are presented in this research project in aims describe the influence of multimodal materials with social focus content in the students' writing process, as they discussed and write about their immediate context through the use of said materials. In a like manner, students were expected to analyse, think, create ideas and perspectives that boosted their intellectual, creative, emotional and social engagement in events that come from their direct experiences.

Vision of curriculum.

Concerning the vision of curriculum in this project and following the objectives of the study, it is relevant to talk about both *learning curriculum* and *situated curriculum*. Lave and Wenger (1991) stated that learning curriculum is singular for every specific community, that

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is to say, the curriculum cannot be considered isolated or analysed separately from the social relationships that shape individual communities. Moreover, Gherardi, Nicolini, & Odella (1998) referred to the situated curriculum as the specific set of assignments and activities related to local material, economic, symbolic and social characteristics of a particular community that allow learners to participate in social interactions and learn while being competent members of that specific context. These concepts highlight the objectives of the research project as it deals with the use of multimodal material with social content. Moreover, Grundy (1998) claimed that human interaction is needed between both students and teacher as “all participants in the curriculum event must be considered subjects, but not objects” (p. 100). This definition results of high importance as during the process students were asked to be active participants in the development and discussion of the social problems.

Vision of the classroom.

The classroom was a fundamental aspect in the development of this project, as it represents the scenario where students were able to exchange their experiences and knowledge. Therefore, the vision of the classroom for this research project is based on Van Lier (1998) who stated that a classroom is the formal context where actions take place. According to the author, the classroom is the place where everything that is said and done is influenced by previous sessions, as well as it influences future ones. That is to say, the learning process does not end in one particular class since the learning process does not end in one particular class since the learning process is connected to the students' lives and experiences. (Van Lier, 1998). Equally important, the vision of classroom stated by Green and Dixon (2007) suggests that a situated perspective exists within the classroom inasmuch as interaction occurs.

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In this research project, this feature was essential because it allowed students to open up about their opinions and thoughts on specific social matters that later would be embodied on different products made by them.

Pedagogical intervention

Following the steps in the cycle research (Figure 2), this pedagogical intervention was planned based on the students' needs detected in the diagnostic test. This proposal was constituted by three main cycles. Each cycle aimed to specific objectives that were focused on different situated writing tasks related to the social content. In order to have a detailed intervention, for the first cycle, two lesson plans were formulated and subsequently developed in five sessions of one hour each; the second cycle counted with two lesson plans. It was possible to fulfil one lesson plan in six sessions and six sessions for the second lesson plan. Unfortunately, it was impossible to carry out the third cycle due to the global health emergency (COVID-19)

Table 2: Intervention cycles

<i>Lesson plan</i>	<i>General Objectives</i>	<i>Language and vocabulary</i>	<i>Situated writing Activity</i>	<i>Multimodal material</i>
<i>CYCLE 1: ME, MYSELF AND I</i>				
<i>1. My body image</i>	To foster vocabulary for descriptions	Simple present, body parts, adjectives to describe physical appearance, adjectives to describe personality, adjectives to describe healthy lifestyle.	Body worksheet	Powerpoint presentation with the vocabulary
	To analyse the meaning of body image.			Song: Parts of the body
	To reflect on the influences for body image		A Comic strip	Reading: "Nobody's perfect"
	To describe how to help others about their bodies in positive ways.			Reading: "Nobody's perfect"
<i>2. Do I have to do it?</i>	To recognise other's influences	Simple present, should, comparatives and superlatives, phrases to express opinions, vocabulary related	Compare and contrast worksheet	Powerpoint presentation with vocabulary.
	To distinguish between positive and negative influence		A flier	Video: "Navigating Teen Life: Self Confidence & Peer Pressure"

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	To reflect about abuses and addictions	with addictions.	A written suggestion to a friend	Reading: “Dealing with Peer Pressure”. Adapted
	To establish a critical stance that allows them to create an analytical vision of their real context			Reading: “Dealing with Peer Pressure”. Adapted

DATA COLLECTION: FIELD NOTES, ARTIFACTS AND QUESTIONNAIRES

CYCLE 2: ME AND MY SURROUNDINGS

1. No place to go	To understand the causes for forced displacement	Simple past, simple present, vocabulary about migration, cause and effect expressions	Migration worksheet	Powerpoint presentation with vocabulary.
	To explore how displacement leads to other problems			Video: “Who is an Internally Displaced Person?”
	To reflect on the consequences of forced displacement		A letter response to a real life story	Reading: “INTERNALLY DISPLACED COLOMBIANS SPEAK OUT”. Adapted
	To foster awareness			Reading: “INTERNALLY DISPLACED COLOMBIANS SPEAK OUT”. Adapted
2. My education	To explore the characteristics of the Educational system		A cartoon An essay	Powerpoint presentation with vocabulary
	To analyse the advantages and disadvantages			Reading: “How to help your child choose the right career, without being overbearing”. Adapted

DATA COLLECTION: FIELD NOTES, ARTIFACTS AND QUESTIONNAIRES

CYCLE 3: SOMEONE WILL THANK US

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What to do?	To explore different reactions to specific events	First and second conditional, cause and consequence expressions.	A questionnaire	Power point presentation with vocabulary
	To reflect on the consequences of our actions		Written chronicle	Stories told by the adult selected.

Cycle 1: Me, Myself and I

During this cycle, students were given vocabulary related to body image, self-esteem and peer pressure in order to recognise and analyse aspects such as their personal perspectives and common assumptions about them. In order to implement this cycle, two lesson plans were applied. The first one, was named *My body image*. Students explored the vocabulary about body parts through the use of flash cards and a video. Subsequently, the participants were assigned to draw one of their classmates (Appendix G) to identify the body parts and their particular features. Next, students read an article (Appendix E) about body image. After reading aloud, students detected unknown vocabulary which was explained by the pre-service teachers and a workshop based on the reading was done. Finally, in the last part of this lesson plan, students created a comic strip explaining both, the importance of their bodies and self- esteem.

Cycle 2: Me and my Surroundings

In this cycle, students were expected to determine and understand two social phenomena: Forced displacements and education in Colombia. For this reason, each topic belongs to one lesson plan. First, the multimodal material used for this cycle were flashcards, videos, technological resources such as a smart board and written experiences from real victims of forced displacement in Colombia (Appendix F). Second, the exercises proposed

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created a sensibilisation towards important concepts such as violence, war, poverty, adaptation, among others. As a result, students were able to understand the concepts presented as well as formulate a deeper connection with them, this was crucial as part of the follow up of the writing process as a situated practice in the target language. Further, during this cycle, students developed letter responses to people who have been victims of forced displacement in Colombia. At the end of this cycle, teachers gave feedback to students about the letters presented by means of making proper corrections and finally rewrite them.

Cycle 3: Someone Will Thank Us

After having identified the relation between students' real-life experiences and the social events that fit into their lives, this cycle intended to have students produce a chronicle in which they had the task to interview an adult from their family in order to ask for possible outcomes to one of the problems which were discussed in class. To do this, first students were supposed to select the topic to work on, based on the information collected along the cycles. Then, they had to create a set of five questions about the topic selected in order to carry out the interview. After this, the participants would be asked to gather information from the answers given in the interview. Consequently, this information would be used to compose the chronicle mixing both their creativity and the information collected. This cycle could not be carried out due to the global sanitary emergency.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter displays the process of analysis made to respond to the research questions throughout the data collected, as well as the procedures followed in order to ensure trustworthiness and validation. Furthermore, the categories and subcategories that emerged from this analysis are presented, along with the evidence that supports our claims. Finally, here is a discussion of the findings that the research process led to.

Procedures for Data Analysis

To classify and analyse the information collected during the intervention process, it was first important to determine the Grounded Approach as the method implemented to carry out this process. The Grounded Approach is a systematic and flexible method to gather and interpret data due to its nature of not setting up a hypothesis at the beginning of the research. Merriam (2009) assures that all topics, categories, and themes emerge from data.

Subsequently, to ensure that the data provides the answer to the research question, the role of the researchers is of extreme importance as it implies extended and continuous revision.

For the present study, three stages were proposed in the grounded approach were selected to analyse the data gathered: Open coding, Axial coding and Analytical coding.

Figure 4 illustrates the three steps used in the analysis of data.

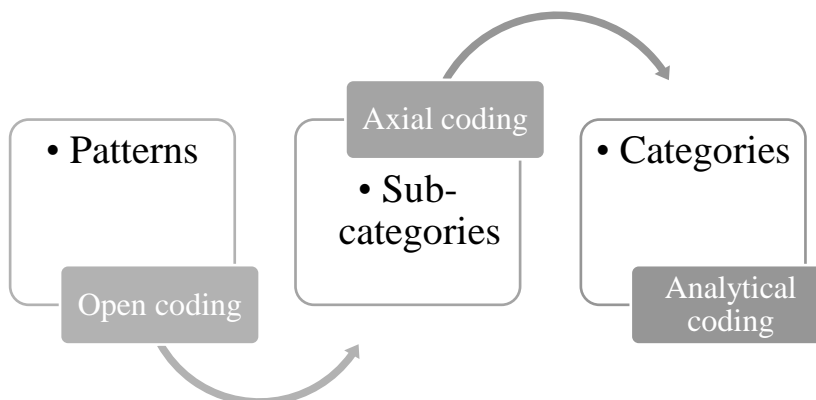


Figure 4. Grounded Approach steps.

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Open coding focuses on grasping the main idea of each part of the data by developing a code which can describe it. In other words, a label is created to represent themes that the researcher identifies in the data. The principal goal of open coding is the formulation of a substantial number of codes, to do this it is significantly important the development of sensitising questions that could lead to new discoveries. (Strauss & Corbin, 1990). In this research project, the procedure started when we read the data collected with the different instruments, i.e. field notes, artifacts, questionnaires. While going through the information we created a series of questions that helped us find relations, similarities and differences that led to the creation of patterns (Merriam, 2009).

Axial coding deals with the relationships between the concepts and patterns developed in the open coding stage. Strauss and Corbin (1990) suggest focussing and exploring the casual conditions, contexts, actions, and strategies. For this stage of the process of analysis, we created the sub-categories based on the connections and links discovered in the reading process. This procedure helped us identify and discard what was not supported by the data gathered.

Analytical coding concern is to unify the sub-categories that were developed in axial coding. Corbin and Strauss (As cited by Teppo, 2015) state that to integrate these categories a question must be answered “what is the research all about?”. Therefore, analytical coding is selecting one core category and relating it to the other categories from axial coding.

On the other hand, in view of the objectives proposed in the project of identifying the role of multimodal material in the development of writing as a situated practice, as well as to illustrate how students assume writing within a situated framework, the perspective that we adopted was *emic*. Pike (1967) considers the emic perspective as the one that analyses and describes constructs that are regarded as meaningful by the members of the culture studied.

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That is to say, this perspective derives from the concept of immersion and the *insider's point of view*.

The procedure consisted of three principal stages: collection, organisation, and analysis. The first stage was presented in chapter III where all the instruments and procedures for collection of data were described. For the second stage, we divided the different data according to the type of instrument. For instance, the field notes were first passed from written to digital form and then organised according to date. Later, the artifacts from the intervention process were divided into different folders and labelled with the date, the topic of the class, name of the lesson plan and cycle that they belonged to. Finally, the written questionnaires were classified by date and the answers were organised in Excel, along with the digital questionnaire that was applied at the end of the intervention.

The third stage was the analysis of the data, understood as “*identifying salient themes, recurrent ideas and patterns of belief that link people and settings together [...]*” (Marshall & Rossman, 2016, p. 114). For this stage the data was analysed according to three steps proposed in the grounded approach previously mentioned: Open coding, Axial coding and Analytical coding. As a starting point, we read all the data collected twice. The first time to scan and get familiar with the concepts presented, the second time to highlight relevant topics that were of importance to find the first patterns that guided the analysis of the data.

Following this step, we delve into the relations and links said patterns had and to guide our study we examined our research question and objectives. Consequently, based on the mentioned relation, we were able to determine the categories of analysis that emerged from this research project.

Categories of Analysis

This research project intended to explore the impact of multimodal material with social content to promote writing as a situated practice in seven graders. In a like manner, to

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describe how multimodal material with social content influences the students' writing skills. The categories that emerged from the data analysis are presented in Figure 5 as a graphic representation.

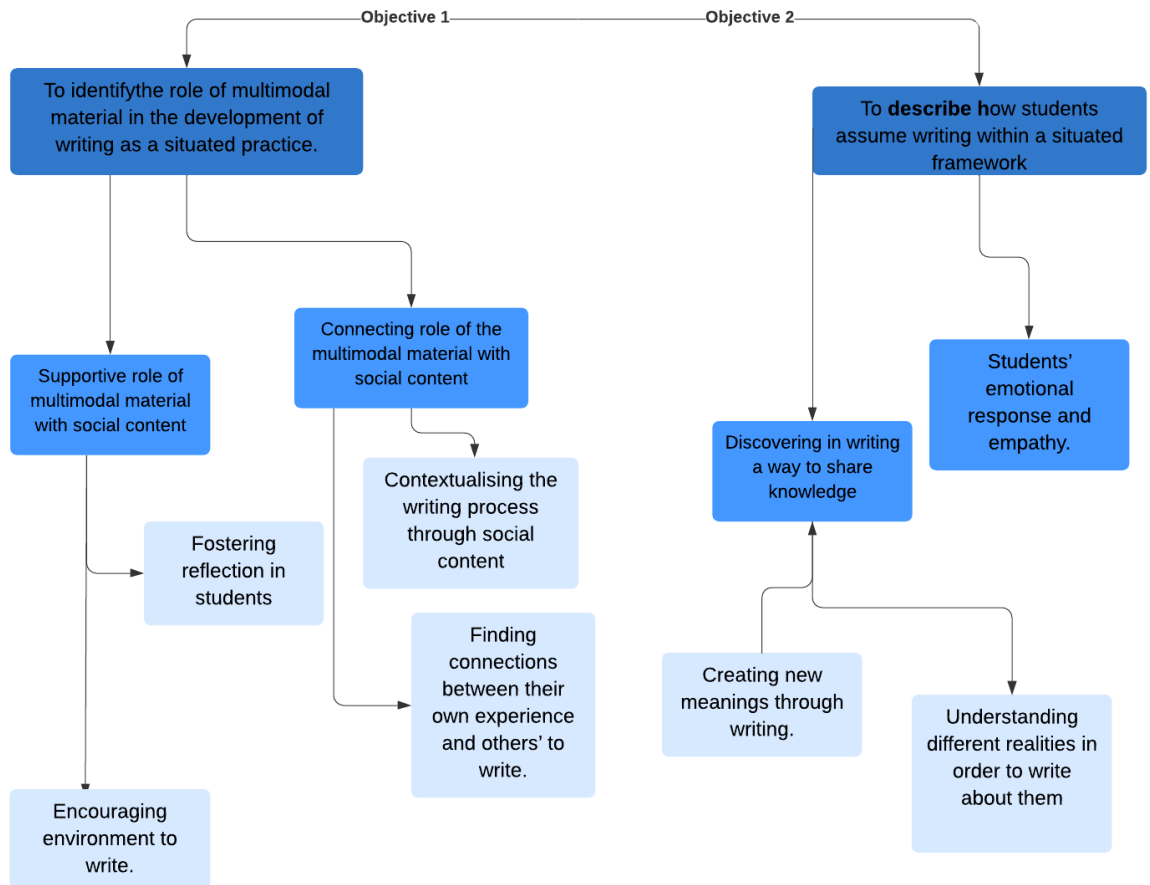


Figure 5. Graphic representation of the categories resulting from the analysis.

The first and second categories, *Supportive role of multimodal material with social content* and *connecting role of multimodal material with social content* emerged in response to the first research objective that attempted to identify the role of multimodal material in the development of writing as a situated writing.

The third and fourth categories named *discovering in writing a way to share knowledge* and *students' emotional response and empathy* surfaced from the second research objective. These categories showed how students' perceptions of reality resulted in a significant improvement of the students' writing skills as a situated practice.

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Category 1: Supportive role of multimodal material with social content.

This category refers to the role that multimodal material had through the different written activities in which students were participants of. Consequently, the analysis of the data displayed that after using multimodal material such as videos, readings, pictures, flashcards, among others, with a specific intention as stated by Kress, (2010.p. 129) in Chapter two, the students started to reflect gradually about some social phenomena which had close relation with their immediate context. As a result, it was absolutely necessary to establish two main subcategories which are: encouraging environment to write and fostering reflection in students.

Encouraging environment to write. This sub-category involves the students' attitude towards the environment during the pedagogical implementation of the project.

Additionally, this category emerged from the outcomes and written activities based on the multimodal material with social content. In the first part of the process, when the sessions started, data showed students did not feel confident when trying to express their perceptions or ideas about any topic in English not only because they lacked knowledge, but also because the English class was not perceived as a space for the reflection.

15. ¿Te gusta la clase de inglés?

- a. Si
- No.

¿Por qué?

Porque no se Vocabulario y no Puedo decir lo que Pienso.

16. Para ti, la clase de inglés es:

- a. Divertida
- Aburrida
- c. Normal

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14. ¿Te gusta trabajar en equipo?
a. Me encanta
 No me gusta mucho
15. ¿Te gusta la clase de inglés?
a. Si
 No.
- ¿Por qué?
Se me dificulta aprender el idioma y no me gusta escribir en inglés
16. Para ti, la clase de inglés es:
a. Divertida
b. Aburrida
 Normal

[S3, S8: First questionnaire. April 2019]

During the first stages of observation it was possible to determine that a significant number of the learners showed little to no appreciation to the English learning process, as well as a little effort to achieve the class objectives. Furthermore, it was evident the lack of interest in learning the foreign language as the didactic material implemented in their previous classes focused on the use of course books, which generated this general disinterested mood within the students.

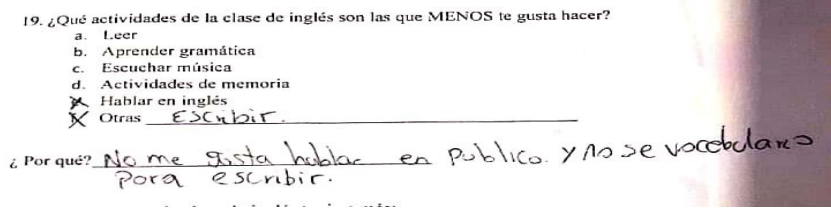
Although the exercises were about a previously seen topic, students did not understand the basic grammar rules of the simple present. Hence the exercises they completed were not correct. When I pointed this out to them, they seemed not to care because apparently, for them the most important part was to finish.

[Field Note N° 2. April 2019. Lines 32-37]

The following excerpts evidence some of the students' negative notions towards the writing process where they expressed all of their frustrations regarding the lack of vocabulary, and motivation. Besides, students' attitude was evident in some of their behaviours such as disinterest and loss of attention in class. It can be seen how the

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participants began to reflect on the English class and what they dislike about it.



19. ¿Qué actividades de la clase de inglés son las que MENOS te gusta hacer?

- a. Leer
- b. Aprender gramática
- c. Escuchar música
- d. Actividades de memoria
- Hablar en inglés
- Otras EScribir.

¿Por qué? No me gusta hablar en público. y no se vocabularo
Porá escribir.

[First questionnaire. April 2019]

Today's activity seems to predispose students because the majority of them are not working on it but rather doing other activities like finishing the homework for other subjects or drawing. I asked why they weren't working on completing the task, they said they will do it later at home or at the break. The lack of interest in the class impulses children to doing something else that is not part of the class.

[Field Note N° 3. April 2019. Lines 21-24]

Data revealed that some of the students' perceptions of the English class started to change in a positive manner after the use of the multimodal material in the first cycle. Students became more confident about the way they could share their opinions of the different components of the class and their reaction can be portrayed in the next passage.

Q: ¿Crees que entiendes mejor las problemáticas presentadas en clase? ¿Cómo te sentiste al respecto?

Siento que por fin encajo en mi salón de clases, que todos estamos aquí por una razón y que no me debo sentir mal por haber sufrido el desplazamiento forzado de mi país

[S14. Final Questionnaire. Carried on Google Forms. May 2020]

muy bien porque los temas del cuerpo y la presión social son importantes pero tambien hay que recordar que es mejor aceptarse como es. El desplazamiento es un tema muy delicado y ahora entiendo como se puede sentir una persona a la que le pasa algo así

[S20. Final Questionnaire. Carried on Google Forms. May 2020]

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The previous data shows that during the implementation of the pedagogical design students felt comfortable with the environment they created around the English class. The data also highlights the importance of talking about these topics because students felt secure and protected within the classroom. This was a part of the process that involved students' attention and it was perceived that students reacted better to different types of multimodal material such as videos, images, flashcards, interactive games and paintings, among others. In the next fragment that was analysed, it is shown the change into students' perception of the class and also the positive way they assumed the use of these materials in the learning environment.

Q: ¿Cuáles fueron los materiales usados en la clase que te ayudaron en el aprendizaje del Inglés? ¿Por qué?

Aprendo mucho mejor apoyandome de los videos,juegos para saber los conocimientos que obtuve y tarjetas para regorzarlos

[S02. Final questionnaire. Carried on Google Forms. May 2020]

Podiamos hablar de los temas y escuchar las otras opiniones

[S09. Final questionnaire. Carried on Google Forms. May 2020]

Porque así se aprende de forma diferente y divertida

[S10. Final questionnaire. Carried on Google Forms. May 2020]

Data evidenced that the multimodal material presented was indeed a useful tool in the students' writing process. However, when the service teachers started to present the new content through the implementation of multimodal materials students showed a positive attitude. Therefore, the following excerpt portrays how after the implementation of the

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different multimodal materials students direct their attention to the comprehension of the social phenomena presented.

The implementation of the project varied in the different stages of the pedagogical intervention. Likewise, data demonstrated that the use of multimodal material with social content meets the criteria stated by Clavijo, Hine & Quintero (2008) which highlights that the combination between knowledge construction and different types of material strengthens the process of language learning. In a like manner, another conclusion that can be drawn is that despite the negative perceptions from students, thanks to the multimodal material they were able to conceive the classroom as a reliable place. In the next subcategory it is explored how students reflect based on the social content presented through the multimodal material.

Fostering reflection in students. This subcategory deals with the students' process of analysing and reflecting in the classroom upon several social situations that were addressed along the implementation of this pedagogical proposal. As previously stated, at the beginning of the process students were rather shy and rarely participated in the activities, opting by giving short answers to the questions formulated. The first time when this problem was evidenced was when students answered the first questionnaire in which they expressed their disinterests towards the English class.

15. ¿Te gusta la clase de inglés?
a. Si
 b. No.

¿Por qué?
La clase de inglés no me gusta porque se me dificulta aprender los temas.

16. Para ti, la clase de inglés es:
a. Divertida
b. Aburrida
 c. Normal

[S07. First questionnaire. April 2019]

I am observing that some students don't even know how to start a sentence, they are shy because they are afraid of making mistakes in the foreign language. The students in the

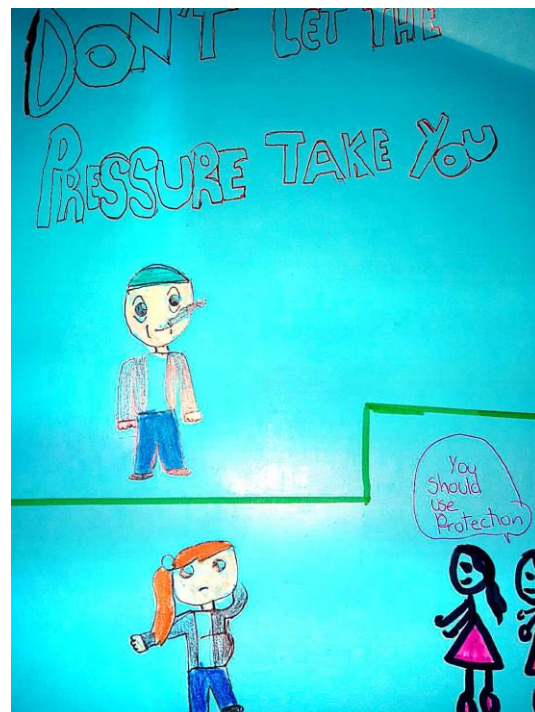
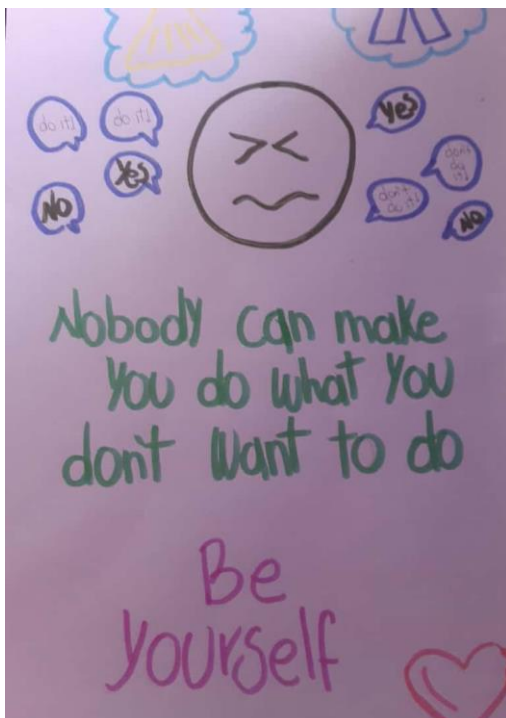
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classroom listen to the instructions and when they are asked to talk or to answer a question, they immediately change into Spanish. Additionally, they don't find the words to speak because they don't have vocabulary, they don't receive it as an input.

[Excerpt Field Note N°4. May 2019. Lines 1-5]

It was evident that students' attitude towards the English class was passive at the beginning due to the poor contact with the language. They did not know how to connect their thoughts into coherent ideas. This was also noticeable in the first observation field notes in which we also took notice of the same problem.

However, when the service teachers started to present the new content through the implementation of multimodal materials students showed a positive attitude. Therefore, the following excerpt portrays how after the implementation of the different multimodal materials students direct their attention to the comprehension of the social phenomena presented.



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[S06; S18: Artifacts. Cycle N° 1. Peer Pressure. September 2019]

The previous data illustrated the reflection process in which students went through to understand the importance of peer pressure and its positive and negative effects in life as part of their social environment. The data suggest that the use of multimodal material promoted a purposeful use of language that engages learners effectively and cognitively; nevertheless, the impact of multimodal material relies heavily on the selection of the material. Regarding this, Mills (2010) suggests that the “relationship between the literacies taught at school and the literacies practiced in other contexts” are equally important.

Porque me gusta mucho todo lo que sea visual y es divertido

[S15. Final questionnaire. Carried on Google Forms. May 2020]

Porque estudiamos el vocabulario y hablabamos de lo que entendiamos

[S25. Final questionnaire. Carried on Google Forms. May 2020]

Podiamos hablar de los temas y escuchar las otras opiniones

[S09. Final questionnaire. Carried on Google Forms. May 2020]

Data showed that, although the activities proposed were connected to a language learning objective, the use of multimodal material provided stimuli for students to express their understanding, opinion and feelings regarding the contents presented during the intervention period. Furthermore, students were able to focus their thoughts towards the importance of talking about these types of topics during class, which allowed to position them as more than just language learners. Under those circumstances, students were able to express themselves through the language.

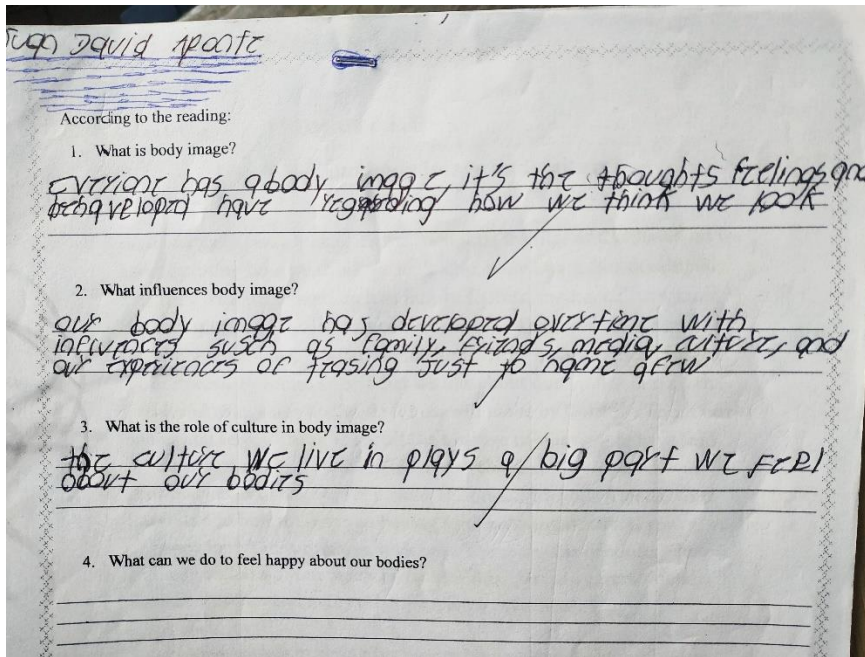
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Category 2: Connecting role of the multimodal material with social content.

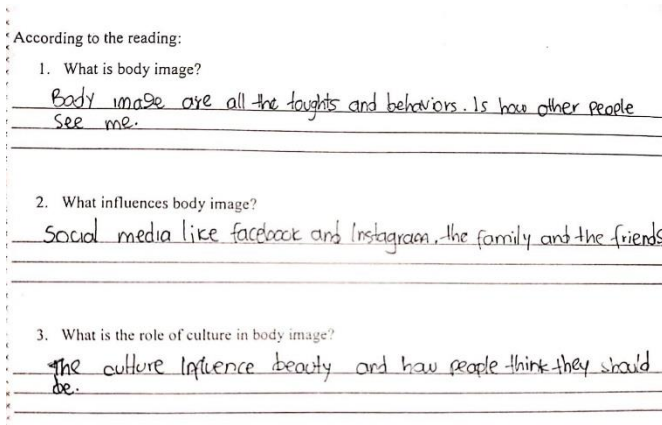
The second category deals with the way in which multimodal material connected students' experiences and their context with the English class. Data illustrated that the participants were able to express their ideas and personal opinions towards social topics such as body image, peer pressure and forced displacement. Although, at the beginning students were expressing their ideas only from their personal thinking, after some discussions in class multimodal material became a source of creation for students inasmuch as they received a lot of input through their senses in an unconscious way, as mentioned in Chapter two. In order to understand the scope of this category, it was necessary to develop two sub-categories that emerged from it: *Contextualising the writing process through the social content* and *Finding connections between their own experience and others' to write*.

Contextualising the writing process through the social content. Along the sessions carried out, the explanations and reflections about some social issues made students understand problematic situations that occur in their real life and how they can express their opinion about them in a written way. At the beginning of the pedagogical intervention, one of the topics was body image. As the following excerpts show, the students were asked some questions about a text they read and to write what they understood as body image.

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[S06. Artifacts. Cycle N°1. Body Image. August 2019]



[S4. Artifacts. Cycle N°1. Body Image. August 2019]

Data demonstrated that by talking about social phenomena students became more participative as they could be more receptive in front of their classmates' opinions of the social content developed in classes. In the previous data it is shown that students understood what influences their body image and recognized it as part of the society's thoughts they are immersed in. Body image was a social content that allowed students to apply their knowledge in writing and to relate it with their contexts. Consequently, the recognition of the self, motivated them to get interested about the language and its writing process.

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Regarding this, Mills (2010) claims that it is important to acknowledge the relationship between the literacies taught at school and the literacies practiced in other contexts. The next fragment taken from the final questionnaire; it is depicting one of the perceptions that students shared with us.

Q: ¿Por qué es importante hablar sobre este tipo de temas en las clases?

Because this topics we dont talk very usually with the family or friends and are very important to understand what happen in the world and with children similar to us

[S17. Final questionnaire. Carried on Google Forms. May 2020]

Because sometimes you can't talk about these issues with the family and it's good because you learn

[S01. Final questionnaire. Carried on Google Forms. May 2020]

Is important because for example pregnancy, forced displacement and addictions are things that are in the school, in the street, in the house and now I know how I can avoid them.

[S40. Final questionnaire. Carried on Google Forms. May 2020]

Data also evidenced that when in classes there were discussions that were related to students' contexts, their attention and their interest increased. This was important in the development of the research project because as researchers, these data provided proof that social content generates an assertive reaction into the students' writing process.

This means that due to the contextualisation process achieved in class, the students managed to connect the social phenomena with the writing process. As evidence, the following excerpts show students' responses when asked about addictions.

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[S5, S9. Cycle N°1. Addictions and Peer Pressure. September 2019]

Despite the fact that students presented some mistakes related to the language, they were able to communicate their ideas in a written form thanks to the connection between their context, experiences and their previous knowledge as presented below.

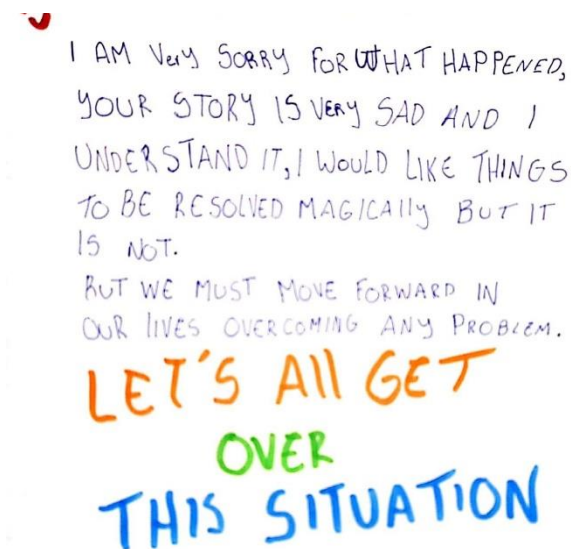


[S8 Artifacts. Cycle N°1. Addictions and Peer Pressure. September 2019]

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After analysing students' written productions, it is possible to conclude that in fact students had a meaningful and situated writing experience since they contextualised the social content presented in the sessions into written opinions.

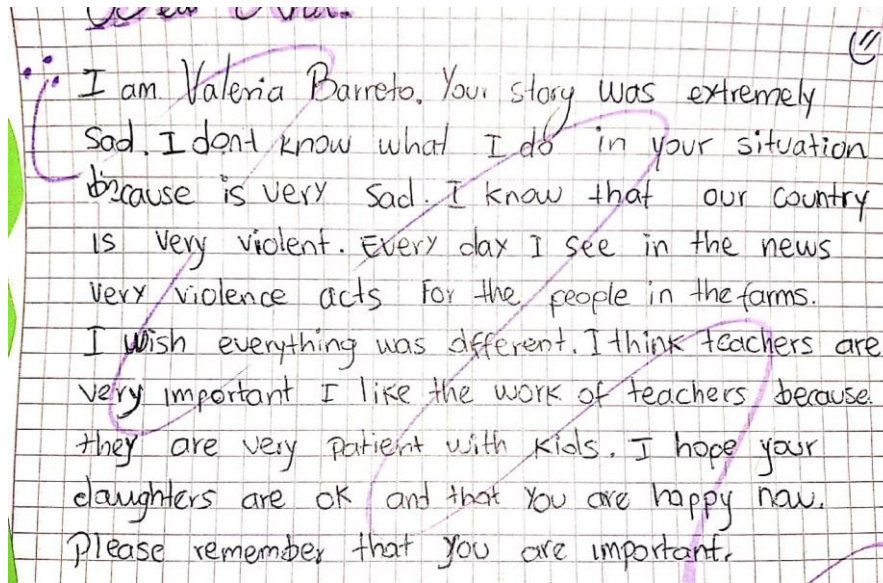
Finding connections between their own experience and others' to write. By using the multimodal material with social content, we aimed to connect students' realities to the language learning process. Data showed that it is highly important to establish connections not only with what is said in class, but also with their lives outside the classroom. This is supported by Gee (1996) who states that writing consists of different social and cultural practices that give students the opportunity to interact, interpret, create and reflect written material based on their cultural, social and academic context as discussed in Chapter 2. This was evidenced in the second cycle, students were presented a letter from a real victim of forced displacement in Colombia and after reading it, they wrote a letter response as follows:



I AM Very SORRY FOR WHAT HAPPENED,
YOUR STORY IS VERY SAD AND I
UNDERSTAND IT, I WOULD LIKE THINGS
TO BE RESOLVED MAGICALLY BUT IT
IS NOT.
BUT WE MUST MOVE FORWARD IN
OUR LIVES OVERCOMING ANY PROBLEM.
LET'S ALL GET
OVER
THIS SITUATION

[S37. Artifacts. Cycle 2. Forced Displacement. November 2019]

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[S30. Artifacts. Cycle 2. Forced Displacement. November 2019]

Data evidenced that students created a strong connection among them and this resulted in many written productions in which it can be perceived the way students understand each other in both individual situations, as well as around the experiences they had in common. The following fragments portray the comradeship students had with one another.

During the reading activity in which students had the chance to read a letter from a victim of forced displacement, students reacted in two ways: first, they helped each other in order to review and understand the vocabulary and also they unconsciously started to talk about their own experiences, they felt identified with the situation of the reading and they showed their feeling to their classmates.

[Field Note N°18. November. Lines 10-15]

Este tema es muy triste pero creo que en el pais siempre pasan cosas como esas y nosotros aveces no le prestamos atención porque no nos pasa a nosotros

[S21. Final questionnaire. Carried on Google Forms. May 2020]

Pudimos hablar de adicciones que pueden afectar a los niños de mi edad

[S02. Final questionnaire. Carried on Google Forms. May 2020]

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Porque conocemos un poco más sobre las problemáticas sociales

[S20. Final questionnaire. Carried on Google Forms. May 2020]

By means of the data, it was possible to establish that these connections were meaningful because of the guidance of the teachers during the implementation of the pedagogical design of this project. Data also evidenced that students found shared experiences with their classmates, what resulted in a reflection and reconceptualization of the social content presented in a written form. In the next abstract from the head teacher's interview, it is manifested this reflection about the importance of guiding a learning process.

Q: Nos puede contar sobre alguna experiencia que haya dejado huellas en su proceso de formadora.

Las mejores experiencias se han dado no tanto por los logros del nivel de inglés alcanzado por los estudiantes, sino en la orientación y apoyo que he podido darles. En momentos en que alguno está en una situación difícil, he (podido) tenido la oportunidad de darles mi consejo. Hace muchos años, por ejemplo, una chica en embarazo no quería y no podía estudiar más, al final se logró que pudiera graduarse. Este es un caso entre muchos otros.

[Teacher's Interview. April 2019]

As it has been noted by the previous data samples, multimodal materials have been a substantial input in the students' writing process inasmuch as it allowed them to create connections between their own experiences and others'. Street (1993) assures that the use of literacy practices that involve values, attitudes and social relationships indicate the cultural ways in which people make use of written language.

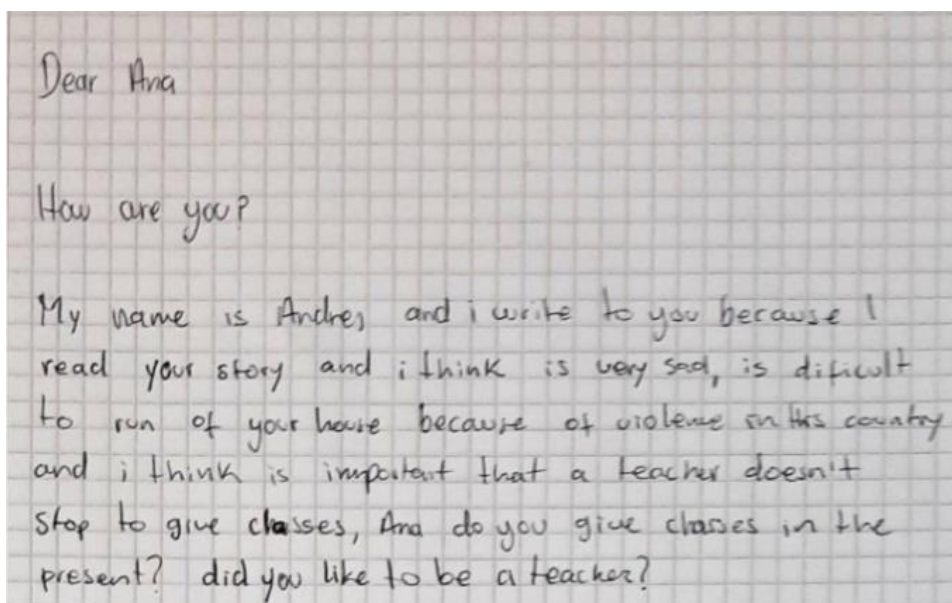
Category 3: Discovering in writing a way to share knowledge.

This category, as its name indicates, is related to the process of writing students went through and the way they shared what they learned. The results of the data analysis also demonstrated students' thoughts towards the different ways they can use language in a written form.

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Due to this category deals with the process of writing and students' knowledge, it is pertinent to analyse two sub-categories that will help explain it in detail. On one hand, there is *Creating new meanings through writing*. This sub-category refers to all the aspects students subtracted from their reality which were embodied in their written productions. On the other hand, *understanding different realities in order to write about them*. This sub-category involves both students' understanding of the issues and the writing in a situated practice.

Creating new meanings through writing. The data showed that the activities participants developed along the sessions were influenced by the new meanings students gave to the different concepts which were reflected in classes. An example of this is the fragment of a letter students created as a response to one victim of forced displacement.



[S7. Cycle 2. Forced Displacement. November 2019]

The previous data illustrates first the students' attitude in front of a conflictive situation such as forced displacement; second, students' comprehension and resignification of what forced displacement is. The formulations of this new meaning made students be able to recognize the importance connecting the context with problematic events through their own point of view.

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Even though this writing process was achieved unconsciously, the response from students was positive in regards of the understanding of the situation. In the next sample, it is evidenced the writing process students went through to be able to conceive the social concepts presented on a different approach. For this purpose, students answered this question from the final questionnaire in English.

Q: ¿Qué reflexión personal tengo de la experiencia en clase de Inglés con las docentes María José y Natalia?

That it's important to respect all the different opinions in the classroom and that it is important to respect the limits of the people

[S08. Final questionnaire. Carried on Google Forms. May 2020]

It was a very good experience because we could talk about important topics and we could do several different activities

[S41. Final questionnaire. Carried on Google Forms. May 2020]

I think was very cool because she was patient with us and all my friends. I learned to understand the problems that happen in the society.

[S33. Final questionnaire. Carried on Google Forms. May 2020]

The previous data suggests that students broke the language barrier they had to express themselves which was a problem evidenced in the first cycle and also in the first observation stages of the implementation of this pedagogical research as follows:

[...] students do not feel comfortable giving their opinions in class. Students prefer talking all the time in Spanish before asking about any word in English because they are not interested in others' opinions or themselves ones. The participation in class is not an important part of it, it is more important to copy from the board or to copy the guide in the notebook.

[Excerpt Field Note N°4. May. Lines 9-12]

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By means of the data presented, it can be stated that students' writing skill improved in a significant manner. Moreover, students created meaningful experiences which had as basis the content treated in classes and their personal contexts. In the next sub-category, we delved into how students discovered that each one of them are composed of different characteristics and experiences of life that make them a particular member of our society, and how they can write about those experiences.

Understanding different realities in order to write about them. This sub-category emerged from the teaching and learning strategies that involved the students' realities with the language and the process of writing as a situated practice. The writing tasks proposed in the pedagogical design were encouraging for students' exploration and reflection of the problems that affected their contexts as discussed in previous categories. In this concern, in the next excerpt, there is a written products of students' interventions about their personal reflection towards violence.



Answer the questions

1. What is violence? Violence is a conflict that involves several people or groups that manifests itself through beatings.
2. What types of violence exist? Economic violence, political and institutional violence, Sexual violence, physical violence, psychological violence, Verbal violence.
3. Is there violence in Colombia? Why? Yes, because in Colombia there is a lot of violence in the streets or there are assassinations of social leaders and in towns they are ^{threatened by the guerrillas}
4. Do you know what is FORCED DISPLACEMENT? No, but it has been characterized by forced displacement of peasant, indigenous and Afro-descendant communities, violence by criminal gangs and drug trafficking.
5. What would you do in that situation? I would send protection to community that lives there in conflict.

Forced displacement



Answer the questions

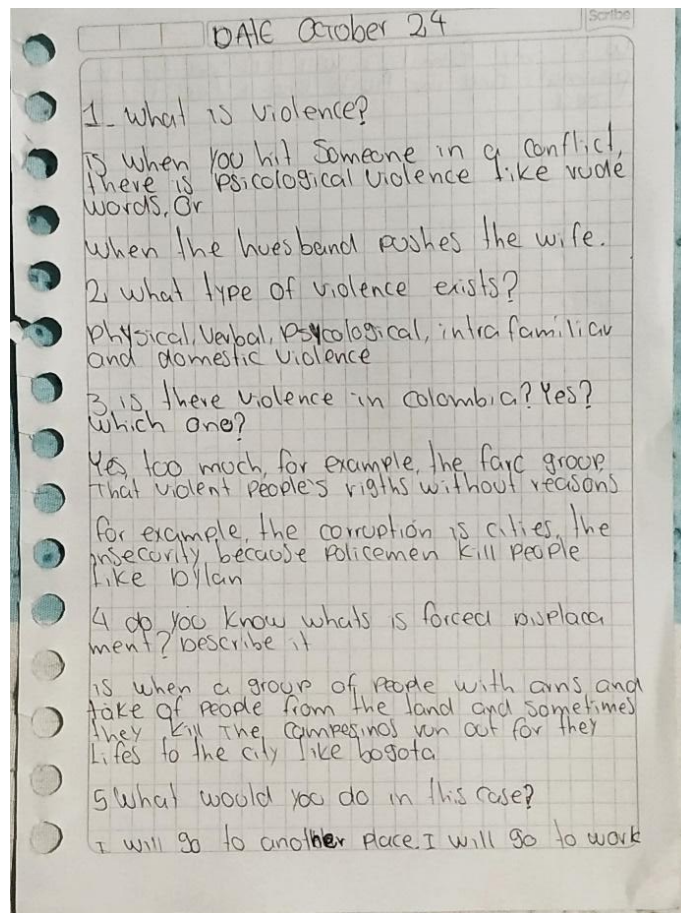
1. What is violence? Violence is the conflict that occurs between a person or a group with another person and can harm a community.
2. What types of violence exist? Sexual violence, Cultural violence, Physical violence, domestic violence, psychological violence, gender violence.
3. Is there violence in Colombia? Why? Yes, because in Colombia violence has been seen mainly through the armed conflict and the murder of several people in the communities.
4. Do you know what is FORCED DISPLACEMENT? Yes, it is when people are forced to leave their home for various economic or social situations.
5. What would you do in that situation? I would not know what to do because it would be a very sad situation for me and my family.

[S42, S12. Artifacts. Cycle 3. Violence. November 2019]

The previous data portrayed students' perception of violence, specially how it has affected the country and how they assume the information they have received about it. In addition, data evidenced that students were able to connect the information received in class with their previous knowledge. Thus, the written material they produced was coherent and meaningful. Now they have a closer connection with the social problematic, and they know how to express it in a written way. Furthermore, it is unmistakable that students have been

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previously in contact with the social problematics that were discussed in the sessions, as follows:



[S04. Artifacts. Cycle 3. Violence. November 2019]

After analysing data, it can be claimed that the relation of the social realities understanding and the students' personal opinion influenced their writing productions inasmuch as they could achieve a real connection with real cases and this made them more receptive to social problematic. Also, it can be highlighted the role of collaborative work because it had a positive response from students. They could even work with the classmates who were not part of their daily social circle.

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Category 4: Student's emotional response and empathy.

This category deals with students' emotional responses to the content presented and their classmates experiences towards the implementation of this pedagogical proposal. Data showed that students learned not only about the foreign language but also about the importance of establishing good relationships with their classmates. Further, students learned the relevance of being respectful in order to improve their coexistence not only inside the classroom, but also outside of it. Thus, the next evidence portrays the assumptions of the students' relationships.

Q: ¿Qué aprendiste sobre el trato a tus compañeros?

Que tenemos que respetar la opinión del otro a pesar de que tengamos ideas diferentes

[S29. Final questionnaire. Carried out by Google Forms. May 2020]

Aprendí que su opinión es igual de importante que la mía y que nunca debo juzgarlos por las experiencias que hayan tenido en su vida

[S35. Final questionnaire. Carried out by Google Forms. May 2020]

que hay que respetar las diferencias y opiniones de todos sin importar que sean diferentes a las de uno

[S14. Final questionnaire. Carried out by Google Forms. May 2020]

In the next excerpts, it is shown how students learned to make an introspection to know themselves deeper and to recognize their strengths and weaknesses in both, their personal, and their academic field.

Q: ¿Qué aprendiste acerca de ti mismo?

que tengo que ser mas tolerante con la gente y que tengo que aprender más ingles

[S22. Final questionnaire. Carried on Google Forms. May 2020]

Que soy respetuoso y que no quiero que mi vida acabe mal por culpa de otros

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[S19. Final questionnaire. Carried on Google Forms. May 2020]

que hay que respetar las diferencias y opiniones de todos sin importar que sean diferentes a las de uno

[S56. Final questionnaire. Carried on Google Forms. May 2020]

In the previous excerpt it was evident that students made a reflection process in which they expressed their own perceptions about themselves. Moreover, students highlighted what they considered were their most important values. In this way, the following abstract shows the head teacher's opinion about the relevance of keeping in contact with the personal experiences in her students' life.

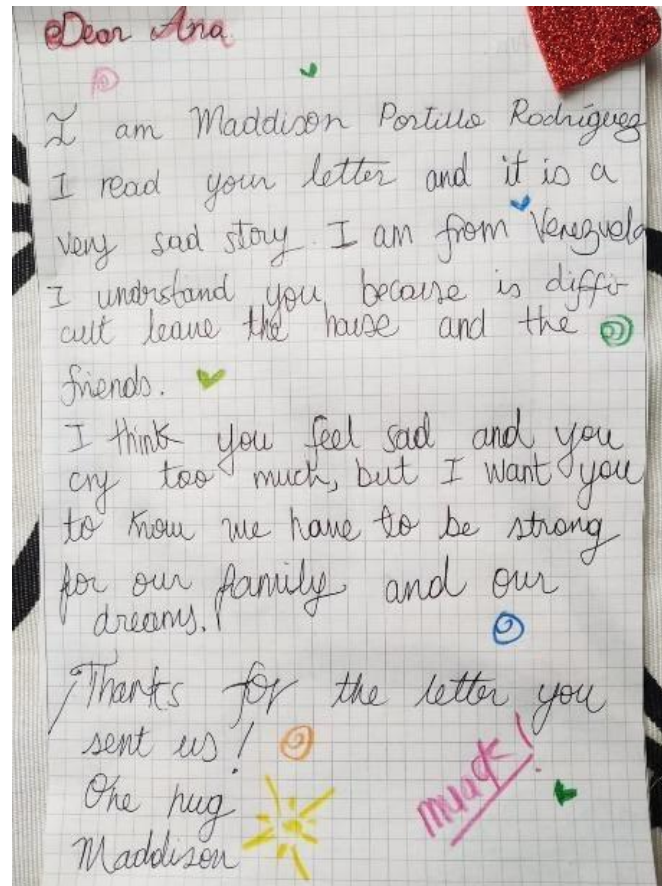
–Q: ¿Cuál cree que es la importancia de la relación interpersonal con sus estudiantes?

Es muy importante que haya empatía como elemento de esa relación estudiante-maestro. Siempre con el respeto ante todo.

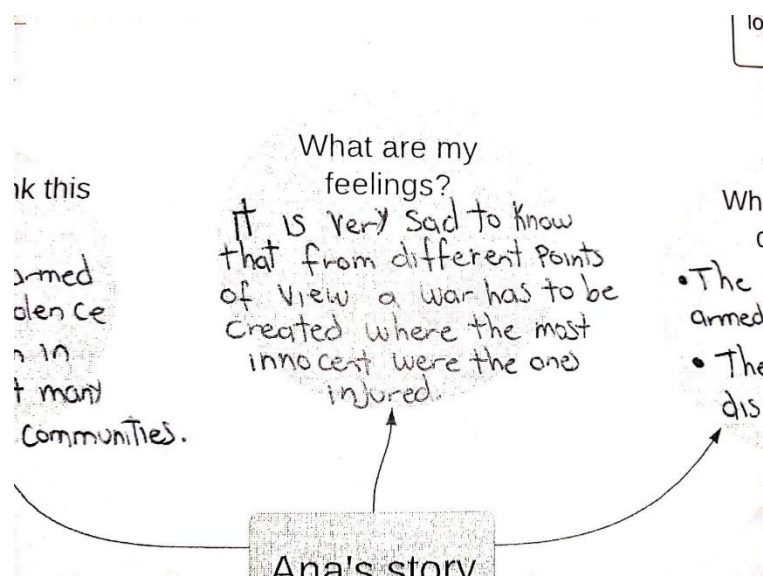
[Teacher's Interview. April 2019]

It was evident that in both perceptions, students and head teacher's one, the empathy and the ability to be in each other's position was an important part of this learning process because once students understood it, the classes became a reliable place; Hence, students were more participative and reflective in all of the topics proposed for the classes. In the following extracts it is portrayed the emotional responses and the empathy students felt from a real armed conflict letter.

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[S36. Artifacts. Cycle 2. Forced Displacement. November 2019]



[S37. Artifacts. Cycle 2. Forced Displacement. November 2019]

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Bearing in mind all the previous data, it can be stated that students' empathy and emotional responses were positive in general because the classroom gradually became a safe place where they could talk, feel confident, and share experiences. Although at first the topics were sensible because they were not sure if to give or not a personal opinion about them, after implementing the learning strategies that writing as a situated practice offers, the students developed an empathic feeling not only with their classmates, but also with themselves. Thus, this feeling became the most important tool to express all their perceptions in a written way as in the previous excerpt in which students identified and understood others' feelings.

Along this chapter all the data gathered was analysed and sectioned into four categories due to the triangulation process. Each category and sub-category developed exemplified carefully all the main aspects found that support the objectives of our research project that are to identify the role of multimodal material in the development of writing as a situated practice and to describe how students assume writing within a situated framework.

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CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions based on the findings described in the previous chapter, the implications of developing a project in which writing is understood as a situated practice in the EFL classroom, the institution where the project was implemented, the participants who were part of this study, and the researchers. Furthermore, the limitations of the study, and suggestions for further research on the field are presented.

Conclusions

This qualitative study sought to describe the use of multimodal material with social content on students' writing skill, in which writing was understood as a situated practice. The research questions that guided this project were, what is the role of multimodal material with social content in the development of writing as a situated practice in seventh graders at Prado Veraniego School? And how do students assume writing when is understood as a situated practice? Along with it, the research objectives were, to identify the role of multimodal material in the development of writing as a situated practice and to describe how students assume writing when is understood as a situated practice.

As a response to the first objective, two roles emerged: the supportive role and the connecting role that were played by multimodal material. To start with, the first role was encouraging environment to write. Data showed the process of students' changing perceptions through the use of multimodal material in class due to at the beginning of the implementation of the project it was noticeable the lack of interest from the participants towards the class. Besides, data evidenced that throughout the stimuli provided by multimodal material, students presented an active participation that allowed them to express their understandings, opinions and feelings about the social content viewed in class. Subsequently, this was evidenced in their writing productions. Thus, the impact of the usage

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of using multimodal material in the classroom boosted students writing skill allowing them to conceive the classroom as a place that is not isolated from their context.

The second, is the connecting role of the multimodal material with social content. Two main aspects were proposed to understand the connections: contextualising writing through social content and finding connections between their own experiences and others' to write. To answer the research question, data showed that the use of multimodal material with social content within the classroom awakened in the students interest and active participation. Further, data evidenced that once students started sharing and talking about themselves, the writing process became enjoyable and it was easier for them to illustrate their perspectives of the social problematics. As a result, this created a receptive environment in which not only their own experiences were of vital importance, but also the others' had relevance in their writing process.

In response to the second objective it was possible to determine students' assumptions regarding writing within a situated framework from two aspects. On one hand, discovering in writing a way to share knowledge. Initially, data evidenced that students' writing skill improved significantly. Although the sessions were influenced by the social contents presented and guided by the preservice teachers, it was noticeable students' progress in the creation of new meanings and personal criteria when they were asked to write. Secondly, the students' understanding of different realities in order to write about them was interpreted. The data collected showed that when the students connected the problematic social content worked in class with events of their personal lives, the value they gave to the content of their written productions was related to the welfare that sharing their experiences and finding similarities with their classmates brought them.

On the other hand, students' emotional response and empathy. It was possible to conclude that this research project contributed to the students' personal growth inasmuch as

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they developed an empathetic attitude and a positive emotional response towards the social content presented in class. As data portrayed, students were able to identify themselves as unique members of a community as well as recognise other types of personalities. As a consequence, the respect and the tolerance were some of the most important values that students explored in class. Furthermore, in the final stage of this research project, empathy was achieved as a result of the multiple interactions that occurred along the sessions. Students were capable of discussing the social problematics with maturity and without prejudice.

Implications

Many implications arose from this research project, which are associated with the teaching of English as a foreign language, the institution where the project was implemented, the participants who were part of this study, and the preservice teachers that had the researcher role as well. Firstly, it is important to understand language not as the end of the teaching-learning process, but as a tool to foster a personal development of the students. Bearing this in mind, the dynamics of teaching English in EFL classrooms need to be changed according to the strategies, the materials, the content and students' participation. This research project contributed to the definitions of writing as a situated practice, as it understood that the students' personal experiences are important for the development of language, in this case, into the writing skill.

Secondly, as this study based its research on multimodal material, the use of ICTs was vital for the development of the activities proposed. The institution Prado Veraniego provided us with the necessary facilities and technological tools in order to carry out this pedagogical proposal. Having implemented a project in which writing was achieved through the use of multimodal materials, the school guaranteed that whenever a resource was needed it was available to make the classes.

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Thirdly, as for the participants that were part of this study, it required an open attitude towards the topics presented, so that students could understand English within a context and create close relationships with their classmates. Moreover, now that students have discovered what they are able to do with the language, further teachers should continue inspiring them to strengthen the bond between the English class and students' interests.

Lastly, the implications this research project had on us as pre-service teachers and researchers were on the vision of teaching English as a foreign language. Initially, it was important to understand the students' lack of language to link those with their life experiences in order to contextualise what it was taught. Secondly, the necessity to be creative and to research about the social content that was addressed to implement the adequate material to supply students' needs. The development of a listening approach was another implication because it led us to be aware of students' thoughts. In addition, during the intervention of the project, we as preservice teachers and novice researchers always felt challenged for the different situations that occurred in the school. This implied that the planification of the lessons must be flexible in terms of time, resources and budget in order to become adaptable.

Limitations

Throughout the development of this research project three main limitations arose: The lack of time to implement the pedagogical proposal, the students' English proficiency and the amount of students in the classrooms. The first limitation can be explained from three points of view. Firstly, the lack of time due to the extra-curricular activities performed at the school. The second one, the lack of time due to the strikes that occurred in the country, and finally, the health emergency the world is going through.

On one hand, the lack of time due to the extra- curricular activities is a consequence of doing them in the same schedule of the English class. In the school, the students had only two hours of English per week. This interfered with the implementation of the project

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because when classes were retaken it was necessary to review the previous topics once and sometimes twice for the students to remember and get in contact with the language again. Hence, that is why it is important to create flexible lesson plans since many of the classes were moved back even for two weeks.

On the other hand, bearing in mind the political situation in Colombia, different strike mobilisations did not allow the implementation of the project in the established time. During the second cycle of the pedagogical intervention, two strikes took place which made schools close. This highly affected the application of the project inasmuch as the schedule proposed had to be moved.

To continue, the lack of time due to the health emergency forced us to try to complete the implementation of the project online, by sending some workshops and the final questionnaire for students to fulfil it. This was a huge limitation in the sense that as it was not possible to go to school, the contact with students got lost. This required that we as preservice teachers-researchers sought the way to modify the activities and transform them in a virtual format. Even though the material was sent, not all the students sent the answers back and at the moment of triangulation it was a setback.

Further, the students' English proficiency was a limitation in two perspectives. Initially, at the beginning of the implementation of the project, students did not understand the instructions that were given which generated frustration in them as they were forced to resort to asking in Spanish. Secondly, students' vocabulary was limited, hence, students did not have the tools to discuss certain topics.

Finally, the number of students in each group was too big. We considered this as a limitation because in some cases, their attention towards the class became scattered. Moreover, this triggered alternative situations in the classroom such as the use of electronic

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devices with no educational purpose or episodes of indiscipline that affected the course of the class.

Further research

As this project aimed to describe the impact of multimodal material with social content in the students' writing skill, in which writing was conceived as a situated practice, further research must continue working with multimodal material to enhance all the skills (reading, listening, speaking and writing) as it has not been widely explored.

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Appendices

Appendix A. First questionnaire.

12. En el salón de clases sueles:

- a. Divertirme
- b. Aburrirme
- c. Aprender mucho
- d. Otros

13. En la clase de inglés te gustaría aprender sobre: (puedes elegir 3 opciones)

- a. Naturaleza
- b. Deportes
- c. Arte (pintura, canto, baile, música, teatro)
- d. Ciencia y experimentos
- e. Otros países
- f. Otros

14. ¿Te gusta trabajar en equipo?

- a. Me encanta
- b. No me gusta mucho

15. ¿Te gusta la clase de inglés?

- a. Sí
- b. No

16. Para ti, la clase de inglés es:

- a. Divertida
- b. Aburrida
- c. Normal

17. ¿Qué te gusta de la clase de inglés?

*me encanta intentar aprender lo que me dicen los profes
de inglés pero casi ni entiendo su*

18. ¿Qué actividades de la clase de inglés son las que MAS te gusta hacer?

- a. Leer
- b. Aprender gramática
- c. Escuchar música
- d. Actividades de memoria
- e. Hablar en inglés

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Appendix B. Field notes.

Field note #1	Grade: 701
School: Prado Veraniego	Date: April 8 th , 2019
Teacher: Raquel Gómez - Carlos	Practitioner: Natalia Galindo
Number of students: 38	Number of students with special needs: 0
OBSERVATION	INTERPRETATION
<p>The head teacher enters and tells the students they are waiting for the teacher/practitioner Carlos. After that she introduces me as the new practitioner.</p>	<p>The students are quick to organise the classroom in lines. However, I noticed that the ones who are at the back of the room prefer to be in small groups.</p> <p>Students seem to act normal around me after the introduction, this probably because they are already used to a practitioner being in the classroom with them before me.</p>
<p>As everyone waits for the practitioner, the head teacher tells the students to do five of the exercises in the English book while she checks some notebooks. All the instructions are given in Spanish, and the topic of the exercises is simple present.</p> <p>students started to ask me questions about the topics and I would answer them using examples in English. As they did not understand my examples, they opted to avoid asking me more questions.</p>	<p>Although the use of Spanish is not a bad thing to do as an English teacher, the use of the grammar translation techniques is what prevails in the classroom. It is important as a teacher to understand and identify the proper situations when to use the mother tongue, so that it does not interfere with the students' learning process.</p> <p>In this case, I have noticed that the use of the mother tongue is already an obstacle in their process, inasmuch as students are used to hearing all explanations in Spanish.</p>
<p>Some students do not have the book today, therefore, the teacher tells them to copy the exercises on their notebooks.</p> <p>Some students start to join in groups to do the activity, however, they do not advance since they keep talking and sometimes playing. Some of the activities that they do are watch videos online or talk about funny images "memes" they saw or they know.</p> <p>Some of the students complete this task, however, others prefer to talk with their classmates or play as they find this activity "boring", according to what they told me.</p>	<p>I suppose students are tired of these book activities in which they only have to select one answer. These types of activities seem outdated in terms of not letting the children think or create their own images in the foreign language, thus limiting not only the students' skills but also their attention and interest in the class.</p> <p>This can be seen in the attitude they had when I asked why they weren't working on completing the task. The lack of interest in the class impulses children's desires of doing something else that is not part of the class.</p>

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The majority of the students finish the activity pretty quick and start either playing, talking or watching videos on their phones.

The students who finished the activity really quick were a lot. However, as the teacher did not give more instructions, they preferred to start doing other activities, such as watch videos on YouTube and play with cards.

The head teacher did not give more instructions throughout the class, and the practitioner did not arrive.

The students who finished the activity really quick were a lot. However, as the teacher did not give more instructions, they preferred start doing other activities.

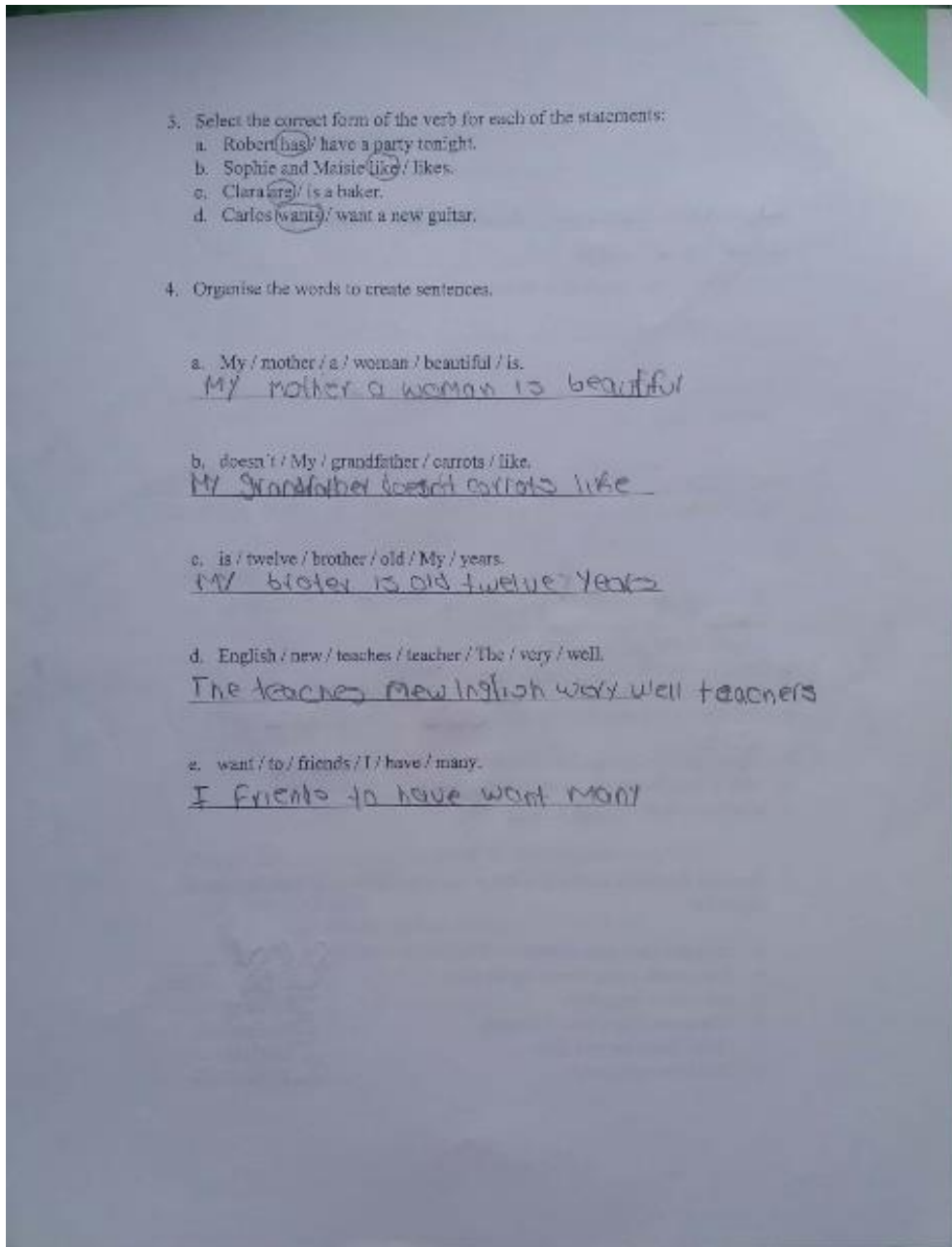
This can be related to the last point. Here again we see the lack of interest children had in the class because they finished the activity just for the sake of finishing quickly.

I noticed this when I started to review the exercises they did. Although the exercises were about a topic previously seen, students did not understand the basic grammar rules of the simple present. Hence the exercises they completed were not correct. When I pointed this out to them, they seem not to care because apparently for them the most important part was to finish.

The lack of organization in class causes this feeling in the children. As they were supposed to be with the teacher/practitioner the teacher did not give a complete input nor did she give feedback on the exercises, interrupting then the learning process, as they seem to not care about things that were already explained before.

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Appendix C. Diagnostic test.



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Appendix D. Lesson plans sample

Name: My self - esteem and body image Total: 3 sessions	
Objectives:	
<ol style="list-style-type: none"> 1. To foster vocabulary for descriptions. 2. To analyse the meaning of body image. 3. To reflect on the influences for body image. 4. To describe how to help others about their bodies in positive ways. 	
Language and Vocabulary:	
<ol style="list-style-type: none"> 1. Simple present 2. Adjectives to describe physical appearance 3. Adjectives to describe personality 4. Adjectives related to health: physical and mental. 	
Stage 1	
Warm up: (15')	SS make a drawing of themselves as how they think they are. SS talk about their body parts by showing their drawings to their classmates.
Vocabulary activity:(20')	The teacher plays a song about body parts that students can listen and watch the video. (annexe 1). Then, the teacher presents the vocabulary of body parts by showing slides and explaining one by one. (annexe 2). After the presentation, the ss will have to complete a word puzzle in order to find the correct meaning for the pictures that depict the vocabulary presented. (annexe 3)
Main activity 1: (25')	Ss work in groups of 3 or 4. Once there, students read the article "Nobody's Perfect" about body image (annexe 4). After this, students will make a reading comprehension workshop. (annexe 5)
Main activity 2: (20')	Once ss finish activity 1, they will be divided into pairs and with the information collected in the previous stages they will create a short comic strip in which they showcase their understanding of their body and the importance of taking care of it. At the end, ss will have a brief oral presentation of their work in order to share their comics with their classmates

Name: My self - esteem and body image Total: 3 sessions	

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Objectives:

5. To foster vocabulary for descriptions.
6. To analyse the meaning of body image.
7. To reflect on the influences for body image.
8. To describe how to help others about their bodies in positive ways.

Language and Vocabulary:

5. Simple present
6. Adjectives to describe physical appearance
7. Adjectives to describe personality
8. Adjectives related to health: physical and mental.

Stage 2

Warm up: (15')	The teacher starts the class by reading the article "Nobody's perfect", while ss follow with their copy. The teacher elicits from ss opinions and comments about the last session.
Vocabulary activity: (20')	The teacher presents pictures of celebrities to explain the vocabulary for adjectives to describe physical looks. After this, SS solve a crossword about people's appearance.
Presentation topic: Body image. (20')	Once again, the teacher presents pictures of celebrities, ss should create a chart in order to describe the people and their characteristics (positive and negative) according to their looks. After this, the teacher asks for ss to write down what they think are their look's positive and negative characteristics.
Main activity 3 (25')	After that, the teacher presents the video "Body image and you" (annexe 7) to explain the term. The video will be presented two times. The first time SS watch and analyse the video. The second time SS are asked to complete a little chart about what is being said. (Annexe 8)
Main activity 4 (20')	Using magazines and books, the ss create a collage of different body types and sizes. They will present it describing the kind of people they selected and why they did it.

Name: My self - esteem and body image Total: 3 sessions

Objectives:

9. To foster vocabulary for descriptions.
10. To analyse the meaning of body image.
11. To reflect on the influences for body image.
12. To describe how to help others about their bodies in positive ways.

Language and Vocabulary:

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- 9. Simple present
- 10. Adjectives to describe physical appearance
- 11. Adjectives to describe personality
- 12. Adjectives related to health: physical and mental.

Stage 3

Warm up: (15')	Ss play a "find someone who" using the vocabulary seen in previous sessions.
Vocabulary activity:(20')	The teacher presents the vocabulary for healthy lifestyle in flashcard. After this, with the help of the code chart prepared by the teacher (annexe 10) ss discover the hidden message that uses the vocabulary seen.
Presentation topic: Body image. (20')	<p>The ss are divided in groups of 3 or 4. Each group has a discussion question that they will analyse together:</p> <ul style="list-style-type: none"> - What do you think "body image" is? - What makes people think they need to look a certain way? - Do you feel pressured about your looks? why? - What is being healthy? - What is more important: being healthy or being "good-looking"? - How can people feel comfortable and confident? - What can we do to help people with body image issues? <p>At the end, each group should come with a conclusion about their discussion topic which will be used to create a poster. At the end, ss will present their final work in class.</p>

**Name: My self - esteem and body image
Total: 3 sessions**

Materials:

Annexe 1. <https://www.youtube.com/watch?v=d7mavcCR2-o>

Annexe 2: Slides

Annexe 3: word puzzle

Annexe 4. Reading

https://www.australianacademicpress.com.au/assets/No_Body's_Perfect_worksheets.pdf

Annexe 5. Question set

Annexe 6: https://www.youtube.com/watch?v=Fcy_VQZG5Dg

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Appendix E. Material samples



Chapter 1 Handout 1.1



All about body image and culture

Everyone has a body image, it's the thoughts, feelings and behaviours we have regarding how we think we look. Our body image has developed over time with influences such as family, friends, media, culture, and our experiences of teasing just to name a few. We can choose how we feel about our bodies. We can say 'no' to teasing, including standing up for our peers. By focusing on what we like about our bodies and all the wonderful things our bodies do for us, will make us feel good about our bodies and selves. Think about all the positive things people have said to you about your body and self. Everyday think about the hard work your body does to help you at school, at home, with your friends, your interests and how it keeps you having fun and enjoying life. If you're unhappy for whatever reason, seek help. There are lots of adults who can help including your teachers, counsellors, parents, carers, friends, doctors, coaches and many other people you can trust.

The culture we live in plays a big part in how we feel about our bodies. Following is an activity that helps you better understand the cultural messages that are influencing you and what's a healthier way of thinking about people's bodies.

What culture do you live in and what messages are you aware of around what male and female bodies should look like?



Name: _____

According to the reading:

1. What is body image?

2. What influences body image?

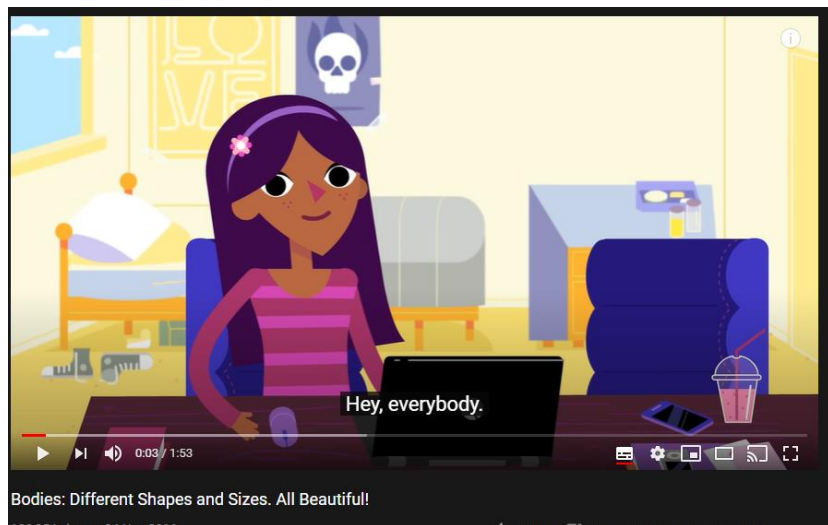
3. What is the role of culture in body image?

4. What can we do to feel happy about our bodies?

In your opinion:

5. What makes you feel good about your body?

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It can be positive

- Peers can have a positive influence on each other.
- Maybe someone on the soccer team taught you a cool trick with the ball.
- Maybe you got others excited about your new favorite book, and now everyone's reading it.

Forced displacement



Answer the questions

1. What is violence? _____

2. What types of violence exist? _____

3. Is there violence in Colombia? Why? _____

4. Do you know what is FORCED DISPLACEMENT?

5. What would you do in that situation? _____

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Ana Dilia*

AGE	BACKGROUND	DETAILS
23 years old	Teacher, farmer and teacher mother of three girls	Was displaced from Calambides, Norte de Santander

I was raised in the countryside.

I was born in a small town called Las Mercedes (in Norte de Santander). I lived in the countryside until I was 17. We constantly moved, but went to live to a small village. There I made all the sacrifices imaginable. I studied at night, worked by day, helped to keep up the house and paid the expenses of my siblings. We are 14 kids in the family. Then, because of an illness, my mom had to move to Cúcuta, and my dad and half my family went too. I was the oldest.

After some time, one friend asked me if I wanted to work as a teacher. I said yes. But I also told him that I had worked all my life in agricultural jobs, and in households. With that job, I was able to pay debts, the rent and food for my family. I think I was lucky because, as if by magic, I got a contract. Never in my life would I have imagined that. I had dreamed of studying and being somebody important in life, but not as a teacher.

I learned to work with the community

At that time, I was teaching 7th grade at the school. I would sit and read school books day after day. I would walk an hour from the village to the school and go to bed at 1 am or 2 am reading, studying, and correcting homework. I decided to leave the village after I fell in love. I started working in another school. I worked for three years there in the midst of the conflict. Because the village was so isolated, there was a large guerrilla presence. There I lived in terror of the guerrillas, because I had not seen those groups much before.

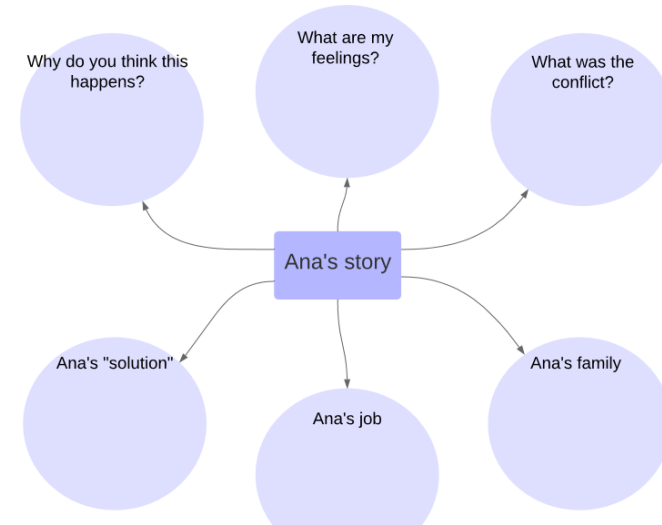
We moved. I began to work in La Cabaña and I heard that there was a school...

FORCED DISPLACEMENT

Name: _____

Date: _____

Escribe detalles sobre el tema en los círculos.




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Appendix F: Final questionnaire.

Google forms link:

https://docs.google.com/forms/d/e/1FAIpQLSdWQBT70qBZ3TcBA8bC9PpoAOiLNszLjNO80I2HpVeHtdWhWg/viewform?usp=sf_link



Encuesta

En la siguiente encuesta encontrarás una serie de preguntas relacionadas con tu proceso educativo en la clase de Inglés. Responde las preguntas con SI o NO y justifica tu respuesta. Por favor responde con sinceridad.

*Required

Nombre *

Your answer _____

Grado *

701 - 801

702 - 802

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Tu proceso

¿Participaste activamente en las sesiones de clase? *

SI

No

¿Por qué? *

Your answer _____

Selecciona los temas que más te gustaron trabajar en clase *

Imagen del cuerpo (Body image)

Presión social (Peer Pressure)

Desplazamiento forzado (Forced displacement)

¿Por qué?

Your answer _____

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En tu opinión, ¿fueron los temas sociales vistos en clase relevantes para tu vida cotidiana? *

- Sí
 No

¿Por qué? *

Your answer _____

¿Crees que tu proceso de escritura en Inglés fue satisfactorio? *

- Sí
 No

¿Por qué? *

Your answer _____

¿Crees que el uso de la lengua (vocabulario y estructuras) aprendido en clase fue provechoso? *

- Sí

¿Crees que el uso de la lengua (vocabulario y estructuras) aprendido en clase fue provechoso? *

- Sí
 No

¿Por qué? *

Your answer _____

¿Fuiste respetuoso frente a la opinión de tus compañeros? *

- Sí
 No

¿Por qué? *

Your answer _____

¿Consideras importante respetar las características que hacen únicos a tus compañeros? *

- Sí

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¿Por qué? *

Your answer

¿Fueron algunos de tus compañeros irrespetuosos contigo por la opinión que diste en clase? *

Sí

No

¿Por qué crees que sucedió esto? *

Your answer

¿Pusiste dar a conocer tu punto de vista sobre los temas vistos en clase? *

Sí

No

¿Por qué? *

Your answer

¿Pusiste dar a conocer tu punto de vista sobre los temas vistos en clase? *

Sí

No

¿Por qué? *

Your answer

¿Crees que entiendes mejor las problemáticas presentadas en clase? *

Sí

No

¿Cómo te sentiste al respecto? *

Your answer

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La clase

¿Crees que las instrucciones para las actividades de la clase fueron claras? *

Sí

No

¿por qué? *

Your answer _____

En tu opinión, ¿Crees que tu experiencia en la clase de Inglés con las docentes Natalia y María José fue satisfactoria? *

Sí

No

¿Por qué? *

Your answer _____

¿Cuáles fueron los materiales usados en la clase que te ayudaron en el aprendizaje del Inglés? *

¿Cuáles fueron los materiales usados en la clase que te ayudaron en el aprendizaje del Inglés? *

Videos

Lecturas

Juegos online

Presentaciones en Power point

Tarjetas de discusión

Otro

¿Por qué? *

Your answer _____

¿Consideras la clase como un espacio seguro para compartir tu opinión de los diferentes temas vistos? *


Sí

No

¿Por qué? *

Your answer _____

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Encuesta

*Required

Reflexión

¿Qué aprendiste sobre el trato a tus compañeros? *

Your answer


¿Qué aprendiste acerca de ti mismo? *

Your answer

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Encuesta

*Required

Todas las preguntas de esta parte deberás contestarlas en inglés

¿Qué reflexión personal tengo de la experiencia en clase de Inglés con las docentes María José y Natalia? *

Your answer

¿Por qué es importante hablar sobre este tipo de temas en las clases? *

Your answer

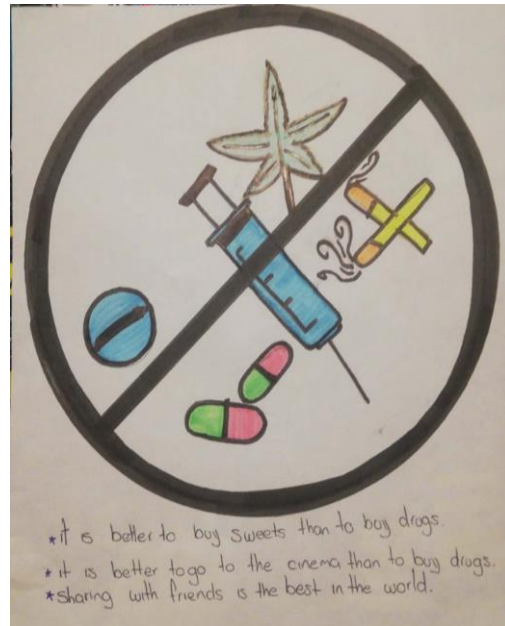
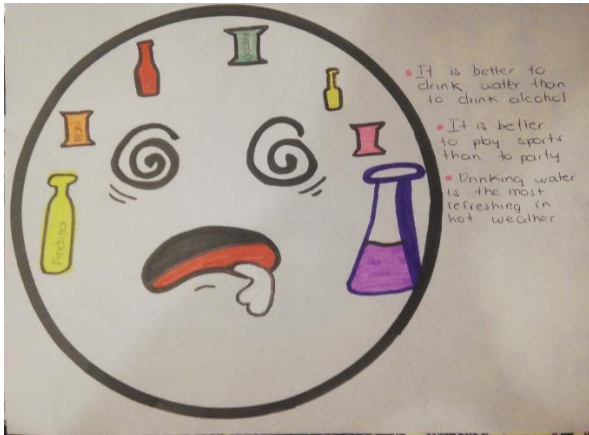
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Appendix G: Artifacts.



Name: Angie

WRITE AWAY!

Compare & Contrast

A Venn diagram is a tool to organize ideas about how things are alike and different. It can show, at a glance, details you can use to compare and contrast.

Pick two objects:
 In the top circle, list details that are true only for one object.
 In the bottom circle, list details that are true only for the other object.
 Where the circles overlap, list details that are true for both.

Object 1 only

- easy
- smell
- is very fast
- is very friendly
- your teeth are his defense

Both!

- there are four arms
- there are two eyes
- Both are identical colors
- easy hear
- is very agile
- is very intuitive
- your Claws are his defense

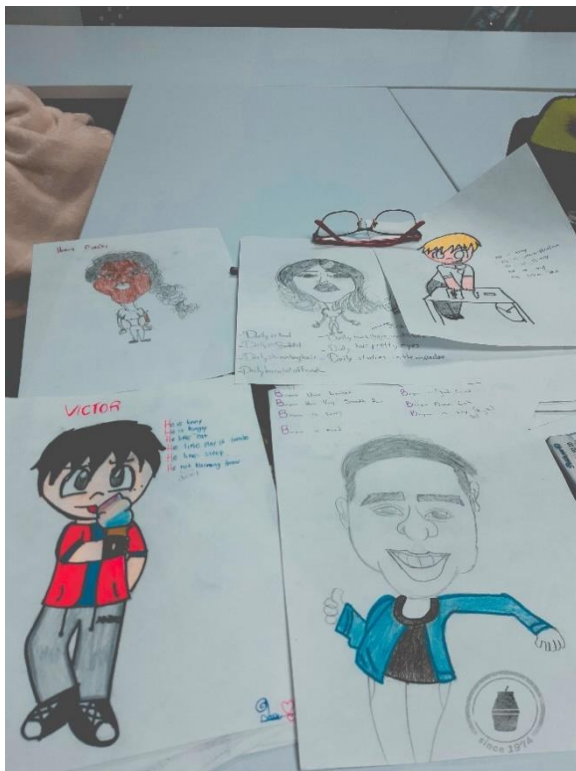
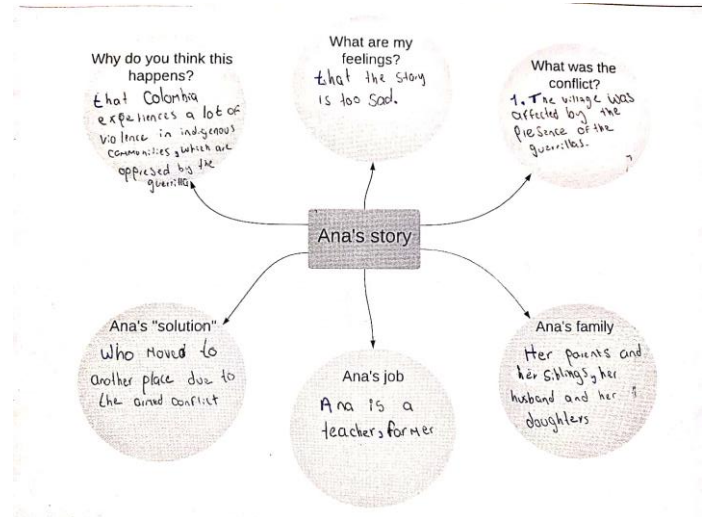
Object 2 only

And NOW...
 Use the details to write a description that compares and contrasts the objects. First, identify them. Next, tell how they are alike. Then, tell how they are different. Remember to use transition words and phrases for smooth reading.

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I read what happened with you and your family, it is very sad to see that this happens throughout the country and just as you have many more families in the same situation, I thank you for having shared your experience so that many of you can also share them and somehow vent all that pain. I hope things have improved and you and your family are doing well now.

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Appendix H: Teacher's interview.

1. ¿qué razones la motivaron a convertirse en profesora?

R: En realidad empecé como docente por la oportunidad laboral que representaba en ese momento, era lo más estable y el horario de trabajo me permitía hacer otras actividades y cuidar a mis hijos.

2. ¿cómo ha sido su experiencia como maestra de inglés?

R: Frustrante con algunos momentos de satisfacción.

3. Cuéntenos una experiencia que haya dejado huellas en su proceso como formadora.

R: Las mejores experiencias se han dado no tanto por los logros del nivel de inglés alcanzado por los estudiantes, sino en la orientación y apoyo que he podido darles. En momentos en que alguno está en una situación difícil, he tenido la oportunidad de darles mi consejo. Hace muchos años, por ejemplo, una chica en embarazo no quería ni podía estudiar más, al final se logró que pudiera graduarse. Este es un caso entre muchos otros.

4. ¿qué ha cambiado en su vida desde que ejerce la profesión docente?

R: es una responsabilidad muy grande ser docente, aunque hoy en día ha cambiado la forma como nos ven los padres y los estudiantes. Siempre he asumido mi tarea de forma muy consciente y responsable porque son vidas, personas, las que pasan por mis manos.

5. ¿qué corrientes o modelos pedagógicos aplica usted en sus clases?

R: Las que se indican a nivel institucional: social-cognitivo.

6. Si tuviera la oportunidad de cambiar algo del sistema educativo actual, ¿qué sería?

R: Cambiaría el número de estudiantes por curso, que fueran máximo 30 por grupo. Además obligar a los padres a que se involucren más en el proceso.

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7. ¿Cuál cree que es la importancia de la relación interpersonal con sus
estudiantes?

R: Es muy importante que haya empatía como elemento de esa relación estudiante-maestro.
Siempre con el respeto ante todo.

8. ¿cómo motiva a sus estudiantes?

R: Haciendo ver la importancia del inglés, las oportunidades que tendrán al tener dominio del
mismo, como se usa en la cotidianidad. Además, hacerles ver que es muy fácil.

9. En su opinion, ¿qué prácticas dificultan o facilitan el proceso de aprendizaje
de una lengua extranjera?

R: En teoría el uso de aplicación y video juegos podrían aportar; además, el buen uso de las
TICS tiene un gran potencial. Dificultades hay muchas, falta de interés, falta de refuerzo, el
número de estudiantes, falta de acompañamiento en casa.

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