

**Participatory Photography: Enhancing Respect and Understanding Otherness Through 9<sup>th</sup>  
Grade EFL Students' Life Stories**

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Línea Inglés

Bogotá D.C.

2024

## DEDICATORY

I want to express my gratitude to God for being my protector, refuge, and source of calmness throughout my academic journey. To my mom, who gave me unconditional support during my entire career, warmly contained me in the difficult moments of this process and has always been the light of my life. To my dad and my grandparents, who show me loving support every day. To my community HC for praying for me and changing my perspective of the world and my friends Caro, Tina, Alejo, and Day that listened to me every time I needed and always made me laugh in the right moments.

## ACKNOWLEDGEMENTS

This section expresses special gratitude to the Universidad Pedagógica Nacional, specifically the Language Department, for providing professional training in the area of English and Spanish and for teaching not only academic subjects but also essential values a teacher must have for the past six years. Also, the different opportunities that were given to me, such as working as a monitor and participating in an international exchange, are experiences that have contributed to building a wider perspective of the world and allow me to grow continuously as a professional. Finally, a special acknowledgment to the teacher Nelson Mellizo, who accompanied the process of creating this research with thoughtful and meticulous attention and dedication.

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## RESUMEN

El objetivo de esta investigación-acción es mejorar las habilidades productivas en inglés y realzar los conceptos de respeto y otredad a través de las historias de vida de los estudiantes en galerías fotográficas. El estudio empleó el método de fotografía participativa y el enfoque por tareas con estudiantes de 9° grado en el colegio La Merced IED. Durante doce sesiones, las estudiantes se involucraron en tareas de fotografía, escritura de párrafos, debates orales, escritura de diarios, historias con múltiples perspectivas, juegos de rol y creación de galerías. Los resultados mostraron que las estudiantes mejoraron sus habilidades productivas usando guiones adaptados, juegos de rol y retroalimentación inmediata, lo que les ayudó a reducir el filtro afectivo para comunicarse en inglés. Sin embargo, las restricciones de tiempo y la falta de profundidad fueron limitaciones en el proceso de reflexión.

**Palabras clave:** Fotografía participativa, habilidades productivas, otredad, perspectiva, multi-perspectiva, escritura de diarios.

## ABSTRACT

The objective of this action research is to improve productive skills in English and enhance the concepts of respect and otherness through students' life stories in photography galleries. The study employed the participatory photography method and the task-based approach with 9th grade students at Colegio La Merced IED. During twelve sessions, students were involved in tasks of photography, paragraph writing, oral debates, journaling, multi-perspective stories, roleplaying, and gallery creation. The results showed that students were able to improve their productive skills using adapted scripts, roleplays, and immediate feedback, which helped them reduce the affective filter when communicating in English. However, time constraints, and lack of depth were limitations in the reflective process.

**Key words:** Participatory photography, productive skills, otherness, multi-perspective, journaling.

## **Chapter 1: Introduction**

The objective of the current chapter is to introduce the specific context of the research, the particularities of the population, the diagnostic process for identifying their English learning needs, the importance of working on productive skills, and the advantages of incorporating photography into the EFL classroom.

### **Contextualization**

#### ***Local Context***

The study is conducted at Colegio La Merced I.E.D., a public school in Bogotá located in Puente Aranda locality, specifically in the Gorgonzola neighborhood. In addition, the school is adjacent to 13th Street Avenue. The institution belongs to an industrial area and is surrounded by automotive and insurance companies, banks, wine sellers, garages, and a Transmilenio station called *Kr. 43*, placed in front of it. Due to their location, most of the students come from various parts of the city and must take transportation to school.

#### ***Institutional Context***

In terms of infrastructure, the school has classrooms from preschool to 11<sup>th</sup> grades. The grades are arranged in a two-story building divided into four sections, each with a separate schoolyard. The organization of the classrooms depends on the demand of the shifts, which are morning, afternoon, and transitional full-time shifts in some grades. By next year, the school aims to have full-time shifts for all students. Additionally, it has specialized classrooms such as the music and the English rooms, equipped with computers, laptops, tablets, CD's, and books for teachers to borrow, and the normal classrooms have TV's that are available for class use.

The PEI of La Merced IED (2022) *Pensamiento y Acción para la Transformación Social*, or *Thinking and Action for Social Transformation*, translated to English, is focused on a comprehensive education. The institution operates under four fundamental principles: singularity and transcendence (to be), comprehensive opening towards knowledge (to know), transformation and performance (to do), acknowledgement and value of human dignity (to live together), and strengthening of leadership for a life project (to undertake) (p. 3). Along with the principles, the main values of the institution are belonging, respect, responsibility, honesty, fairness, autonomy, and tolerance (Colegio La Merced IED, 2022, p. 3). The objectives of the English curriculum align transversally with other areas in the previous aspects, and it is stated in the private document *Inglés Ajuste Curricular 2020-2025* that the focus is on knowledge, human dignity, collective solidarity, and social and ecological conscience too (Colegio La Merced IED, 2020).

According to the PEI of La Merced IED (2022), the institution's mission is focused on the creation of critical, creative, and purposeful thinking in their students as well as the training of autonomous citizens committed to environmental sustainability and socio-affective dimension strengthening. Moreover, the vision focuses on higher academic development, technology implementation, dimensions of being, and social transformation. The final objective of the mission and vision for the current period until 2030 is to provide students with XXI century competences and to be a reference in the education field on the construction of change agents that look for Colombian society reconciliation (p. 2).

Equally important, the school is founded under an inter-structural pedagogical tendency, a constructivist pedagogical model, and a focus on meaningful learning. It led to the creation of the institutional evaluation system of La Merced IED school, SIEM (Sistema Institucional de Evaluación Mercedario), a dialogic, comprehensive, and formative process in which the

evaluation scale is presented numerically from 1.0 to 5.0. This system considers not only the academic development of students but also academic projects in different areas. The English area specifically focuses on monthly creative classroom projects, singing contests, evaluations, and participation in the English Day.

Furthermore, the English area is accompanied by a British Council's project that conducts activities and workshops once a month and provides guidance for curriculum construction. In this matter, the competences and objectives of the area are based on the project and on the *Derechos Básicos de Aprendizaje* (Ministerio de Educación Nacional de Colombia, 2016) government document. Since the project began, it has provided the school with most of the technological devices they have nowadays to motivate a higher performance in English. According to the English curriculum (Colegio la Merced, 2020), from 5th to 11th grades in the current year, the main cycles are healthy habits, democracy and peace, and globalization, developed in 4 hours for the fifth grade and 3 hours for the other grades per week. The abilities aimed to be developed in the cycles are five: lexical, linguistic, sociolinguistic, pragmatic, and strategical.

### ***Population***

The group participating in this research is a 9<sup>th</sup> grade, specifically 901 in the morning shift. It consists of twenty-six female students between the ages of 13 and 15. According to the results of the questionnaire applied at the beginning of the observation phase (see Annex A), they come from several localities in Bogota, which are Kennedy (46%), Puente Aranda (21%), Bosa (17%), Mártires (8%), San Cristóbal (4%), and Ciudad Bolívar (4%). Then, most of the girls must take transportation to school.

According to the same questionnaire (see Annex A), 42% of the students live with their parents and siblings, 21% with one or both parents, 17% with one parent and siblings, and the other 20% consist of bigger families that include parents, siblings, and other family members. Also, half of the families pay rent, and the other half own a house. These are aspects that shape the creation of students' life stories because family "has a meaningful impact and an important influence in the behavior of individuals, especially children that learn the different ways of living, view the world and build their social relationships" (Jacometo & Rossato, 2017, p. 117).

Regarding their household access to technological devices, 79% of the students have both internet service and a computer at home, 13% have only internet service, 4% own a computer without official internet access, and the remaining 4% have neither. The access to technology and connectivity is relevant to the study when considering the proximity to visual materials and devices students have and the act of making visual materials in their lives. These percentages imply the necessity of introducing these tools into the classroom with a pedagogical purpose, especially to those students who do not have access to them on a daily basis.

In terms of likes and interests, the students answered that their main hobbies included watching movies and series, listening to music, reading, dancing, playing volleyball, sleeping, and drawing. In addition, when asked whether they like the English subject or not, 78% said they do, 18% said they do not, and 4% said sometimes. Speaking, listening, and writing were selected as the English abilities they had more problems with. Consequently, this gives a first approach to the importance of starting to work on productive skills with a methodology that involves students' interests too.

## **Diagnostic**

By means of creative writing activities supported on images, teacher field notes, a four-ability workshop, and a speaking game, it was possible to develop the diagnosis stage in which students demonstrated the main difficulties they had regarding English learning, specifically with productive skills. These activities were planned based on the objective of the study of improving productive skills through photography and life stories to state the level of students and create a plan of action. Also, the objectives presented by the institution's English curriculum and the guidelines presented in the national document for foreign language teaching and learning in 8<sup>th</sup> and 9<sup>th</sup> grade (Ministerio Nacional de Educación de Colombia, 2015) were considered. These included: follow and give basic instructions; use of previously known vocabulary; identify and produce coherent and easy descriptions; recognize specific information in short oral and written texts; narrate experiences briefly; and summarize stories.

Firstly, an activity was developed as a first approach to students' writing skills. They had to write a story in present simple using WH questions to give more specific details (see Annex B). To foster their creativity, they had to select from a bunch of categorized images the physical characteristics and personality traits of the main character, as well as the place, genre, and actions that the story included. In the end, students had to present their stories in groups and select the best one for the research teacher to create with AI (Artificial Intelligence) a visual representation of their main character. As a result, they presented several writing mistakes in their written products, such as missing prepositions and connectors, spelling errors, incomplete sentences, confusion in the use of tenses, coherence, use of Spanish, wrong possessives, conjugation of the third person, subject confusion, singular and plural, word order, and correct choice of words. Some students notably had a higher level of English and wrote coherent and

longer stories with few or no mistakes. However, the disparity between students' levels is evident.

Secondly, a four-ability workshop was also conducted. For listening, they drew and imitated a simple image based on an oral step-by-step listening (see Annex C). For reading, they selected one image out of three similar ones based on some listed characteristics; there were three list versions. For writing, they imitated an Instagram post (see Annex D) by gluing an image and writing a description and a hashtag for it onto a template. Finally, for speaking, the class was divided into two groups, and they gave instructions to one classmate to draw on the board. Therefore, in the listening activity, every instruction was repeated three times, but most students misunderstood at least one of them, the one about directions (vertical and horizontal) being the most recurrent. In contrast, the reading activity was the most successful, as just two of the girls selected the wrong picture. Finally, writing and speaking activities showed that even with short sentences, there were spelling and grammar mistakes, and they had to ask for the teacher's help, especially in speaking to construct sentences.

Finally, the last speaking activity was based on a charade game in which, divided into five groups, the girls wrote sentences based on an animal and a verb given and put them in a bag. Later, they selected randomly a sentence from the bag, and one person per group played mimics for the rest to guess the phrase; the answer was only valid in English, and they had three minutes to get it. Just two of the five groups got the sentences, and they even had grammar mistakes. For example, one of the groups kept saying "bear polar play" instead of "a polar bear playing" (see Annex E), they could not get what was wrong in their sentence and kept talking in Spanish all the time. Similarly, other groups had related issues, and some students did not participate at all by choice. Thus, this exercise demonstrated that the students have issues formulating improvised

dialogs in English and remembering basic vocabulary such as animals and action verbs, as well as basic grammar rules like present simple, use of articles, and complements.

### **Statement of the Problem**

As a result of a three-session diagnostic, a questionnaire, and an observation process of three months registered in teacher's field notes, several problems were found related not only to English skills but also to students' attitudes towards others. These elements affected the class environment and the development of diverse types of English activities in ninth grade. In particular, productive skills were the ones lacking the most in their performance, and discrimination practices were found during the class spaces.

Firstly, students demonstrated they struggled with coherence, grammar rules, and selecting vocabulary in both speaking and writing, which are called productive skills. According to Golkova and Hubackova (2014) productive skills "also called active skills, mean the transmission of information that a language user produces in either spoken or written form" (p. 478). These are ways of putting into practice the knowledge acquired through receptive skills (reading and listening) which means that there is an interference in the passing of receptive to productive abilities. Nation (2001), mentions that this phenomenon can occur for several reasons, such as productive skills needing more word form knowledge than productive skills; receptive skills getting more practice in class than productive ones; productive direction requiring access to more elements like synonyms than receptive direction; and lack of motivation to put into practice well-known vocabulary (pp. 29-30). For example, in this study, the use of Spanish when communicating in the classroom is one of the distractors found because the girls kept trying to translate everything following the rules of their first language instead of using previous knowledge of English structures.

Notably, the use of online translators in secret observed in the classroom, specifically for writing, was making autonomous productive work slower as students were not using it as a guided tool to improve their skills. Instead, it was used as a way of not applying their previous knowledge and facilitating their class work, showing the negative uses of the grammar translation method as, when used incorrectly, "it hinders the direct use of the language being learned and therefore influences its production and understanding through L1" (Marinac & Barić, 2018, p. 906). This implies that the translation of words, meanings, and structures from Spanish, without any comparison between language contexts and rules, conditioned the writing process.

Furthermore, the instructions given of speaking in English for the activities were ignored most of the time refusing to put the language in use, which has been demonstrated in other studies to be caused by the affective filter in which "students' skills in oral communication are significantly impacted by emotional elements that encompass the fundamental aspects of conduct, such as sentiments, interests, attitudes, feelings, values, and so on" (Lemana et al., 2023, p. 101). There is a barrier when students are faced with production in the language, and these affective factors might be one of the reasons. This element is explained further in Chapter 2.

Secondly, during the development of the activities, several cases of mocking and discrimination were observed. Female students have shown that making mistakes in pronunciation, spelling, and using incorrect expressions in a sentence when presenting in English are causes of linguistic discrimination (Vanegas et al., 2016, p. 146) and lead to mocking commentaries that distract students while performing in the foreign language.

Also, as revealed by the head English teacher of the grade, several cases of mental illnesses, some of them due to bullying practices inside the school, are constantly found, and even a few cases of suicide have already occurred. She also mentioned that other students were aware of their classmates' strange behaviors, but never mentioned them to the teachers or other school staff. Thus, there was an absence of otherness awareness, this concept refers to “the very right of the Other to be Other, and not an interpretation synthesized by the Self” (Ramos et al. 2017, p. 500). Therefore, even if we cannot fully discover the world of the Other, we can comprehend and respect it, attitudes that need to be addressed inside the classroom.

Finally, absence of knowledge on otherness and problems with the productive skills are connected and are causing slower processes regarding English learning. The students are not producing oral and written productions in keeping with the level of proficiency they should have for their grade, and discrimination practices not only affect the class environment, but also students' English performance.

### **Justification**

Regarding the necessity of working on productive skills supported by photography comes from personal experience and the motivation shown in the first diagnostic, in which students found more ideas to write with images as visual support as “photographic texts allow improving visual literacy and perception, to get to communicate, interpret, argue, value, produce, create and evidence readings and texts” (Allende et.al, 2018, p. 22). As well as a previous study using photography that has evidenced “students speak up, enthusiastically participate, and feel comfortable in contributing to class discussions and sharing their work” (Friesen, 2012, p. 40) The areas of improvement of previous research using this method in EFL are elements that

female students need work on in this one, and these papers support the strengths of using photography to work on writing and speaking skills interconnected.

Likewise, once in a class a teacher carried out an activity involving photography to talk about otherness. The proposal was to create a presentation of photographs and videos to answer two questions: *Who am I?* And *how do I observe the world?* After finishing, the class concluded it was a surprise to realize many things they did not know about each other and that were mostly interesting. Also, it was mentioned that they were used to being individualistic and caring about personal and friends' problems and lives, and sometimes those differences other classmates had were transformed into topics that incited bullying, instead of opportunities for gaining awareness of a polyphonic world.

This experience highlights the importance of working on otherness in the language classroom. For example, Moncada (2016) argues that:

Language is itself a reflection of people's values, meanings, and behaviors (Byram & Guilherme, 2000); thus, it has become imperative to approach learners to explore cultural complexity and multiplicity, so that they face a different social identity while questioning their own. Only in this way is it possible to break down their barriers of incomprehension, ignorance, and alienation that take them to misleading pictures of the Other (p. 130).

The above means that otherness is a concept that is worthy of exploration in the language classroom to convey language learning processes and students' visions of the world. Students' life stories have a valuable potential because "learners' [...] experiences have important implications for understanding how the learner's identities are shaped by the relationship with

other” (Ubaque, 2016, p. 158). The intention of using students' life stories to carry out photography tasks is to motivate students to talk about themselves and show others their world visions, priorities, and likes.

As previously mentioned, the objective is to improve writing skills, including journaling, and describing the photographs students take, while enhancing their speaking skills by encouraging them to express the purpose of their photographs as clearly as possible. Then, by combining these elements, the study is working on individual identities that converge on otherness while also working on productive skills through photography, which previous research has shown to be useful tools for improving writing and speaking.

### **Research Question**

- How does the improvement of productive skills through students' life stories enhance respect and help understand otherness by using participatory photography in a 9<sup>th</sup> grade EFL classroom at La Merced IED school in Bogota?

### **General Objective**

- Analyze the improvement of productive skills through students' life stories on enhancing respect and understanding otherness by using participatory photography in a 9<sup>th</sup> grade EFL classroom at La Merced IED school in Bogota.

### **Specific Objectives**

- Examine how the creation of life story galleries improves the writing of short paragraphs and oral assertive communication in the EFL class.

- Explore how students build respectful relationships and understand otherness by getting to know each other through photography.
- Analyze the use of multiple-perspective stories to develop coherent oral team debates and written reflections about discrimination and respect of others.

## **Chapter 2: Theoretical Framework**

This chapter discusses the state of art in the field of EFL (English as a Foreign Language), specifically participatory photography, life stories, and otherness in the context of language learning and as close as possible to the context of the school. In addition, each of these concepts, including productive skills, sets the theoretical basis of the research and constructs the units for data analysis.

### **State of Art**

This section describes nine studies that have investigated and implemented pedagogical proposals that include, from different perspectives, participatory photography, productive skills, life stories, and reflective processes in the EFL classroom. Each of these papers addresses topics relevant to the current study in the context of EFL or Spanish language classes. Hence, the criteria of selection were based on getting as close as possible to real Bogota's contexts that previously had the initiative of working with visual materials such as photographs to improve productive language skills and encouraged reflective spaces at school. Below, the basic information of every paper is classified by its title, author, date of publication, and institution in which it was published and divided into seven national and two international papers. Later, each research is described as follows: general objective, conclusions, and relation it has with the current study.

**Table 1.**

*Array of research cited in the State of At*

<b>Title of the Study</b>	<b>Author</b>	<b>Date</b>	<b>Context</b>
Transmedia Storytelling to Foster Productive Skills Through Multimodal Compositions	Angie Viviana Ramírez Beltrán	2023	UPN (Universidad Pedagógica Nacional) in Bogotá.
Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom	Ivonne Daniela Herrera Rubiano	2020	UPN (Universidad Pedagógica Nacional) in Bogotá.
Fotografía narrativa: herramienta para fortalecer la producción escrita.	Ana Lucía Castrillón Fuerte	2021	UPN (Universidad Pedagógica Nacional) in Bogotá.
Impact of Photography-based Language Learning Activities in the Acquisition of School Related Vocabulary by Young Learners	Jesús Ariel Sánchez Gómez	2013	Universidad de La Sabana in Colombia.
Critical Literacy Practices as A Self-liberating Process	Rina Tatiana Calderon Peña	2017	Universidad Distrital Francisco José de Caldas in Colombia.
EFL Ninth Graders' Positioning about Bullying in their Communities through Written Life Stories in a Public School in Bogotá	Alba Yuricssan Leon Oyola	2016	Universidad Distrital Francisco José de Caldas in Colombia.
YouPHOTO. "The voice of the image." Fotografía participativa. Promoción de la convivencia y la identidad en un centro de enseñanza secundaria.	Ángel V. Rabadán Crespo	2014	Universidad Internacional de Andalucía in Spain.
Photographs as a Pedagogical Tool To Strengthen the Reading and Writing Competences	Leonardo Alexis Vera Romero, José Julio Allende Hernández, and Yolanda Villamizar de Camperos.	2018	Revista Logos, Ciencia & Tecnología. Policia Nacional of Colombia
Multimodal Literacy and Photography: Literacy Practices that Support and Extend Classroom Learning.	Reijo Kupiainen, Marita Mäkinen, and Angela Wiseman.	2015	University of Tampere, Finland. <b>Study carried out in:</b> United States.

*Note: This table was self-created for this research with the purpose of organizing the studies cited in the state of art.*

To begin with, the research called *Transmedia Storytelling to Foster Productive Skills Through Multimodal Compositions* by Ramírez (2023) was conducted in the 9th grade of a public school in Bogota and aimed to use context-based transmedia storytelling focused on multimodality to foster the improvement of productive skills in the EFL classroom (p. 15). Through that method, students were able to produce clearer and more effective oral communication sentences. It also helped them convey meaning more effectively in both their writing and speaking skills. Bearing this in mind, it sets for the current study a grounding on working with productive skills together, as a complement, to connect language learning with real-life situations and personal experiences through multimodal materials. It aims to use this skills' approach with self-created photographs and writing life stories in 9<sup>th</sup> grade, a multimodal proposal that worked in this similar context.

The second research, *Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom (Action Research with a Pedagogical Communicative Approach)* by Herrera (2020) had the objective of, as its name explains, determining the effects of implementing storytelling techniques in reflective processes to develop productive skills at Liceo Femenino Mercedes Nariño in Bogotá. The conclusions were that students improved their performance as they reflected on short stories and their central themes, possible solutions, and their relation to their own context. This in terms of fluency, pronunciation, and the interaction between teacher and students when answering questions in English. Besides, they began to incorporate new words into their writing productions (pp. 69-71). Hence, this study agrees on the importance given to students' reflections and opinions as voices that deserve to be heard

regardless of language and age, the creative work in three cycles, and the productive skills enhancing communicative competence in the context of reflective processes.

The third research is called *Fotografía narrativa: herramienta para fortalecer la producción escrita* by Castrillón (2021). Here, the author's objective was to analyze the incidence of using narrative photography and cinematographic frames as visual tools for the improvement of writing processes of 7<sup>th</sup> grade students in a public school in Bogotá in the context of the COVID-19 worldwide emergency. The results showed that students got motivation to produce ideas and use imagination, while their writing production was partially improved. In addition, they developed an interest in analyzing and criticizing situations from reality around the world by creating tales and argumentative texts (pp. 85-88). It relates to the ideas of using photography to foster the creation of meanings and improving the way of expressing thoughts about those images, in writing and orally, in an in-person EFL classroom.

The fourth investigation called *Impact of Photography-based Language Learning Activities in the Acquisition of School-Related Vocabulary by Young Learners* by Sánchez (2013) had as an objective to analyze the impact of photography-based language learning activities in the process of English language vocabulary acquisition. After the implementation cycles, in which students took their own photographs, the results showed that these activities promoted intrinsic and extrinsic motivation, helped with the perception of cameras as learning tools, fostered the implementation of new words, improved vocabulary, and encouraged interaction. Likewise, the present study looks for an understanding of cameras as learning tools to create individual pictorial representations and improvements in students' participation in the target language. Also, it aims to foster interaction and understanding among students while they get motivation to share their photographs' stories with others.

The fifth paper reviewed, *Critical Literacy Practices as a Self-liberating Process* presented by Calderon (2017), focused on unveiling what students' life stories as a critical literacy practice reveal about learners' emancipatory dimension in the EFL classroom (p. 53). After three cycles in which they tried to develop visual literacy and reflect on their personal lives, the study concluded that students gained a deeper understanding about themselves and their social issues using EFL as a mediator to make sense of their life stories. In addition, they established connections between their English learning and their personal experiences, problems, and life conditions, which also enabled them to learn from the experiences of others. In terms of their performance, visual texts engaged students to write in English and ask willingly the teacher to check their mistakes (pp. 122-125). Similarly, life stories are a key element in the present research as their usage, through photography, aims to stimulate learning about oneself and others and reflect about that knowledge to construct awareness of otherness in written and oral activities.

The sixth research, called *EFL Ninth Graders' Positioning about Bullying in their Communities through Written Life Stories in a Public School in Bogotá* by Leon (2016) had as objective to look for students' positions in terms of bullying as a social issue in their communities and to understand their discourses through written life stories. The author concluded that participants felt affected regardless of those experiences in their communities and showed resilience in their positioning towards it. In the end, they built and adopted a positioning of rejection or distaste for bullying manifestations and expressed their thoughts clearly even when the writing process was a challenge (pp. 83-85). This study served as an inspiration for the current study because it worked in a similar context and treated students as sensitive social beings. Also, it introduced the importance of getting to know students' experiences and

perceptions, specially towards bullying, not only to improve their English learning process in terms of productive skills, but also to bring awareness of otherness and respect into the classroom.

The seventh study is *YouPHOTO*. “*The voice of the image.*” *Fotografía participativa. Promoción de la convivencia y la identidad en un centro de enseñanza secundaria* by Crespo (2014) implemented in Spain. Its intention was to describe the use of participative photography as a communication process, facilitating adolescents' reflection towards their environment, prevention of risk behaviors, and promotion of convivence and identity. The results showed that the use of participatory photography as a process of expression and communication facilitates adolescents' reflection on their identity and relationship with their environment. They also reflected in three ways: self-image, self-evaluation, and self-esteem, all linked to a sense of belonging, participation, and democracy. Consequently, this study is one that relates deeply to the research presented here because it combines participatory photography with reflective processes in writing and shows that this method helps students understand every task and how to perform it.

The next study was written by Vera, Villamizar, and Allende (2018). *Photographs as a Pedagogical Tool to Strengthen the Reading and Writing Competences* had the objective of strengthening the reading and writing skills of ninth grade students of an institution in Cúcuta, through workshops with photographic texts mediated by ICT with an emphasis on visual literacy from a scope of competences (p. 20). This research concluded that students were attracted to the activities, breaking the apathy generated over time. Although there was a difficulty in the development of textual plans and the proper use of grammar and spelling, they made noteworthy progress on reading and writing processes and got to identify intentions, purposes, and other

visual elements in the photographs that helped them with writing (pp. 31-33). Both studies are related in terms of the use of photography to improve writing processes and the emphasis on contextualized meaning to interpret them. Moreover, it displays the need to focus more on grammatical content to get further improvements in writing.

The last study selected was carried out by Kupiainen, Mäkinen and Wiseman (2015) and called *Multimodal Literacy and Photography: Literacy Practices that Support and Extend Classroom Learning*. Its main goal was to explore what happened when “students participate in a language arts curriculum that integrates photography, drama, art, reading and writing to learn to express and communicate” (p. 220). The research concluded that teaching how to read visual images can support reading comprehension, how to follow instructions, and even writing instructions. In addition, it was found that “students’ literacy practices are expanded and engaged when they have opportunities to utilize different forms of communication [...] alongside traditional school literacies, such as writer’s workshops or reading groups” (pp. 234) Both studies relate in the matter of aiming to introduce new forms of communication in the EFL classroom to motivate students to practice productive skills, and to help them construct meaning over different concepts, in this case otherness and respect.

The previous nine research papers set the base for the use of productive skills, participatory photography, and life stories with a reflective component in the EFL classroom. Five of them worked with photography and coincided on the benefits of using self-created images or photos created by others to improve writing and speaking processes and to construct meaning about the world. The rest of them included life stories as tools to create reflective spaces about bullying and other social issues and to foster creativity and coherent self-expression in both skills as well. Therefore, they contributed to this study on possible methodologies to be

used, successful results in similar contexts, and the possibility of combining the three elements to innovate in the EFL classrooms and to reduce the problems presented before. Next, these main concepts are described to understand how they work in the EFL classroom and in the pedagogical intervention that follows.

### **Theoretical Framework**

This section explores the theoretical bases on which this study is based, starting with the EFL field, its importance, and the four main concepts addressed in this research: productive skills, participatory photography, otherness, and life stories and narratives. It also delves deeply into the main concepts and authors that contributed to this research.

Firstly, English teaching and learning corresponds to an area of huge relevance in the Colombian context as “each administration has attempted repeatedly to implement a nation-scale English teaching plan” (Carvajal & Tejada, 2016, p. 186). Schools and universities not only require it in their curricula, but also evaluate it at the end of the secondary scholar cycle through the national examination Saber 11 and stated as an advantage to employability (British Council, 2015, p. 58). To improve the level of English in schools, the government has implemented several projects to encourage better English practices, such as the Programa Nacional de Bilingüismo (PNB) implemented from 2006 to 2010, the Programa para el Fortalecimiento de Lenguas Extranjeras (PFDCLE) from 2010 to 2014, the Ley 1651 of 2013, and the Programa Nacional de Inglés (PNI) projected from 2015 to 2025 that is carried out nowadays (Ministerio de Educación Nacional, 2014, p. 7).

Additionally, English in the Colombian context is mostly considered from the perspective of English as a Foreign Language (EFL) which “refers to those who learn English in non-English

speaking countries” (Iwai cited in Peng, 2019, p. 33). In other words, EFL is used in a context in which English is “only learned in a formal classroom and not commonly used in the community” (Quimosing, 2022, p. 13). For this reason, all the concepts and discussions given in the context of this study are directed from the perspective of EFL in a country that has a compromise with bilingualism programs.

On the other hand, the theoretical concepts are divided into four. The concept of productive skills is constructed from the perspective of speaking and writing working on complementarity. The concept of Participatory Photography in EFL works as a strategy to encourage students to express themselves, communicate with others, and improve critical thinking. The concept of otherness is the ability to view the other as a unique universe that needs to be understood by its own rules and horizons (points of view) that are presented through multi-perspective stories. Finally, the concept of life stories and narratives in EFL as tools to improve the performance in writing and speaking and to create a comfortable environment for students to talk about themselves.

Thus, by using these four concepts, this research aims to get results from theoretical, behavioral, performative, reflective, and creative areas to get a substantial scope of the potential of the pedagogical proposal to solve the problem of bullying in the EFL classroom while working on formal aspects of the language.

### ***Productive Skills***

In the realm of language learning, productive skills serve as a foundation for communication and interaction. For that reason, it is essential to put an emphasis on the development of these skills to allow students to express their feelings, thoughts, and opinions

more effectively in the target language. This section, consequently, starts introducing the term skills and explains the four major skills in language learning. As productive skills encompass writing and speaking, this part delves into both concepts as complementary units and proposes how, in the context of the EFL classroom, they work by themselves to go further in the development of the research and to achieve more heterogeneous results.

Firstly, the concept of skill is used in many contexts, such as in politics, psychology, and sociology, besides the educational field. Oxford (1990) explains, it “simply means ability, expertness, or proficiency” (p. 6). Likewise, Green (2011) goes further stating that it “centers on the complexity of tasks” (p. 9). In other words, a skill is an ability that increases its complexity as it advances, and that is improved with practice and experience to become an expert on a certain area.

Bearing this in mind, in the language learning field, it refers to an ability or a set of abilities that learners train to become experts in English or any other language. Following this concept, “the four necessities in language or commonly known as the four skills- Reading, writing, listening and speaking plays a vital role in any language learning quest” (Sadiku, 2015, p. 29) Among teachers, these are considered the four main language skills that are taught in school from the initial stages to the last grades of scholary and extra education in the case of university students.

Furthermore, the four skills are divided into two groups based on the roles they play in communicative situations. Hence, “on the one hand, listening and reading with understanding are receptive (but not passive) decoding skills; on the other, speaking and writing are productive, encoding skills.” (Broughton et. al, 2003, p. 66) Also, they are grouped by the code they are in: reading and writing are written coded and listening and speaking are oral coded. “When learning

a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete.” (Golkova & Hubackova, 2014, p. 478) This study focuses on productive skills, but it is key to point out that they would not work without the support of receptive ones that are part of class dynamics as well and necessary for learning processes.

Additionally, productive skills follow processual improvement, and a model of work as explained by Broughton et al. (2003) in their book *Teaching English as a Foreign Language*:

There are controlled, guided, and free phases of production in both oral and written work. The speech produced by the student should be tightly controlled at first by the teacher, then as progress is made there should be less rigorous guidance, culminating in situations where the student is free to produce utterances appropriate to the situation (p.76).

Also, the author mentioned that some activities that show control are simple dialogues and paragraphs with blank spaces because responses are scripted, and the possibility of error is diminished. While roleplays are in the guided activity classification for speaking, as there is a space for free speech still having structures that eliminate the error scope and paragraph creation by topics accompanied by the teacher in writing. Freer activities can be visual-oriented using photographs and pictures to motivate conversations in groups and creative writing activities in which just the topic is given, and the rest is done entirely by the student (Broughton et al., 2003, pp. 77-118).

Following the line of the speaking skill, Bailey (2003) states that this skill “consist of producing systematic verbal utterances to convey meaning” (p. 48). Also, the author classifies elements that describe speaking skills, such as immediate and temporary reception, prosodic

elements like rhythm and stress intonation, immediate feedback, and limited planning and editing.

Moreover, other elements that need to be considered when working with this skill are the ones related to the Affective Filter presented by Krashen (2009) in his book *Second Language Acquisition*, which explains how affective factors influence the language learning process. For example, motivation, self-confidence, and anxiety (p. 31). In this same book, he explains the consequences of the affective factors in students' development of speaking in the classroom. He explains that:

Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter-even if they understand the message, the input will not reach the part of the brain responsible for language acquisition or the language acquisition device (p. 31).

Therefore, when students' emotions interrupt in the speaking process, it is more likely that their speech does not come out when needed, even if they know the vocabulary, or that they cannot learn any type of element of the language even if there is a significant effort. For that reason, when teaching speaking skills, teachers not only have to generate practices that help students pass from receptive practices to real production, but also create an environment in which students feel comfortable with the learning process and the language itself.

In the case of writing, it "is the physical act of committing words or ideas to some medium [...] and the mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs that will be clear" (Sokolik, 2003, p. 88). Hence, writing is the combination of motor and mental processes that have the objective of

communicating a message to a possible reader. Some of its properties are punctuation, delayed or no feedback, and unlimited planning, editing, and revision (Bailey, 2003, p. 48). Since writing is a deliberate operation, students are not as sensible as they are with speaking to the affective filter because they can revise their productions and express themselves more freely. Therefore, the use of writing practices, such as reflective journals in English and Spanish and argumentative writing, to encourage coherence and reflectiveness in students, is crucial to the development of comfortable spaces when approaching sensitive topics such as bullying and discrimination practices in the current research, and through them foster speaking skills as well.

Thus, productive skills are the process of transforming all the knowledge acquired from receptive skills into oral and written productions that transmit a message and fulfil the objectives of each skill, respectively, considering their properties. As the objective of this study is to get students to produce multimodal ways of self-expression, productive skills are the priority, and they are complemented by writing life stories and photography as a visual literacy strategy to complement the learning cycle. Those concepts are presented next.

### ***Participatory Photography in EFL***

To understand the importance of photography in developing otherness awareness, it is necessary to explain how it has been used in different contexts. Firstly, photography has been part of participatory research in diverse formats. It started with a photo novella project that focuses on storytelling with photography, and that is used in storytelling and language teaching. However, the photo novella method does not consider critical aspects as a priority. Later, the term evolved into photovoice that “is a process by which people can identify, represent, and enhance their community through a specific photographic technique” (Wang & Burris, 1997, p. 369). This concept was first used in China with a community of Chinese women from a rural

area to make their socio-economic problems visible, and it is still used to bring to light the daily issues of vulnerable communities.

In addition, photovoice has three main goals: record and reflect, promote critical dialog, and reach changes (Wang & Burris, 1997, p. 370). The main focus of photovoice, then, is to transform reality and create awareness. However, the transformation aimed at in this research is focused on an individual and internal change in the first place and a collective change of conceiving class realities in the second, which brings a distinct perspective of the photovoice method.

Furthermore, the concept of participatory photography is considered a synonym of photovoice, but it also includes an extra focus on the individual stories of the participants. Therefore, participatory photography looks forward to students “from their point of view to take photographs, talk about themselves, and develop narratives through their photos” (Crespo, 2014, p. 40). Thus, the main concept selected seeks a combination between the older conception of photo novella and participatory photography (photovoice) with the focus on individuality to create a pedagogical implementation that enables participants to develop storytelling, dialog with others, and critical thinking at the same time.

In the context of participatory photography in an EFL classroom, an additional term is introduced. Visual Literacy, therefore, explains the importance of using visual materials in the classroom and connects participatory photography with English learning processes. It refers to “the ability to understand (read) and use (write) images and to think and learn in terms of images i.e., to think visually” (Horton cited in Navidinia et al., 2018, p. 3). Specifically, in Navidinia et al. research (2018), it was demonstrated that writing skills can be used and improved through visual literacy, meaning that participatory photography, as the mixed concept previously

presented, can improve both writing and speaking skills by associating visual elements with components of production (pp. 12-13).

### *Otherness*

A philosophical approach based on Lévinas and Gadamer is selected for describing the relationship with others aimed at in the current paper because it proposes a transformative and humanistic vision of otherness that might combat discrimination and construct a perspective of the other as an equally valuable human being.

Furthermore, Lévinas recognizes the inherent necessity of a relationship with the Other, opposing the traditional ontology in which the self is the prime matter, and he brings the concept of *otherness*. For this author, “the primacy of the subject is the centrality of the I in relation to the Other” (Ramos et al. 2017, p. 495). As a result, humans can only find themselves when they meet each other, and this encounter cannot be avoided because humans are social individuals.

In addition, otherness is related to utterly understanding the other as an individual who “is different and possesses, in his interiority, an indecipherable universe” (Ramos et al. 2017, p. 496) that we are not able to discover completely, but we might understand and respect. Also, when addressing otherness, it is essential to clarify that a subjective vision of the other might delimit him/her and adopt a hegemonic perspective of the concept; instead, we may try to suppress our preconceptions in the process. Thus, it creates the necessity of paying attention to surroundings. Attentive listening and a change of lenses to see the world can be key to constructing otherness and to fight against problems like discrimination.

Moreover, a combination of the multiple universes (others) that converge in a classroom, for example, is necessary and inevitable. In this sense, Gadamer’s proposal of *horizons* gives an

answer to a real approximation to what otherness is, the concept followed here. A horizon, he and other authors like Husserl and Heidegger (as cited in Vessey, 2009) have argued, “is the range of vision that includes everything that can be seen from a particular standpoint” (p. 527). It is a point of view that is not static; it is possible to go beyond our current view by changing the perspective or changing the point of view. Therefore, a fusion of horizons, as Gadamer proposes, looks for breaking the unilateral vision of the world and includes a dialog with the other with the purpose of acknowledging other worldviews that are valid. As Nielsen (2013) explains:

If, by employing a Gadamerian model of understanding as a dialogical encounter with the other wherein we listen empathetically and charitably, not forcing her to confirm to our preconceived grid but allowing her to enrich and expand our present horizon, we have the opportunity to develop, as Taylor puts it, a new ‘language’ together (p. 21).

From this perspective, participatory photography is a means to collect different horizons and reflect upon the problems that appear when otherness is not visible, such as when the other is just a person existing and getting along without considering the whole universe that person holds. Also, when others are seen as isolated characteristics that do not represent who they truly are, aspects can lead to discrimination practices.

However, in the EFL classroom, otherness has been seen as a concept like cultural awareness, in which the goal is to recognize other cultures, specifically English-speaking cultures. For example, teachers in a study carried out in a primary school in Vietnam considered “enjoying doing, acting, and living in other cultures, which exist in original poems, songs, and stories” (Vu, 2022, p. 74) are acts of cultural otherness, meaning that otherness is reduced to the knowledge and respect of other cultures. Then, many teachers construct activities related to music, movies, and other culturally permeated materials for students to be involved with

otherness. Alternatively, a more specific and humanistic otherness, along with the inclusion of horizons, aims to personalize the approach, construct respect from the classroom itself, and form identities through photography, which, as explained before, is a tool to engage students with their learning and reflection about discrimination practices.

Hence, the current research proposes using multi-perspective stories to introduce students to the humanistic vision of otherness. This method comprehends the necessity of a deeper understanding in the classroom, and it is presented through the concept of perspective-taking that is explained by Davis (1980) as follows: “perspective-taking ability is associated with greater feelings of empathic concern for others and less feelings of personal unease in the face of others' negative experiences”. (p. 17). Charles (2018) explains this concept as well stating “one’s understanding of another person’s actions in a particular situation is dependent upon knowing the context and being able to view the situation from that person’s point of view” (pp. 5-6). In her study, she also discovered that books with multi-perspective stories allowed students to reflect and construct a more accurate picture of the world they live in. For that reason, these types of stories correlate with otherness and promote the use of productive skills to reflect and express opinions towards the points of view, thus generating oral debates around the topics.

### ***Life Stories and Narratives in EFL***

Narrating is part of humanity’s history; through stories and experiences, many communities have been formed along with their traditions and customs. In other words, narratives are facilitators to construct identity from a social perspective. Before talking about narrating processes in the EFL classroom, it is important to state what narratives and life stories are, as follows:

Firstly, a narrative is “the means whereby individuals define and recreate themselves through the discursive construction of identity” (Martinez-Roldan cited in Ubaque, 2016, p. 154). This means a way in which every person uses the language to share a story from their perspective. In everyday life, it is common for people to create narratives of the events that happen to them or even the ones shared by others. Regardless of whether you try to narrate an anecdote exactly as it happened or as it was shared, each person adds their own flavor to it, using frequently used words or adding and changing elements. Consequently, narratives are always a matter of identity, leaving a piece of everyone in them, whether consciously or not.

Secondly, a life story is “a fairly complete narrative of an individual's entire experience of life as a whole, highlighting the most important aspects” (Atkinson, 2001, p. 126), it is like making a trailer of life for others. It is an exercise that helps in the construction of identity. Then, both narratives and life stories are elements that can be included in the EFL classroom to construct knowledge of identity, as it is mentioned in the next paragraph.

Hence, in Colombia's EFL field, narratives are widely used in classrooms for various purposes that go beyond the social aspect mentioned earlier. Chacón (2022) mentions some benefits of using stories in language learning, such as enhancing motivation to discover what people can do with the language, facilitating interaction with the teacher and other classmates, activating knowledge by contrasting with the first language, stimulating the socio-cultural schemata, providing a familiar context, and helping students to become better readers, writers, and users of the language in the future (pp. 18-19). Specifically, the author states that the major advantages of using narratives in the classroom are motivation, vocabulary learning, and cooperative work. In this work, motivation is explored through the development of workshops and writing activities.

In addition, and more focused on writing abilities and life stories in the EFL classroom, Osma (2014) introduces journal writing for students to develop awareness of their learning process and develop writing abilities such as cohesion and the use of lexical connectives (p. 5). At the end of the study, students recognized the improvement in their skills, contrasting their first attempts to write a journal and their last entries. Even when the purpose of journal writing in the present study focuses primarily on getting to know students' feelings and thoughts towards the topics and activities, it also aims to highlight part of their identities and to motivate writing and reflection inside the classroom.

Consequently, the use of life stories and narratives in the EFL classroom has been used to improve vocabulary and learning process awareness, to construct identity, to encourage cooperative work, and to motivate students. Also, otherness is present in the development of these studies because both emphasize the importance of working cooperatively, connecting classmates and teachers, and sharing their perspectives about the read stories and the shared experiences. As Atkinson (2001) assures, "life storytelling gives us direction, validates our own experience, restores value to living, and strengthens community bonds" (p. 122). Hence, working with others and recognizing them is a result of narrating in the EFL classroom, and it as a whole forming the foundation for the development of the current research.

In brief, to compound otherness, participatory photography, life stories, and narratives in the EFL classroom create the basis of this research that looks for the construction of identities and the relationship with others to be the essentials. These concepts, additionally, have been used in the Colombian context for different purposes but not combined as this research attempts to. Creating a pedagogical intervention based on using participatory photography to enhance respect and to understand otherness through students' life stories expects to innovate the ways of

constructing knowledge in the EFL classroom while working on discrimination, which is a problem that affects diverse populations all around the world.

Finally, productive skills as a necessity for effective communication, participatory photography with a focus on writing processes and self-expression, otherness as a humanistic concept in which persons are valued as integral individuals and diverse horizons are combined, and life stories and narratives as ways of constructing identity and sharing experiences, united create an intervention that tries to recognize and empower 9<sup>th</sup> grade EFL students and present what aims to be an innovative approach to EFL teaching and learning.

### **Chapter 3: Research Design**

This chapter is dedicated to addressing and explaining qualitative action research as the chosen research methodology, preceded by narrative inquiry. It discusses the utilization of field notes, students' productions (photographs and texts), student journals, and audiovisual recordings as instruments for data collection. Additionally, it elaborates on the four categories of analysis, which are based on productive skills as the central concept. It also outlines the population and sample selection process for analyzing the collected data, highlighting the importance of obtaining consent from participants to ensure privacy.

#### **Qualitative Research**

As mentioned in previous sections of this paper, the focus of the study is on the individuality of the students involved and their constructions of personal stories. Both are characteristics included in the interests of qualitative research that is defined as a type of research focused on understanding "(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences" (Merriam & Tisdell, 2015,

p. 23), which means the importance of these investigations is based on analyzing certain phenomena from participants' perspectives and contexts.

Specifically, in the educational field, this type of research is also called naturalistic, because "the researcher frequents places where the events he or she is interested in naturally occur. And the data are gathered by people engaging in natural behavior: talking, visiting, looking, eating, and so on" (Guba & Wolf cited in Bogdan & Knopp, 1997, p. 3). Bogdan and Knopp (1997) also mention several characteristics shared by different types of qualitative research in education such as the necessity of researchers' being involved in the context to collect real data as individuals' attitudes are affected by their surroundings; the use of tools like audio and video recordings, field notes, interviews and transcripts, photographs, personal documents, and memos; its presentation as descriptive with the use of quotations and a focus on details without considering anything as trivial, as an understanding of the sociohistorical context of the population, as concerned about the process and not as much about the results, as inductive because it does not start from an established hypothesis, and as interested in meaning and perspective as accurately as possible (pp. 5-7).

In this study, distinct types of qualitative research are explored, with Action Research selected as the method for conducting the participatory photography workshop at the school. A narrative inquiry-based idea precedes this choice. Both concepts are discussed further below.

### ***Action Research Method***

Firstly, the study started with the idea of utilizing a narrative inquiry to research and work with students' life stories, experiences, perceptions, and horizons. A narrative inquiry is a type of qualitative method created to have narrations as the main source of data for analyzing

phenomena in varied contexts. This source of information comes from “first-person accounts of experience told in story form having a beginning, middle, and end. Other terms sometimes used for these stories of experience are biography, life history, oral history, auto-ethnography, and autobiography” (Merriam & Tisdell, 2015, p. 34). However, this type of research focuses on analyzing narratives and stories, not dealing with a problem, or transforming the realities of those who tell the stories.

Consequently, in this study the objective is to transform the reality of the classroom while working with life story narrations and trying to give an alternative for discrimination practices, as well as improving productive skills in English, setting the necessity of working with a more active approach. It is decided, finally, to work with an action research approach without losing the first attempt of narrating realities as a basis element to work with and analyze.

Following the above, Bogdan and Biklen cited in Merriam (2015) describe action research as a method that:

Its goal is to address a specific problem within a specific setting, such as a classroom, a workplace, a program, or an organization. This kind of research often involves the participants in the research process, thus blurring the distinction between action and research. Further, [...] action research is often conducted by people in the ‘real world’ who are interested practical solutions to problems and who are interested in social change (p. 4).

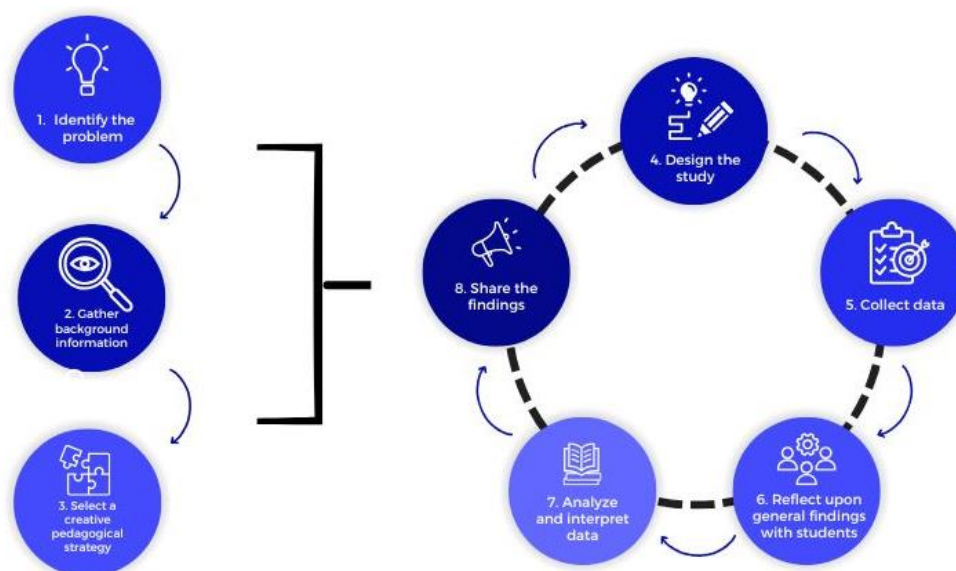
Furthermore, in the educational field, this type of research has the characteristics of transforming not only reality but also changing and improving pedagogical processes within the classroom spaces. The characteristics of educational action research are researchers who are

insiders and, thus, knowledgeable of their students' circumstances and worlds. Also, they are subjective and engaged with a specific reality, and they do not look to implement or generalize the strategies used in varied contexts; instead, their goal is to improve their practice, understand their students, solve classroom problems, and develop new skills with students that are naturally part of the setting and are involved in the process as well (Efrat & Ravid, 2013, pp. 4-5).

Additionally, the development of action research requires a plan of action, a sequence of actions, or phases to be followed in the implementation of the planned strategies. In the book *Action Research in Education* by the authors previously cited, Efrat and Ravid (2013), there are six steps to implement action research: identify an issue or problem, gather background information, design the study, collect data, analyze, and interpret data, and implement and share the findings (p. 8). The current research process presents a slight difference in the phases, including one more, making them seven, and involving the students deeply in the process of reflection.

## Figure 1

*Graphic of the phases of educational action research*



*Note: This visual representation of action research phases is adapted and modified for the purpose of this research, including the sequence on the left side. Adapted from “Action Research in Education: A Practical Guide” by Efrat, S., & Ravid, R., 2013, Guilford Press.*

Consequently, the diagram presents the phases of the study divided into two moments, the first one dedicated to the recognition of the problem, the selection of the strategy, and the gathering of previous research and information about the topics involved. This first phase is static because it relates to all of the previous information found and the base problem addressed throughout the study. Conversely, the second phase is cyclical and referred to as the implementation phase, related to all the processes of evaluation and reevaluation inside the classroom.

In the first phase, the problems are discrimination and disrespect inside the classroom, and the strategies are participatory photography and students' narratives. In the second one, for example, the process of collecting data is continuous through the photographs taken in class and their descriptions narrating parts of students' identities and life stories. Every activity is accompanied by a reflection in a journal written in Spanish to collect deeper information about students' perceptions and considering those appreciations, the sessions are slightly adapted if the study and context require it.

It is important to highlight that the research includes one extra phase in which a collective reflection is conducted with students, during the sessions through short discussions and questions, and before the end of the project, to recollect all their experiences and feelings that are an essential part of the data analysis and affect the performance of productive skills considering the affective filter.

## Data Collection Instruments

Observation is the main process that qualitative research conducts, and there are diverse ways to condense and organize the elements and situations observed. To pull off qualitative action research, it is necessary to collect specific information that helps the researcher and participants discover themselves in the classroom and, subsequently, learn to communicate their horizons and reflect on their attitudes. For that reason, in this research conventional and multimodal data collection instruments are considered: First, field notes that are common instruments in qualitative research; second, students' productions, meaning their photographs and narrations, related to the participatory photography method, as a multimodal source of information; and third, students' journals and audio and video recordings taken in the sessions.

**Field Notes.** The field notes are a common instrument of qualitative research that are used to “note descriptions and accounts of what happened in the classroom, including [...] the physical layout, verbal and non-verbal information, the structure of the groups, or the sequences of activities and tasks” (Burns, 2009, p. 67). Annotating the situations that are happening at the exact moment helps to remember not only the details of an event but also the first impressions of every activity. For every session, a document of class notes was written in which all the essential information observed is condensed, including self-reflections to start analyzing the data based on the categories presented forward.

**Learning Tasks.** This tool involves engaging students in carefully planned tasks that are part of interaction-based data. These tasks can be classified in different ways, such as one-way and two-way tasks (the interactions shared by one or more people) and closed and open tasks (precise outcomes versus open discussions). For example, picture description tasks, spot the difference tasks, jigsaw tasks, consensus, or agreement tasks, rewriting or reconstruction tasks,

consciousness-raising tasks (verbalize thoughts about language to get a solution), and computer-mediated tasks (Mackey & Gass, 2005, pp. 65-75). Then, this study includes students' productions in the workshops as data collection instruments: photographs and their descriptions, roleplays, and other activities including grammar guides, writing exercises, debates, and others, which produce learning.

**Students' Journals.** According to Giraud (1999) a journal is a "written record, created by the participant, [...] observations of a given situation over time and [...] how the participant experienced the situation in question [...] to reflect on their experience without the influence of interviewer or interview questions" (p. 3). In other words, journals are used to recollect the participants' feelings, thoughts, and experiences without an external influence that changes their perspective. In this study, students write their perceptions of the activities in their journals after the end of every class or every two classes. These texts written in Spanish are given to the teacher in the last session to have a wide range of experiences to be evaluated in the moment of analysis.

**Audio and Recordings.** This type of data is collected by filming and recording class sessions in specific moments, in this case of reflection and performance in English, to analyze them later. This with the objective of "re-experience the session, to both identify key themes which were not obvious when facilitating the session and to go back to moments of valuable insight, which were forgotten or difficult to hear" (Social Change UK, n.d., p. 2) Due to the work with productive skills, especially speaking, the recordings of some activities and sessions help to analyze with more specificity students' productions.

## **Data Analysis Method**

In any type of research, it is necessary to analyze the information gathered with the objective of “discover the significant connections and relationships among the parts in order to build a coherent interpretation and present logically structured findings” (Efrat & Ravid, 2013, p. 166). This study uses the triangulation of data which “entails the use of multiple, independent methods of obtaining data in a single investigation” (Mackey & Gass, 2005, p. 181).

Additionally, inside triangulation, methodological triangulation is the one referred to in this research as it “involves the combination of methods, such as interview and observation, in order to better understand a given reality” (Abdalla et al., 2018, p. 73). Patton (2015) compares studies that use one and multiple sources of data exposing that “studies that use only one method are more vulnerable to errors linked to that particular method (e.g., loaded interview questions, biased or untrue responses), unlike studies that use multiple methods, in which different types of data provide cross-data validity checks” (p. 479). This means that by having different sources of data, it is possible to obtain more trustworthy results of the phenomenon studied because it can be seen from different points of view.

Consequently, having several types of data to get to a determined objective of the research and analyze its results gives a wider perception of the problem, reduces the subjectivity of the reflections, and gives validity to the results obtained.

## **Categories of Analysis**

### **Table 1.**

### Categories of Analysis

Unit of Analysis	Category	Indicator
Productive Skills	1. Writing and speaking practices.	1.1. Formulate in written form argumentative simple sentences based on scripts.
		1.2. Participate in short oral debates with coherent arguments that demonstrate a personal point of view.
		1.3. Practice the process of planning, editing, and revision through the descriptions of the life story gallery.
		1.4. Perform fluently roleplays in groups about personal information, memories, and feelings.
	2. Participatory Photography in EFL.	2.1. Use self-taken photographs as a visual representation of one's identity and story, complemented by written descriptions of them.
		2.2. Present a photography gallery through a discourse that summarizes the life story narrated using simple sentences.
	3. Otherness through multi-perspective stories.	3.1. Write reflections about discrimination practices and individual conceptions of home, dreams, friendship, and respect.
	4. Life stories and narratives.	4.1. Express memories, thoughts, and feelings through narrations presented in recordings, photographs, and journals.

*Note: This table includes the categories of analysis self-created specifically for this research; these categories were constructed based on the theoretical framework.*

To analyze the collected information, four categories and eight indicators were created, with the main concept of productive skills serving as the research's foundation. The table above presents a combination of writing and speaking practices, participatory photography in EFL, multi-perspective narratives of otherness, and research on life stories. The table is presented above, mixing the concepts of writing, and speaking practices, participatory photography in EFL, otherness through multi-perspective stories, and life stories and narratives.

### Population and Sample

In the first place, the participants in this study are 9<sup>th</sup> graders of La Merced I.E.D. in Bogota city, specifically the 901 group in a full-shift schedule. The class consists of 32 students,

and the girls are between the ages of 14 and 16. Also, this grade in particular was preferred for the research since the beginning based on the contents of the Basic Learning Standards on Foreign Languages: English (Estándares Básicos de Aprendizaje en Lenguas Extranjeras: Inglés) as mentioned before in this paper.

In the second place, the study is carried out in the grade of preference asked for, but the kind of female students encountered there are given by the circumstances. The representative sample to analyze the data is selected to be half plus one of the total number of students, with the particularities of being taken from three levels of performance according to the pre-intermediate level they are on established in the normative: higher level, intermediate level, and low level.

Finally, because of the individuality and otherness presented in this research, it is important to ask for permission to include students in the study. Then, from the beginning, the participants are aware of the purposes of the project, the activities they are involved in, and the way their information is used for pedagogical objectives only. It is especially important to inform parents “especially when working with children and young people” (Canals, 2017, p. 398). Then, an informed consent format (See Annex F) is given to the students' relatives to be signed to use their personal information and images. It is essential to highlight that each student of the sample is assigned a number to mention their work while maintaining privacy.

### **Ethical Considerations**

When conducting qualitative research in which the personal information of the participants is involved, there are ethical considerations to have in mind. Hennik, Bailey, and Hutter (2011) enumerate general considerations such as not harming participants, maintaining privacy and anonymity in written texts and other types of communication, assuring

confidentiality, especially when handling sensitive information, giving consent forms to participants to inform them about the nature of the study for them to decide whether to participate or not, and even more when working with minors, as their tutors should be informed and decide. They mention the importance of differencing as well between rapport and friendship, as researchers should be trustworthy but not be confused as participants' friends, avoiding intrusiveness and inappropriate behavior, and analyzing data aiming to avoid misstatements, misinterpretations, or fraudulent analysis and, thus, share believable and objective information (pp. 54-58).

#### **Chapter 4: Pedagogical Proposal**

This chapter contains, in the first place, a presentation of the pedagogical approach and the main theoretical visions that support the research: vision of language, vision of learning, teacher's role, and student's role. In second place, the instructional design displays the three cycles of the intervention with their respective pedagogical objectives, dates, initial purposes and expectations, and a detailed description of the activities. Finally, it explains the planning process and exemplifies the lesson plan model used throughout the study.

##### **Pedagogical Approach**

The approach selected to guide the creation of the pedagogical proposal is the Task-Based Language Learning (TBLT) approach. This approach states that “language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks” (Richards, 2006, p. 30). Therefore, through different types of activities or tasks, students are expected to develop productive skills in English. Also, it “emphasizes the importance of engaging learners' natural abilities for acquiring

language incidentally as they engage with language as a meaning-making tool” (Ellis, et.al, 2020, p. 1). In the planning of activities, then, the previous knowledge of students is considered as a relevant element and having activities that combine learning and reflection is a priority, as the focus of the study is to work on the improvement of productive skills alongside reflecting about respect and otherness. This approach allows interaction between both inside the classroom.

In addition, some characteristics of this approach are the following: it is a needs-based approach, it emphasizes learning to communicate for social interaction, and learners’ personal experiences are important contributing elements. Also, it includes authentic texts into learning processes and opportunities to link classroom English with its use outside the classroom (Nunan, 2004, p. 1) Following all the above, group work, story reading, roleplays, and photography self-centered writing activities that are later shared with others are planned to improve students’ skills and encourage critical reflection.

Moreover, Richards (2006) mentions that a task in this approach is seen as an action students do by using their existing language resources and that its outcome is to go beyond the language itself, focusing more on its meaning and the use of interactional strategies (pp. 33-34). He also enumerates six types of tasks that are normally used in this approach, and in this study four of them are involved: listing, problem-solving, sharing personal experiences, and creative tasks (pp. 31-32). Furthermore, tasks are also divided based on where their outcome is situated, according to Ellis et al. (2020):

Input-based, requiring learners to simply process the oral or written information provided and demonstrate their understanding of it (for example by drawing a picture or making a model), or it can be output-based, requiring the learner to speak or write to achieve the task outcome (p. 12).

Following this division, the sessions of the pedagogical proposal include both input-based and output-based tasks to combine the necessary elements to learn the language.

### ***Vision of Language***

The vision of language in this instructional design is based on Nunan's TBLT approach (2024), which states "language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized. It is a dynamic resource for creating meaning" (Nunan, 2004, p. 6). This means that language is a tool to ensure effective communication with others and to convey world visions. Considering this perspective, language is alive and not static and works "as a 'tool' for achieving a communicative outcome rather than as an 'object' to be studied, analyzed and displayed" (Ellis and Shintani cited in East, 2021, p. 47). Therefore, as there are diverse ways of expressing themselves, people search for an effective way of making themselves understandable to their receptors. This can be seen in the communicative tasks in which students are supposed to express themselves as clearly as possible for their classmates, as the focus is not on the completely accurate use of grammar and vocabulary but the expression of their opinions and identity.

### ***Vision of Learning***

Firstly, for this study, it is considered that the process of learning is not an isolated element that occurs only through the teacher's transmission of knowledge and students' memorization. Instead, it is an active process in which students construct knowledge by themselves based on their interpretation of the world and the context they live in. Then, Vygotsky's constructivism theory of teaching and learning, coincides with this view of learning that states "cognition (learning) is the result of 'mental construction.' In other words, students learn by fitting new information together with what they already know" (Olusegun, 2015, p. 66).

This means that it is essential to recognize individuals as full of previous knowledge that needs to be articulated with the latest information experienced by themselves. Also, interacting with others and being guided by the teacher are essential elements of this construction.

Secondly, to bring this concept closer to the field of interest, Richards (2006), a representative of the Communicative Language Teaching (CLT) approach, views language learning as a result of the following elements:

Interaction between the learner and users of the language, collaborative creation of meaning, creating meaningful and purposeful interaction through language, negotiation of meaning as the learner and his or her interlocutor arrive at understanding, learning through attending to the feedback [...], paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, and trying out and experimenting with different ways of saying things (p. 4).

From this point of view, learning a language is an active process in which students interact with the context and the participants that are involved in it to convey meaning and pick up the knowledge that works for them to express their thoughts successfully. These elements are integrated in the pedagogical proposal because it is considered necessary that students find and use their own ways of expressing who they are. This, through photography-based tasks such as writing and talking about their hobbies, dreams, meanings of home, opinions on discrimination, and expression of their feelings. Also, emphasizing active listening of others' opinions and feelings, using simple expressions to communicate with the teacher, and receiving feedback on their creations are part of the process.

### ***Teacher's Role***

The pedagogical approach selected aims that students learn the language by completing tasks and interacting with other learners in the process. The teacher then takes the place of a facilitator of these interactive spaces to practice language and not as the only individual that possesses knowledge and transmits it to learners. Richards (2006) mentions that “teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences” (p. 5). Considering the objective of the proposal is not to educate students to produce perfect knowledge of the productive skills in English in a brief period of time, but to accompany students in the process of accurately communicating themselves through these skills, teachers oversee several aspects during the pre-task, in-task, and post-task moments.

Consequently, this facilitator role is not passive; it includes selecting the content, determining the objective each activity is going to have, the time spent, the extent of meaning and form focus, motivating students, organizing and making sure students know what to do, being a conversational partner and supporter, providing feedback, and discussing specific questions or issues the students found themselves struggling with (Van den Branden, 2016, pp. 167-172). Then, the teacher is the individual in control of the environment and the turns happening inside the classroom, as the tasks by themselves are not the ones helping students to construct knowledge, but the content, the way they are performed, and the conduction of interactional spaces are.

### ***Students' Role***

In this study, students are expected to take an active role in their construction of knowledge in the English language. They are “expected to take on a greater degree of

responsibility for their own learning” (Richards, 2006, p. 5). As the teacher is a facilitator, students control the language knowledge they get by performing the activities inside the classroom, a process that continues to be guided by the teacher but is not conditioned.

In the TBLT method in specific, students are in charge of producing learning output (use of the language) after a process of input exposition through listening and reading, where they negotiate and interpret the meanings and purposes of the tasks along with their partners; they use their already-known language tools to communicate, monitor their own performance, and attempt to maintain an active participation in the tasks as well. (Sholeh et al., 2020, p. 141) The above means that the learning processes' results are student-centered and depend on the elements they capture from the activities performed. Consequently, the activities are planned to motivate students to communicate their thoughts, feelings, and who they are through both writing and speaking skills and to enhance and recall what they already know. This, in a way that is comfortable as well as challenging for them to use their previous knowledge while developing more advanced skills the tasks require by themselves.

### **Instructional Design**

This pedagogical research is divided into three stages, which aim to improve students' productive skills (writing and speaking) through a life story photography gallery project and to develop more consciousness about the importance of otherness, using the participatory photography method as a basis and the task-based learning approach to carry out the different activities throughout the cycles. The primary goals of the study are to help students to construct an open-minded conception of others as important and integral individuals by presenting to each other their lives and what they value through photography, to improve writing of descriptive and qualificative sentences mainly, to improve speaking by performing roleplays, short debates, and

presenting the gallery, and to build awareness of discrimination problems. As a result, the three stages are created as a round unit with *me, us, and the other*, and were first planned to last around 18 sessions of one hour, but they reduced to 12 as the research advanced.

The first cycle, called *Me, Myself, and I*, aims to encourage students to think and share about who they are and what they like and to start using productive skills in English to communicate. The teacher implements simple speaking commands for them to get used to producing in English inside the classroom and hand out grammar guides of topics they already know to help them start the writing process. In this stage, students get used to taking photographs and performing one specific task in every session: to talk and write about names, hobbies, dreams, important belongings, and home, and to start reflecting on their feelings when talking about themselves to others. Even if the cycle is interested in individuality, students work alone and in groups because the study's focus is on otherness.

The second cycle, called *Difference and Respect*, is focused on group work and reflection about discrimination, in which students are expected to improve their speaking skills. They perform roleplays and use scripts to express their opinions on their personal conception of home and discrimination situations in which they must take sides. Also, multi-perspective stories take a key role in videos and readings. Even when introduced in the last session of the first cycle, multi-perspectivity is the main resource of the second part, as one of the objectives is that students recognize the different perspectives on life concepts and points of view and the importance of polyphony. The cycle is shorter than the previous one, but the ideas of difference and respect are transversal in the whole study because constructing a respectful space and diminishing discriminative behaviors in the class are also goals.

The third and last cycle, called *Getting to Know Each Other*, is the peak of the study that is prepared through the tasks performed in the previous cycles and finishes with the presentations of the life story galleries. In this one, students are guided to fix the descriptions of their pictures and to fill out, practice, and perform a script for presenting their photographs. This script aims to help students practice their summarizing skills, as they do not present exactly what they write in the descriptions but an outline of the gallery. Also, the teacher carries out the last round of reflections about all the tasks performed and the feelings, struggles, and strengths of students throughout the sessions.

**Table 2**

*Didactic Unit*

<b>Cycle</b>	<b>Session and Category</b>	<b>Learning Objectives</b>	<b>Description</b>
<b>Cycle 1:</b> Me, Myself, and I	<b>Session 1:</b> My Introduction  <b>29<sup>th</sup> / February</b>  3.1	To set the rules of respect and safe space for the class while analyzing orally and in written form discourses about self-introduction.	Students watch two videos of creative self-introductions, then answer a quiz about the teacher without previous information and answer orally with a speaking chart's help how they felt after making assumptions. Finally, they annotate the conditions for them to feel comfortable talking about themselves in the classroom on a paper.
	<b>Session 2:</b> My Name  <b>7<sup>th</sup> /March</b>  1.3 / 2.1 / 4.1	To reflect on the importance of names and their meaning and story through a writing exercise.	Students create DIY journals and listen to a podcast about the importance of names while following a written transcription with vocabulary. Then, students write their favorite name and its story or meaning on a piece of paper and take a photograph of it. Finally, they write a reflection on the importance of being called by their favorite name.

<p><b>Session 3:</b> My Hobbies</p> <p><b>14<sup>th</sup> / March</b></p> <p>1.1 / 1.4 / 2.1</p>	<p>To record descriptions of hobbies' photographs in English by using grammar and vocabulary guidelines.</p>	<p>Students reunite in groups, select their favorite hobby, and try to imitate it inside the classroom to take a photograph that represents it. Then, the teacher explains how to make a description of hobbies and students practice and record a conversation describing "where, when, with who and why" those hobbies are performed.</p>
<p><b>Session 4</b> My Dreams <b>21<sup>st</sup> / March</b></p> <p>1.1 / 2.1</p>	<p>To share dreams and goals using simple sentences on paper lucky stars and reflect upon their importance.</p>	<p>Students watch the animated short film "I wish" and use paper strips to write their dreams and goals to create origami lucky stars. Then, they put them in a bag, put a name on it and take a photograph.</p>
<p><b>Session 5:</b> My dreams pt. 2</p> <p><b>4<sup>th</sup> / April</b></p> <p>1.3 / 3.1 / 4.1</p>	<p>To write a narrative paragraph about dreams and goals using simple sentences to describe a photograph.</p>	<p>Students watch a <i>Princess and The Frog</i> movie clip about dreams and write on the board a word that represents their thoughts about dreams. After that, they use the photo from the previous session and write a description of it. Finally, they write a reflection in their journals.</p>
<p><b>Session 6:</b> My Favorite Belonging</p> <p><b>11<sup>th</sup> / April</b></p> <p>1.1 / 1.3 / 2.1</p>	<p>To produce creative reviews based on product photography of a favorite belonging.</p>	<p>Students bring their favorite belongings to class. Then, they watch three videos of how to do product photography and in groups they take photographs of their belonging as if it is a product. Then, students write a description of the photo as a review of a product explaining why it is their favorite object.</p>
<p><b>Session 7:</b> My Home</p> <p><b>18<sup>th</sup> April</b></p> <p>1.3 / 3.1</p>	<p>To create a representation of a personal conception of home through listing activities and group work drawings.</p>	<p>Students watch a video of a massive interview called "What Does Home Mean to You?" and write on the board a word they associate with the concept of "home." Later, they read aloud with the teacher the illustrated book <i>Home</i> by <i>Carson Ellis</i> and write a list of elements that they relate to home: people, places, objects, tastes. Sounds, smells, memories, etc.</p>

<b>Cycle 2:</b> Difference and Respect	<p><b>Session 8:</b> Making a home for others.</p> <p><b>25<sup>th</sup> / April</b></p> <p>1.4 / 2.1 / 4.1</p>	<p>To develop consciousness about the other by making a visual representation of their individual conceptions of home.</p>	<p>Students write their names on a small piece of paper and put it in a bag to select one name from another classmate afterwards. Then, they make a drawing of a house or a room including all the elements in their partners' lists and interchange drawings when finished to take a photo of the one they received. Finally, they reunite in groups to perform and record a podcast roleplay named "Exploring the Meaning of Home."</p>
	<p><b>Session 9:</b> Reflect About Bullying and Respect</p> <p><b>2<sup>nd</sup> / May</b></p> <p>1.1 / 1.2</p>	<p>To reflect, through the elaboration of a poster, about discrimination situations.</p>	<p>Students divide into three groups and each one reads a side of the story "Voices of Discrimination" in which three perspectives are presented: The target, the bystander, and the instigator. Then, with the character of their perspective, they create a poster with a reflection about discrimination and they are asked by the teacher to put a post-it in the poster if they ever felt discriminated before.</p>
<b>Cycle 3:</b> Getting to Know Each Other	<p><b>Session 10:</b> Writing Workshop</p> <p><b>9<sup>th</sup> / May</b></p> <p>1.1 / 1.2 / 1.3 / 4.1</p>	<p>To write descriptive and narrative texts that relate to photographs with a correct use of grammatical structures.</p>	<p>Students finish and present their reflections and posters. After that, they use a grammatical guide to correct the descriptions of the previous photographs taken with teachers' help. Finally, they receive all the instructions to construct their final photography presentation.</p>
	<p><b>Session 11:</b> Photography Galleries</p> <p><b>5<sup>th</sup> / June</b></p> <p>2.1 / 2.2</p>	<p>To develop an oral presentation that accounts for the process of taking photographs and the work with productive skills.</p>	<p>Students present orally, based on a general script, their life story gallery including the photos of five of the sessions (name, hobbies, dreams, home, and favorite belonging) with their respective description.</p>
	<p><b>Session 12:</b> Our Life Story</p> <p><b>6<sup>th</sup> / June</b></p> <p>2.1 / 2.2 / 4.1</p>	<p>To expose and reflect about selected photographs to the public and final conclusions of the cycle.</p>	<p>Students finish the presentations and reflect on the complete project and their thoughts and experience with the photographs. Then, the teacher opens a discussion to talk about the difficulty in the process of creation, the changes found while performing the tasks, what they liked the most and the things they had problems with. Also, they hand out their journals to the teacher.</p>

*Note: This table shows the self-created didactic unit used in the current research to show the implementation of the tasks and their respective indicators.*

Additionally, class planning is, like studying, a cyclical process that aims to be flexible to changes and students' needs. The initial idea, as mentioned before, was to implement 18 sessions that ended up being 12 and keep changing and transforming until the end accordingly. Group activities require more time, and two topics are split into two sessions. Regarding methodology, each session is prepared with the goal of having a pre-task activity in which students are introduced to the class's topic and are faced with receptive skills. Then, the task itself includes photography, writing, and/or speaking activities related to the main topics: myself, others, and discrimination and respect. And finally, the pos-task refers to the reflective component of the session. To illustrate the way in which sessions were planned, the lesson plan for session 2 is included in this paper (see Annex M).

## **Chapter 5: Data Analysis**

This chapter presents the limitations and advantages encountered during the implementation of the pedagogical proposal, the data analysis strategy chosen, and the analysis of the data collection instruments used throughout the research. The analysis of the eight indicators proceeds with mentioning the objectives, the general results, the visual illustration of the task, the description of the task and its products, the phenomena presented and their theoretical support, and, finally, the conclusion of the findings.

### **Data Management**

The research faced several challenges that affected the development of the activities, and the results obtained. Firstly, the pedagogical intervention was proposed to last 18 sessions in the

beginning, but due to school activities carried out in the last weeks, it was reduced to 12. This was a major inconvenience because most of the speaking activities that were prepared for the last cycle had to be cut and incorporated into the sessions that remained. Consequently, the process of acquiring the necessary tools and confidence to deliver speeches was less effective than anticipated. Related to this issue, another limitation was the language environment presented in the classroom, as in daily activities students were not used to producing language, just for presentations. Which means it was necessary for the process to take a step back and implement basic commands for students to get used to the language before jumping into more difficult activities.

Additionally, students were unfamiliar with engaging in reflective activities and expressing the emotions elicited by classroom elements. This way, when faced with a journal in which they had to express feelings and thoughts, their reflections were short and concise. Students were also asked to hand out their journals at the end of the study to further explore their feelings towards the activities, but only half of them did so. However, the photographs taken during the sessions captured enough reflections.

On the other hand, students' performance regarding productive skills improved significantly by the end of the implementation, specifically in writing, and had a notable advance in speaking as well. When writing about themselves, students demonstrated a greater commitment to express the things they deemed important, a key part of the research. In addition to their interest in showing others who they are, most of them followed the feedback given in class and improved their descriptions.

Besides, photography was an essential part of motivating them to work in class and to be interested in the tasks proposed. Photography production not only helped them to show a part of

themselves, but they also created high-quality pictures that highlighted their individuality. This element is highlighted in their photography galleries, in which they combined three successful elements of the research: photography, writing, and speaking. Because, even when the process of enhancing their speaking skills was not completely developed, the oral presentations of their galleries showed a significant improvement.

## **Data Analysis**

The data analysis strategy chosen in this study is triangulation, with the use of rubrics which are “an assessment tool that identifies specific expectations aligned to descriptive criteria of a task in a grid format and measures performance on the task against the expectations” (Olson & Krysiak, 2021, p. 174) These rubrics (see Annex N) are created to assess the performance of four categories divided into eight indicators. The four main categories are writing and speaking practices, participatory photography in EFL, otherness through multi-perspective stories, and life stories and narratives, as presented in Chapter 3. The first category has four indicators, two by skill; the second one has two; the third and fourth have one each. The data is evaluated at one of four levels: high, medium, basic, and low. Importantly, each indicator evaluates two or more activities, and the chart (see Annex G) displays the final average performance.

### ***Category 1: Writing and Speaking Practices***

**Indicator 1.1: Formulate in written form argumentative simple sentences based on scripts.** This indicator aimed to demonstrate students’ skills to write argumentative sentences that complement a photograph, with vocabulary according to their level and based on scripts, while presenting a personal point of view that highlights their individuality. Three activities were evaluated based on the following themes: my favorite hobby, my favorite belonging, and my

dreams and goals. The indicator's results revealed that more than half of the sample achieved a high performance, demonstrating a successful development of their writing skills (see Annex G).

To illustrate this, the activity *My Hobby* was presented in the third session, in which students chose their favorite hobby and captured it in a photo. After that, a guide with vocabulary, grammar rules, and a roleplay script was given to help them adapt its content and write a description for the photo, sharing their reasons for liking that activity (see Annex H). This description was improved with the head teacher's feedback for the final presentation shown in Figure 2. They repeated this dynamic in the *My Favorite Belonging* activity, where they wrote a product review, as well as in the *My Dreams and Goals* activity, where they listed their future desires (see Annex I).

## Figure 2

*Activity My Hobby in final presentation STUDENT 9(March 14<sup>th</sup>, 2024)*



Furthermore, it was observed that the use of scripts helped students improve their argumentative sentence writing. Jim Scrivener (2011) mentions “it is often helpful if students see samples of the kind of texts they are working on. [...] The final product may then be substantially similar to the original, especially in layout and organization, but with substitutions of content” (p. 241). Then, this material helped them to create their own sentences following

already existing formulas and vocabulary, especially because sampling is presented as an adequate tool for initiating levels. In fact, there is a significant difference between the sentences created based on these scripts and the ones fully created by the students without sampling (see Annex J). The learners in medium and basic level showed a lack of guide's usage, consequently having more simple and disorganized sentences. Grammar and spelling mistakes were considered major distractors in the overall performance of the class just if they affected understanding widely.

As a result, the activities helped most students achieve high and medium performances. This demonstrated that students were able to produce coherent sentences by using sampling tools, changing scripts, and adapting grammatical structures and vocabulary to fit their own experiences and reasons. By reducing major mistakes and allowing clearer messages compared to productions done without samples, this not only helped students write better but also highlighted their individuality.

**Indicator 1.2: Participate in short oral debates with coherent arguments that demonstrate a personal point of view.** The purpose of this indicator was to explore students' skills to reflect on situations of discrimination presented in multi-perspective stories and show their arguments and conclusions in group presentations with simple sentences. The indicator's results were divided half and half into high and medium level (see Annex G), considering the collective creation of meaning and reflection that was successfully shared by a few participants of each group, even when the students did not have deep preparation on argumentation and development of debates due to time constraints. The results showed students were able to produce opinions and simple argumentative sentences, but the debates and reflections were carried out mostly in Spanish at the end due to students' English level.

To address this indicator, students divided into three groups and read a multi-perspective story called *Voices Against Discrimination*, which presented a bullying scenario. Each group had a point of view from the story: Perspective 1: The Target; Perspective 2: The Bystander; Perspective 3: The Instigator. They made a poster reflecting on discrimination from their character's point of view, with the condition that every member of the group had to participate in its creation. All the participants practiced oral skills in English when creating the poster and its oral presentation using the following commands: *How do you say \_\_\_ in English?* and *What is the meaning of \_\_\_\_\_?* They asked the research teacher these questions to create and improve coherent sentences and successfully express their point of view.

For example, fragments of two interventions from the discussion about discrimination are presented. Students 2 and 6 (personal communication, May 9<sup>th</sup>, 2024) commented about the point of view of their character in the multi-perspective story as follows:

*Student 6:* The poster is about discrimination from the point of view of Jasmine, the one that was discriminated. We reflected that... It doesn't matter what others say of you, what matters is who you really are. Don't let bullying define who you are, you define how to deal with it.

*Student 2:* The poster is about discrimination from the perspective of David, the one that observed. We reflected that... Don't be afraid of what may happen, just help the weak. Ahí dice que no debes tener miedo de lo que pueda pasar, debes ayudar a los más débiles. Osea, lo que entendimos es que David tenía miedo de lo que podía pasar si ayudaba a Jasmine.

Furthermore, a major phenomenon was observed: students used translation to better understand the story, create arguments, and make reflections clear for others. Calis and Dikilitas (2012) expose several studies that concluded “the inclusion of the L1 reduces anxiety, enhances

the effective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences" (p. 5080). This means students used translation as a tool to communicate more effectively, showing a positive use in this particular activity. As the work was carried out by groups, it was essential that all members understood the story presented, and the students with higher levels started to take on the role of translators for their classmates.

As a result, students were able to effectively express their arguments against discrimination, emphasizing the importance of not remaining silent and taking an active role in combating bullying practices. Students arrived at these conclusions by formulating their arguments in groups and disseminating them to their peers, fostering a holistic understanding of the narrative. In addition, they employed the strategy of translating by themselves to clarify the plot and their arguments, which deepened their class reflections and took them to conduct brief debates in Spanish as well.

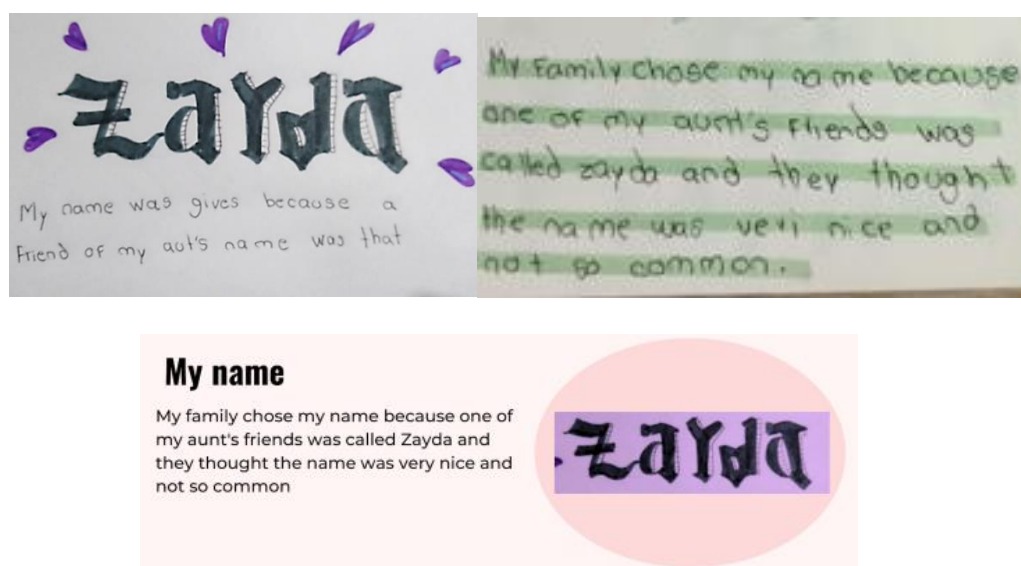
**Indicator 1.3: Practice the process of planning, editing, and revision through the descriptions of the life story gallery.** This indicator aimed to assess writing as a changing process and students' commitment to plan, write, and edit their descriptions of photographs in class and for their final presentation. They used immediate and delayed feedback to correct their productions. The results primarily showed medium and high performances, along with a few basic ones (see Annex G), with medium being the most frequently presented.

In the first place, the activity here illustrated was carried out in the second session, in which students had to make a decorated representation of their favorite name or nickname and share in the description its story or meaning as they preferred. This first version was corrected in class. Later, in session 10, students had the opportunity to revise all the descriptions including the name activity and received feedback from the head teacher to improve their descriptions for

the gallery within a two-week period. In the five sessions that included the gallery topics, this writing order was followed: my name, my favorite hobby, my dreams and goals, my favorite belonging, and my home, which is shown in the following indicators and in Annex I. In Figure 3, the progression of improvements is presented, the first image corresponds to the first version (session 2), the second shows the second version with improvements on paper (session 10) and the last image is taken from the final presentation (session 11).

### Figure 3

*Comparison between the first writing piece (March 7<sup>th</sup>) and two versions of the arranged description for the final presentation, STUDENT 10 (June 5<sup>th</sup>-6<sup>th</sup>)*



In the second place, the implications of immediate and delayed feedback in the writing process were the main elements observed. The teacher's immediate feedback in class helped students improve their writing, as shown in Figure 3, because they could ask questions immediately if they did not understand the teacher's recommendations. Conversely, students who received delayed feedback from the head teacher and completed it independently showed less improvement and more writing mistakes. In a comparative study between these two types of

feedback, Yi (2021) found similar results and concluded that “compared with delayed feedback, immediate oral feedback during the process of writing probably can motivate students to consider the comments more carefully, and quickly integrate the feedback into the next decision of their writing” (p. 76). In contrast, the delayed corrections gave more space for self-interpretation and a lack of commitment to the process.

The above-mentioned demonstrated that the feedback that worked the most for this research and showed best performance was immediate feedback because, when correcting, students were involved in the topic of the task and its vocabulary. While, with delayed feedback, they received the comments at the end of the sessions when they had worked on other topics for weeks and were given the responsibility of making those corrections on their own. There were cases that showed no improvements in the descriptions, awkward sentences, and even regressions in writing. However, the percentage of successful examples (Figure 3) was still high, showing commitment to the writing process in a large part of the sample.

**Indicator 1.4: Perform fluently roleplays in groups about personal information, memories, and feelings.** This indicator had the objective of inciting students to practice speaking skills through group roleplays and performing them in recordings. They recorded two sessions through the sessions, one about hobbies, which was modified to fit students’ feelings and thoughts, and another about thoughts on the conception of home that was not changed. This was the only indicator that included the four categories, with medium being the most presented, followed by high, basic, and low as the least presented (see Annex G). The low-level students did not record their roleplays.

To begin with, this task displayed complements to the one presented in the indicator 1.1, because after writing the description of the hobby photograph, students took the time to read,

understand, and modify the roleplay included in their guide (see Annex H) with teachers' help. However, a time constraint interrupted the process, leading them to record the final roleplay as a homework assignment and upload it to the class space on Google Classroom.

Here, a fragment of the adapted roleplay activity *Talking About Hobbies* is presented and the complete version is included as well (see Annex L). In this roleplay students 5 and 15 (personal communication, March 14<sup>th</sup>, 2019) shared a conversation as follows:

*Student 5:* Hi Laura. I noticed you are always seeing movies during our free time. What are you watching today?

*Student 15:* Hello Juliana. That's right, I've been watching Disney movies this day. I am also watching a K-drama called My Name.

*Student 5:* What do you find interesting about watching movies or series?

*Student 15:* I find it very interesting and fun to watch movies or series, since I think it is a time in which we can distract ourselves and we eat something we like and spend time with loved ones.

*Student 5:* Excellent! What is your favorite movie or genre?

*Student 15:* I really like science fiction movies. My favorite movies are Avengers and Fast and Furious.

As a result of this task, students demonstrated a higher speaking quality in terms of pronunciation, vocabulary, and fluency, and the affective filter was reduced. A recent study by Castillo (2023) concluded that "the integration of role-play strategies in the EFL classroom has been found to be effective in reducing foreign language anxiety in oral production tasks by the promotion of participation, engagement, and cooperation" (p. 27) The commitment to the task was clear in students that shared their roleplays; they cared about the pronunciation of the words,

and the audios were clear and understandable. This demonstrated a contrast with their normal attitudes towards speaking, in which they showed nervousness when saying just one word in English and were afraid of being wrong, preferring not to talk at all in the language. Meanwhile, when they performed roleplays in an asynchronous space, they had more time to prepare and free themselves from the negative feelings produced by public oral presentations.

As a result, this task is outstanding because, as the students had more time to prepare their speaking exercises, the results showed a higher quality in oral performance (see Annex K), and the affective filter decreased when they completed the exercise asynchronously rather than in class. However, these results revealed a shortcoming in the students' responsibility with tasks not performed completely in the class space, and the lower results were attributed to their deficiency to present their recordings, rather than mediocre performance. Better coverage and assessment could have been achieved if more time were dedicated to the recordings in class.

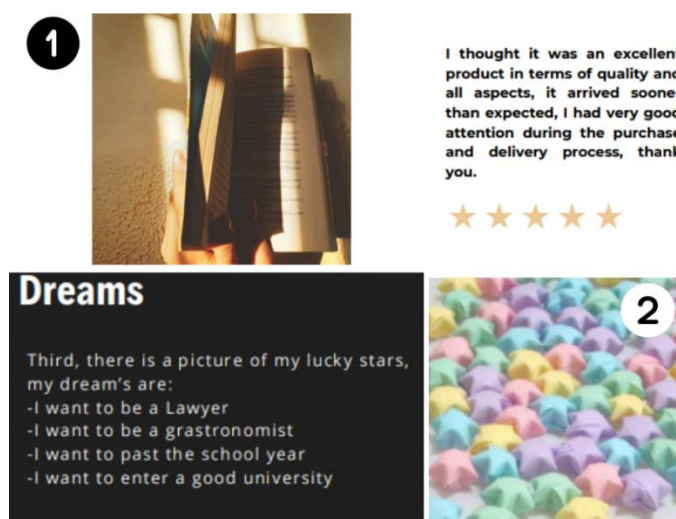
### ***Category 2: Participatory Photography in EFL***

**Indicator 2.1 Use self-taken photographs as visual representations of personal identity and narrative, complemented by written descriptions.** This indicator aimed to develop students' creativity and motivation through photography and help them produce descriptions by involving visual materials in the process. The focus was on the role that photography played in the research and its implications in the expression of students' life stories. The data analysis revealed that this indicator yielded better results, with high performance levels for almost all students in the sample and only five students performing at a medium level (see Annex G).

To illustrate the successful results, here a compilation of two different tasks is displayed. Students dedicated a significant amount of time during the sessions to taking photographs of various topics related to identity as presented in previous and later indicators: my name (Figure 3), my favorite hobby (Figure 2), my favorite belonging (#1, Figure 4), and my dreams and goals (#2, Figure 4). For all the activities, there was a preparation stage in which the topic was presented through materials for practicing receptive skills like videos, audios, readings, and teacher expositions. Then, students took a photo related to the topic and, finally, complemented the story and meaning of the photo through a description in which they illustrated their thoughts and individuality.

#### Figure 4

*Photographs with their final presentation descriptions: STUDENTS 2 and 15*



Furthermore, it was observed that students were not only motivated to take photographs but also to share the important elements of their lives with others. This strategy of “using visual images as a springboard and a tool of communication helps students experience immediate success and a sense of empowerment in their learning process” (Friesen, 2012, p. 39). For this

reason, students felt confident while taking photographs that represented a part of their life story, and all of them were committed to taking them in class. Also, in a study conducted by Rosmawanty & Abdulrahman (2021) their students concluded taking photographs “can give inspiration and ideas for writing. They argue the easiness of starting to write based on photos because they can write many things using their knowledge and interpretation related to their previous experience when seeing a photo” (p. 135). This way, the participants of the present research experienced the same phenomenon and intended to write adequate descriptions for their pictures as presented in Indicator 1.1.

Hence, for this indicator, photography as a medium of identity and story’s showcasing worked successfully, and as presented in other indicators, it also helped with improving participation and motivation to write and speak in English. This demonstrated that the inclusion of photography in the classroom impules students in different dimensions, not only to improve their productive skills but also to encourage them to show others their stories. It was also noticeable that students showed their uniqueness in those tasks and allowed them to reflect on otherness when reacting to their partners' creations.

**Indicator 2.2 Present a photography gallery through a discourse that summarizes the life story narrated using simple sentences.** This indicator aimed to conclude the process of taking photographs and writing descriptions, culminating in the presentation of students' life story galleries through an oral summary of all the photographs captured. The results showed that most of the students obtained high levels, followed by medium levels, and one obtained a low level (see Annex G).

Then, during the last two sessions students took turns to present in 5 minutes their life story galleries. They had two weeks to prepare their gallery, and they had a script to present a

summary of it. The parts underlined below correspond to the parts created by students according to their personal narratives, and the rest belong to the script provided. Students shared their presentations on the class TV, and they had to include a compilation of five activities: my name, my favorite hobby, my dreams and goals, my favorite belonging, and my home in which they had to include the photo of the drawing they made for each other based on a list of things that make them remember home. They performed the summary for their classmates, including all the information assessed. All the presentations were recorded to evaluate them with the rubric later.

Here, a transcription of the final oral summary of student 12 life story gallery (personal communication, June 5<sup>th</sup>, 2024) is presented as an example of this category:

Hi, everyone. Welcome to my story life photography gallery, this gallery is about me and the things that make me who I am. First, there is a photo of my favorite name that is Gaby. Second, there is a photo of my favorite hobby that is reading which is something I'm really passionate about because it is relaxing for me to read. Third, there is a picture of my lucky stars, my main dreams are playing the guitar, have a house with backyard, have a farm with chicks and cows, speak Portuguese and Russian, and have a family with health. And then, there's a picture of my favorite belonging that is a musical box which is important to me because it remind me of home. And that's my home.

Additionally, the presentation showed an essential phenomenon: the memorization strategy for preparing speaking tasks, which students had previously employed in their oral activities with their head teacher. However, in this case it was noticeable that they got to memorize longer speeches as the previous ones involved only one or two sentences. "Language learners tend to employ varieties of sub-memorization strategies and other LLSs simultaneously or in an overlapping approach to increase learning effectiveness" (Wang, 2023, p. 6). This means

that the improvement on memorization for their presentations consisted of involving new strategies like including visual support, using commands to enhance a language environment, performing roleplays, and being constantly surrounded by specific vocabulary of every topic.

Thus, students were able to present their life story galleries using an improved memorizing strategy that worked better than previous class work due to other contextual factors involved in the development of the sessions and tasks. Students, having practiced easy speaking skills from the beginning of the sessions, found it easier to memorize vocabulary and sentences related to the topics because they were already familiar with them. However, there was still a part of the sample that read the script and did not practice actual productive speaking.

### ***Category 3: Otherness Through Multi-Perspective Stories***

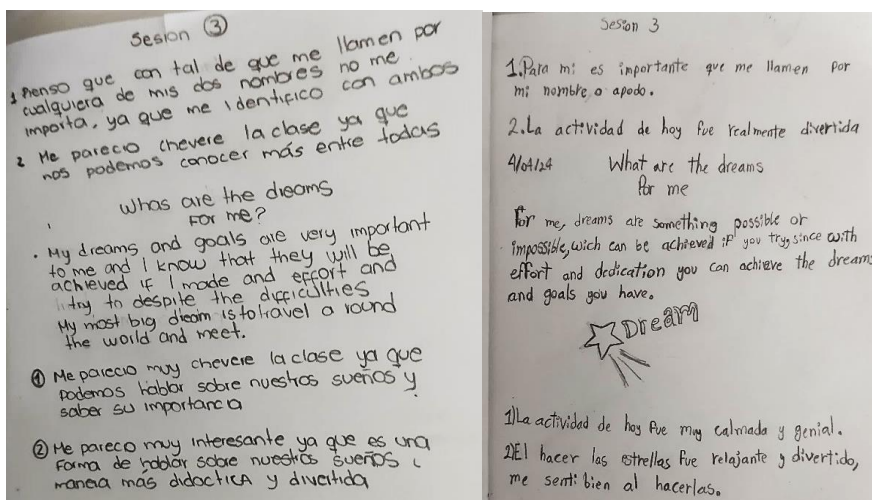
**Indicator 3.1 Write reflections about discrimination practices and individual conceptions of home, dreams, friendship, and respect.** The objective of this indicator was to explore students' feelings and thoughts towards the topics presented in the sessions and their attitude towards expressing themselves in Spanish. The results were divided into three levels: basic, medium, and high being the least presented (see Annex G).

To exemplify this indicator, the picture presented encircles various sessions in which reflections were made. In the second session, students created journals in which they were supposed to write all the class reflections in Spanish. The questions were focused on their opinions and feelings about the tasks they worked on, as well as whether they liked them or not. Several reflections were collectively shared on the board, and others were presented in students' journals. Only a few students distributed their journals during the last two sessions as they were

asked to. Thankfully, many of their reflections were caught in photographs taken in previous classes as evidence of their class work.

### Figure 5

*Reflections in Spanish and English sessions 3, 4 and 5. STUDENT 16 and 5.*



However, this was the indicator with less satisfactory results. There were two reasons for obtaining a mostly basic level: the lack of responsibility to hand out journals and the lack of depth when reflecting, which was a problem of time and methodology. In a study of students' opinions towards journal writing, Majchrzak & Ostrogska (2022) concluded that to avoid students' disconnection with the process "we should very carefully think about the way we introduce this element of our course. Always should we carefully explain what we mean by keeping a journal" (p. 268). And, in the present research, journaling was presented as a creative exercise that was done at the last 5 minutes of every session without the proper preparation. There were several students who showed lengthy reflections (Figure 5), but most of them made one-word or short sentence reflections due to the short time to complete this activity and the lack of preparation and importance addressed.

As a result, the indicator's performance failed with most students due to not giving the proper introduction to this tool from the start as a crucial element of the task development and not giving enough time for students to think deeply about their feelings towards the activities. Nevertheless, the students who shared their opinions, whether brief or lengthy, consistently expressed that the activities were enjoyable and a fun way to explore their identities and interests. All these comments were positive, indicating that the students found the activities engaging and resonated with them.

#### ***Category 4: Life Stories and Narratives***

**Indicator 4.1 Express memories, thoughts, and feelings through narrations presented in recordings, photographs, and journals.** This indicator aimed to assess the collection of all types of materials students could use during the sessions to express their identities and horizons. The final indicator, which recompiles the previously presented data, revealed that over half of the sample achieved a high-performance level, a significant portion achieved a medium level, and a small portion achieved a basic level (see Annex G).

To illustrate this final indicator, here is a part of a final presentation that mixes three activities carried out in the research. The first activity involved making a list of elements that evoked a sense of home beyond just a physical location; the second activity was creating a home for others, where they utilized a classmate's list to create a drawing incorporating those elements, and the third activity involved reflecting on their feelings and thoughts about the concept of home through a podcast roleplay recording, which they then shared in their journals. Although this activity demonstrated the indicator's purpose, all the work presented by students and analyzed in previous indicators counts as part of this one.

## Figure 6

*Recompilation of activities My Home and Making Home for Others. STUDENT 4 (April 18<sup>th</sup>-25<sup>th</sup>)*



Therefore, incorporating self-created visual elements into the classroom fostered new dynamics of expression, collaboration, reflection, and exposition of oneself, as well as it displayed the horizons of every student. As mentioned by Jacques (2021) “providing opportunities for my students to write and share their own stories not only enhances development of their language skills, but also helps them to understand that their prior knowledge and culture are appreciated, valued and respected” (p. 7). Their appreciation of identity is also included in the present study.

As this indicator reflects the work completed across all activities, the results provide a comprehensive summary of the students' overall performance throughout the various cycles. Most students demonstrated a high level of development, while others showed medium and basic levels of progression. They were able to successfully express their memories, thoughts, and feelings, which helped them to highlight their individuality and understand their classmates at the same time, creating a more comfortable space for learning and mutual growth.

## Summary of Results

This section presents the general results from the various categories of analysis. The base category was *productive skills* because the objective was to improve students' writing and speaking abilities, including visual materials and students' life stories, into the class tasks. The main four units to assess this were the following: writing and speaking practices, participatory photography in EFL, otherness through multi-perspective stories, and life stories and narratives.

Firstly, the category of *writing and speaking practices* showed successful results combining high and medium levels of performance. For writing, students used sampling techniques and scripts to express a personal opinion, and it was concluded that immediate feedback helped them improve their descriptions for the photographs as they reflected on their writing on the spot. Students also demonstrated that the use of roleplays was adequate to foster their speaking production, and they used translation as a tool to make their English reflections more understandable.

Secondly, the category of *participatory photography in EFL* demonstrated that visual tools are a useful inclusion in the English class. Through visual creation and literacy in their life story photography galleries, students were able to share their stories with others, displaying their individuality. This process also improved their productive skills because, after taking photographs, they got motivated to express themselves about them.

Thirdly, the category of *otherness through multi-perspective stories* had the lowest performance due to the lack of a proper introduction of journals and reflection as essential tools for students' learning process, generating a lack of responsibility with journal reflections and their delivery to the teacher. However, it showed that all the comments made by the students,

whether long or short, were positive about the activities carried out during the research and that they found them enjoyable and motivating.

Finally, the last category of life stories and narratives that condensed all the narratives presented by students during the tasks demonstrated that overall students' performance bespeaks the concept of otherness addressed in the study. This means that the narratives and life stories worked on showing different horizons through the expression of memories, thoughts, and feelings, helping students understand and get to know each other better.

### **Conclusions**

To address the problem of discrimination practices in the EFL class of 9<sup>th</sup> grade female students, the study was set out to analyze their productive skills improvement through the creation of a life story gallery using participatory photography to enhance respect and understanding of otherness. First, in the observation phase, it was demonstrated that there was a lack of interest in knowing their classmates deeply, and they did not know much about each other. As a result, a twelve-session task-based implementation was conducted, which demonstrated that through visual materials and guided writing and speaking tasks students got to express their identity and to know their partners and what they value in life as well, making the class spaces more comfortable than in the start.

Additionally, taking photographs motivated students to practice their writing and speaking skills in English. Scripts, immediate feedback, and roleplays were the tools that helped the most to improve their photograph descriptions and expositions. This suggests that using self-produced visual materials in EFL classes is a useful tool to improve their skills and reduce the

affective filter. This mostly fulfilled the first objective of the study, which aimed to examine how life story galleries could help improve short paragraph writing and oral assertive communication.

Furthermore, understanding otherness and building respectful relationships were achieved as students got to know their classmates deeply through tasks and final presentations. Students carried out group activities such as simple debates and photography tasks in which everyone had to participate. They not only got to express themselves but also let others express themselves while listening to them respectfully and sharing their opinions on topics like bullying scenarios. More research should be done to delve into what students thought about class respect and how they saw their classmates after the implementation. This will help them better understand how the implementation changed their concluding thoughts.

Finally, the last objective, which aimed to examine the use of multi-perspective stories to develop oral team debates and written reflections in journals, was not achieved completely as expected. Team debates, where several members of the groups created in class condensed and transmitted students' perceptions on posters, partially fulfilled this goal. However, due to time constraints, lack of preparation for reflection, and limitations on introducing the importance of journals, the reflective process became a secondary priority in almost all sessions, resulting in written reflections lacking depth.

Although some objectives, such as the development of reflective writing, were not fully achieved, the students' increased motivation and enjoyment of the tasks show the potential of visual materials in EFL classrooms. Compared to other EFL methods, this approach provided a creative and engaging way to lower the affective filter, enhance communication, and promote meaningful interactions.

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## Annexes

## Annex A: Characterization Survey

*Characterization survey format for the first diagnostic*



UNIVERSIDAD PEDAGÓGICA  
NACIONAL  
*Educadora de educadores*

## ENCUESTA DE CARACTERIZACIÓN

Nombre y apellido del estudiante \_\_\_\_\_ Curso \_\_\_\_\_ Edad: \_\_\_\_\_

Lugar de nacimiento: \_\_\_\_\_ Localidad/barrio donde vive: \_\_\_\_\_

1. ¿Con quiénes de estas personas vives?

Marca los que correspondan.

- Tu papá o padrastro.
- Tu mamá o madrastra.
- Tus hermanos o hermanas.
- Otras personas de la familia (abuelos, primos, tíos, primos, etc.)
- Otras personas que no son de tu familia (amigos, etc.)

2. ¿En qué tipo casa vives?

- Arriendo.
- Cada propia.
- Casa de un familiar.

3. ¿De qué material están hechos los pisos de tu casa?

- Alfombra o tapete.
- Cemento o tierra.
- Madera.
- Baldosa.

4. ¿En cuántos cuartos o habitaciones duermen las personas que viven contigo?

- 1.
- 2.
- 3.
- 4 o más.

5. ¿Cuentas con servicio de internet y computador en tu casa?

- Solo computador.
- Solo internet.
- Ambos.

Ninguno.

**6. ¿Con quienes te juntas en el colegio?**

Compañeras de tu clase.

Compañeras de otros grupos de tu mismo grado.

Chicas de grados menores.

Chicas de grados mayores.

**7. ¿Cuál/cuáles de los siguientes pasatiempos prefieres?**

Ver películas.

Ver series.

Escuchar música.

Leer.

Otro. ¿Cuál? \_\_\_\_\_.

**8. ¿Cuál es tu género de música favorito?**

\_\_\_\_\_

**9. ¿Cuál es tu película favorita?**

\_\_\_\_\_

**10. ¿Cuál es el medio para expresarte con el que te sientes más tú?**

Música.

Escritura.

Arte (pintura, dibujo, manualidades)

Otro. ¿Cuál? \_\_\_\_\_

**11. ¿Te gusta la clase de inglés?**

Sí.

No.

**12. ¿Cuál de las habilidades del inglés te cuesta más?**

Speaking.

Writing.

Reading.

Listening.

## **Annex B: Diagnostic WH Questions**

*Diagnostic activity in which students had to create a story answering the WH Questions*

<b>Who</b> are the main characters?	
<b>When</b> does the story take place?	
<b>Where</b> does the story take place?	
<b>What</b> is the problem?	
<b>Why</b> is there a problem?	
<b>How</b> is the problem solved?	

### Annex C: Listening Skill Diagnostic

*Diagnostic listening activity in which students had to listen to instructions and draw what they heard.*

COMPETENCE	ACTIVITY DESCRIPTION	RESOURCES	ASSESSMENT
<p>Listening activity:</p> <p>Follow basic instructions to develop a product for the class.</p> <p>(Based on EBA for 8th and 9th grade)</p>	<p><b>1. Listen and draw: (10 minutes).</b></p> <p>Follow the instructions below to draw in a paper what you hear:</p> <ol style="list-style-type: none"> <li>Draw a vertical street road in the middle of the paper.</li> <li>Draw a car on the left side of the road.</li> <li>Draw three trees on the left side of the street.</li> <li>Draw two apartment buildings with a door in the middle and four windows over the door.</li> <li>Draw a house beside the two apartments.</li> <li>Draw a sunset at the end of the road.</li> <li>Draw two clouds, one small and the other big, above the sun.</li> </ol>	<ul style="list-style-type: none"> <li>Pencil.</li> <li>Paper.</li> <li>Example of the image in a laptop.</li> </ul> <p><i>(Annex C)</i></p>	<ul style="list-style-type: none"> <li>Accurate representation of the image described in the paper.</li> </ul>



### Annex D: Writing Diagnostic

*Writing diagnostic activity based on pictures: Writing of an Instagram post.*



### Annex E: Transcription of Speaking Diagnostic

*Transcription of the Speaking diagnostic: Playing charades*

*Teacher:* You have 3 minutes.

*Student 1:* ¿Gato?

*Teacher:* In English.

*Student 2:* ¿Un gato? Ah...In English.

*Student 3:* Un león.

*Student 1:* Eso debe ser un oso.

*All:* Un oso.

*Student 2:* No...

*Teacher:* Ajá, but in English.

*Student 3:* Oso.

*Student 1:* ¡Fuerte!

*Teacher:* If you don't say it in English it doesn't count. Si no lo dicen en inglés no cuenta.

*Student 3:* Un oso...

*Student 2:* ¡En inglés!

*Student 1:* Bear.

*Teacher:* Ajá.

*Student 1:* Polar.      *Student 1:* Polar.

*Student 3:* ¿Polar escala?

*Student 2:* ¿Batea?

*Student 1:* ¿El oso polar jugando?

*Teacher:* But in English.

*Student 2:* ¿Cómo se dice...? Play...

*Student 3:* Bear?

*Student 2:* No.

*Student 1:* Play bear?

*All:* Play bear.

*Teacher:* No, complete. First the subject. Primero el sujeto.

*Student 3:* El oso polar.

*All:* ¡Pero en inglés!

*Teacher:* In English.

*All:* Bear polar play...

*Student 2:* Bear polar play... ¿Qué?

*Student 1:* Bear polar play...

*Teacher:* Ok, time.

## **Annex F: Consent Format**

*University's consent format for research*

	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b>		
	<small>Resolución 767 de 18 de junio 2018</small>		
<b>FOR009GSI</b>	<b>Fecha de Aprobación: 18-06-2018</b>	<b>Versión: 01</b>	<b>Página 2 de 2</b>

#### AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: \_\_\_\_\_  
Yo, \_\_\_\_\_, identificado con C.C.  C.E.  No. \_\_\_\_\_ expedida en \_\_\_\_\_, representante legal del menor \_\_\_\_\_, identificado con T.I.  NUJIP  No. \_\_\_\_\_ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles<sup>2</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

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

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

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

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

#### FIRMA

Nombre: \_\_\_\_\_

Identificación: \_\_\_\_\_

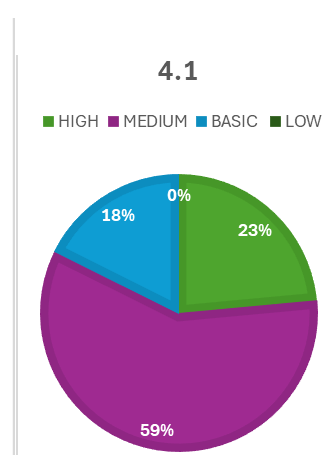
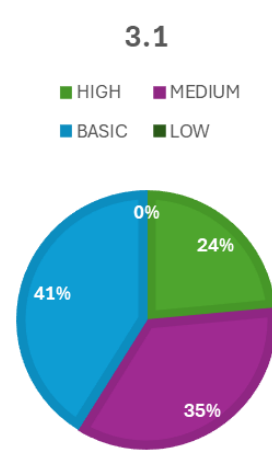
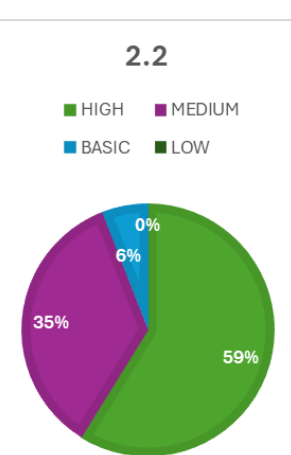
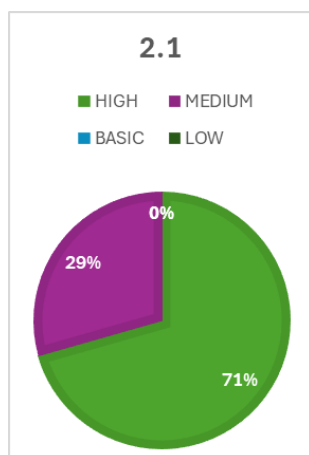
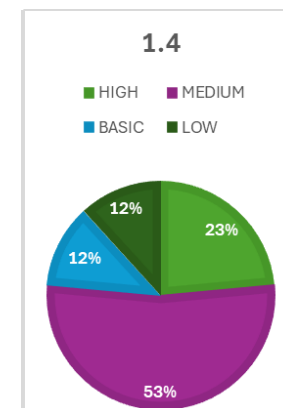
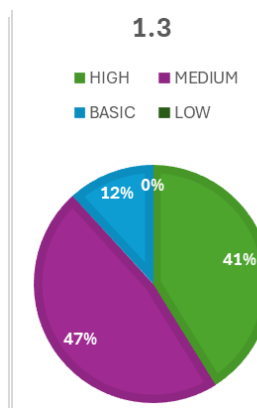
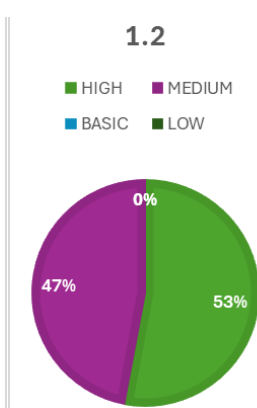
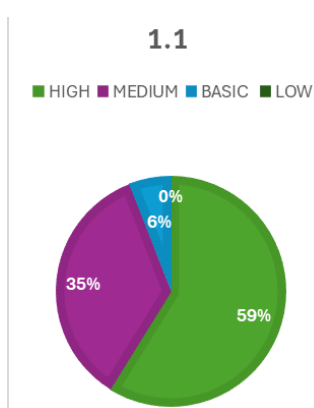
<sup>1</sup> La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

<sup>2</sup> Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

## Annex G: Analysis Results with Percentages and Graphics

*This table and graphics show the analysis process in which all the indicators of the study were evaluated using the rubrics into four categories of performance: high, medium, basic, and low.*

# SAMPLE	INDICATOR							
	1.1	1.2	1.3	1.4	2.1	2.2	3.1	4.1
EST 1	HIGH	HIGH	HIGH	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM
EST 2	HIGH	MEDIUM	HIGH	MEDIUM	HIGH	HIGH	BASIC	MEDIUM
EST 3	MEDIUM	HIGH	BASIC	MEDIUM	HIGH	HIGH	BASIC	MEDIUM
EST 4	HIGH	MEDIUM	HIGH	LOW	HIGH	HIGH	HIGH	HIGH
EST 5	HIGH	MEDIUM	HIGH	MEDIUM	HIGH	HIGH	MEDIUM	BASIC
EST 6	MEDIUM	HIGH	MEDIUM	MEDIUM	HIGH	BASIC	BASIC	MEDIUM
EST 7	BASIC	HIGH	MEDIUM	MEDIUM	HIGH	MEDIUM	BASIC	MEDIUM
EST 8	MEDIUM	MEDIUM	MEDIUM	HIGH	MEDIUM	MEDIUM	MEDIUM	HIGH
EST 9	MEDIUM	MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM
EST 10	MEDIUM	HIGH	HIGH	LOW	MEDIUM	MEDIUM	BASIC	MEDIUM
EST 11	HIGH	HIGH	BASIC	MEDIUM	MEDIUM	HIGH	BASIC	BASIC
EST 12	HIGH	MEDIUM	MEDIUM	HIGH	HIGH	HIGH	HIGH	HIGH
EST 13	HIGH	HIGH	HIGH	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM
EST 14	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	BASIC	BASIC
EST 15	HIGH	HIGH	MEDIUM	HIGH	HIGH	HIGH	HIGH	HIGH
EST 16	HIGH	MEDIUM	HIGH	BASIC	HIGH	MEDIUM	HIGH	MEDIUM
EST 17	MEDIUM	HIGH	MEDIUM	BASIC	MEDIUM	HIGH	MEDIUM	MEDIUM



**Annex H: Guide *Talking About Hobbies* Activity**

Guide given to all the students includes a roleplay, hobby-related vocabulary, general adjectives, and common expressions to talk about hobbies. Vocabulary and examples taken from Buckley, D. (2023).



## GUIDE #2

### TALKING ABOUT HOBBIES

#### HOW TO DESCRIBE HOBBIES

#### SPEAKING ACTIVITY: ROLEPLAY

[Scene: Middle school classroom. Two students, Lily and Jack, are sitting together during a break.]

**Lily:** Hi Jack! I noticed you're always drawing during our free time. What are you working on today?

**Jack:** Oh, hey Lily! Yeah, I'm just sketching some characters for a comic book I'm creating.

**Lily:** That's so cool! I've always wanted to try drawing, but I'm not very good at it.

**Jack:** Drawing is all about practice, Lily. The more you do it, the better you get. Plus, it's really fun to see your skills improve over time.

**Lily:** I guess you're right. What got you interested in drawing in the first place?

**Jack:** Well, I've always loved reading comic books and graphic novels. I admire the artists who create those amazing illustrations, and I wanted to try my hand at it too.

**Lily:** That makes sense. What's your favorite thing about drawing?

**Jack:** I think my favorite thing is the sense of freedom it gives me. When I'm drawing, I can create anything I want—from fantastical creatures to epic landscapes. It's like escaping into my own little world.

**Lily:** That sounds incredible. Maybe I'll give drawing a try sometime.

**Jack:** You totally should! I'd be happy to give you some tips if you're interested.

**Lily:** Thanks, Jack! I might take you up on that. So, besides drawing, do you have any other hobbies?

**Jack:** Yeah, I also play guitar. I started taking lessons a couple of years ago, and I've been hooked ever since.

**Lily:** Wow, that's awesome! I've always wanted to learn an instrument, but I never knew where to start.

**Jack:** Learning guitar can seem intimidating at first, but it's really rewarding once you get the hang of it. Plus, there are tons of online tutorials and resources to help you out.

**Lily:** I'll definitely look into it. What do you like most about playing guitar?

**Jack:** I love how versatile it is. You can play all kinds of music—rock, pop, blues, you name it. And there's something magical about strumming a chord and hearing the sound resonate through the room.

**Lily:** That sounds amazing. Thanks for sharing, Jack!

**Jack:** No problem, Lily! Let me know if you ever want to jam together. It's always more fun to play music with friends.

**Lily:** I'll keep that in mind. Thanks again, Jack. It's been great talking to you.

**Jack:** Likewise, Lily. Take care, and don't forget to keep practicing your drawing!

LIST OF HOBBIES					
to read/reading books	Dancing	Singing	Listening to music	to play the guitar (any musical instrument)	Learning languages
Traveling	go shopping	to bike/cycling	Exercising	Drawing	Painting
(to play/playing) tennis	Collecting things	Cooking	Baking	Doing crafts (handmade)	Playing videogames
Walking	Writing stories	to take pictures	Skating	Swimming	Knitting
Paying board games	Watching movies or series	go to the movies	walk the dog	jigsaw puzzle	chatting with friends

#### EXPRESSIONS TO TALK ABOUT HOBBIES

I like to \_\_\_\_\_. > I like to play/playing soccer/football.

I enjoy \_\_\_\_\_. > I enjoy cooking.

I am into \_\_\_\_\_. > I am into baking lately. > (*This means that you like something very much*)

#### LIST OF ADJECTIVES TO DESCRIBE HOBBIES:

fun	relaxing	quiet	harmless
personal	enjoyable	different	interesting
creative	good exercise	outdoor	passionate
challenging	dangerous	odd	exiting
useful	time-consuming	satisfying	artistic
lucrative	indoor	fascinating	thrilling

#### Examples:

##### Someone who likes football might say something like this:

I like to play football at the weekend with my friends. We have a small club, and we get together and play a game of football. Nothing serious just for fun, really.

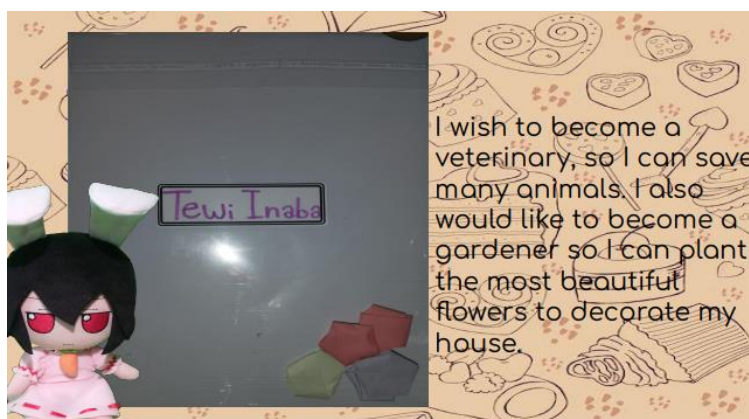
But we like it because it is good fun, and we can all have a laugh together plus it is good exercise and gets us out of the house.

##### Someone who likes reading might say something like this:

I am an avid reader and every weekend you can find me with my nose in a book. There is nothing I like better than curling up with a good book in my favorite armchair and losing myself in whatever world the book is set in.

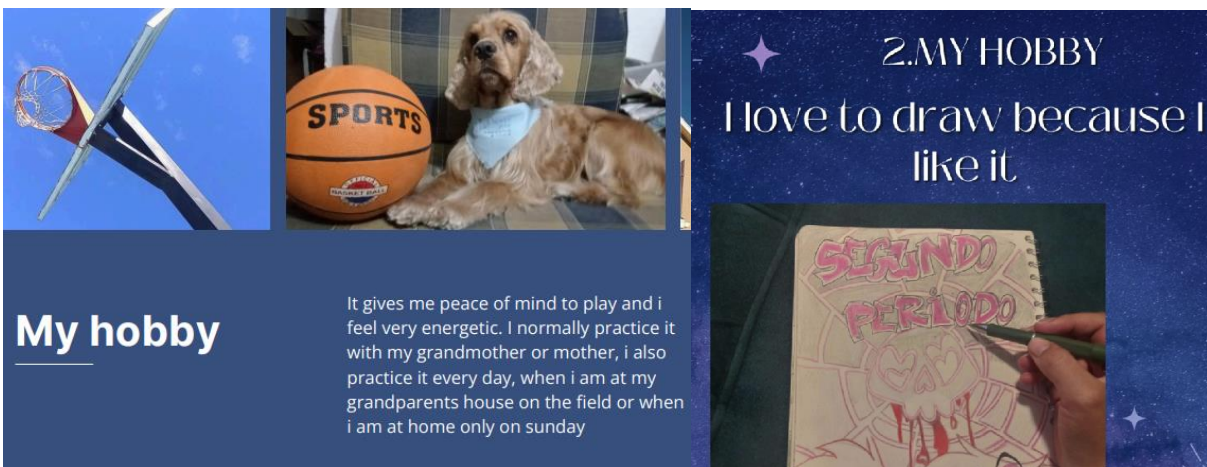
I love reading because I can enter other worlds and meet all these amazing characters. I love seeing all of the scenes play out in my imagination.

## Annex I: Example activity *My Dreams and Goals*



**Annex J: Comparison between the use and not use of the guide *Talking about hobbies*.**

*These pictures compare two students performing the same activity about hobbies and the difference in the performance when using or not the grammatical guide of Annex H*



**Annex K: Full transcription of the roleplay performed for the session *My Favorite Hobby***

*Full audio transcription of the activity My Favorite Hobby, in which students used an arranged version of the roleplay in Annex H*

*Student 1:* Hi Laura. I noticed you are always seeing movies during our free time. What are you watching today?

*Student 2:* Hello Juliana. That's right, I've been watching Disney movies this day. I am also watching a K-drama called My Name.

*Student 1:* What do you find interesting about watching movies or series?

*Student 2:* I find it very interesting and fun to watch movies or series, since I think it is a time in which we can distract ourselves and we eat something we like and spend time with loved ones.

*Student 1:* Excellent! What is your favorite movie or genre?

*Student 2:* I really like science fiction movies. My favorite movies are Avengers and Fast and Furious.

*Student 1:* Besides watching movies, do you have other hobbies?

*Student 2:* Yeah, I also I like to play volleyball and with my friends I am learning.

*Student 1:* What do you like most about playing volleyball?

*Student 2:* I think it's because it is an activity that can be done together with other people, and thus, socialize more and learning every day is incredible.

*Student 1:* That sounds amazing, Laura; thanks for sharing.

### **Annex L: Photograph and description of the session My Favorite Hobby in the final presentation.**

*Photo and description of Student 15 that worked as an inspiration for the fragment of Annex K*



### **My hobby**

**My hobby is...**

**Watching movies and I am very passionate about it because I find it entertaining and calm.**

### **Annex M: Lesson Plan Session 2**

This table exemplifies the self-created lesson plan format used during the research implementation.



**PARTICIPATORY PHOTOGRAPHY: ENHANCING RESPECT AND OTHERNESS THROUGH STUDENTS' LIFE STORIES**

**CYCLE 1: ME, MYSELF, AND I**

**Session 2: My Name (7<sup>th</sup> / March)**

LEARNING OBJECTIVE	DESCRIPTION	RESOURCES	PRODUCT
<p>To reflect on the importance of names and their meaning and story through a writing exercise.</p>	<ul style="list-style-type: none"> <li>• Students create DIY journals with materials. <i>(10 minutes)</i></li> <li>• Teacher and students read a transcription of a podcast's fragment aloud. <i>(10 minutes)</i></li> <li>• Students listen to the podcast's fragment about names two times while following the reading: 10:20-13:24 minutes. <i>(7 minutes)</i></li> <li>• Students write their name on a paper, decorate it freely, and take a picture of it. <i>(10 minutes)</i></li> <li>• Students write their name's story or meaning on the same piece of paper. <i>(13 minutes)</i></li> <li>• Students write a reflection on their journal answering the next questions: <i>(10 minutes)</i></li> </ul> <p>- ¿Qué piensas de haber trabajado con tu nombre el día de hoy? ¿Es importante para ti que otros te llamen por tu nombre favorito?</p> <p><i>*The teacher gives students a guide with present and past tenses form and examples to use in the rest of the sessions.</i></p>	<p>-Materials for the journal (3 pieces of paper and 1 cardboard).</p> <p>-Guide with the transcription of the podcast.</p> <p><b>-Podcast:</b>  <a href="https://open.spotify.com/episode/2yXV009pCK8rJYy7Ia6xNJ?si=680EQXyIQESpEsXx35CF_A">https://open.spotify.com/episode/2yXV009pCK8rJYy7Ia6xNJ?si=680EQXyIQESpEsXx35CF_A</a></p> <p>-Present and past tenses guide.</p>	<p>Upload in the Google classroom the photograph of the piece of paper with the student's name and its story or meaning.</p>

## Annex N: Evaluation Rubrics

*Rubrics are divided by indicator to assess students' performance in the research.*

<b>Rubric 1.1</b>				
<b>Writing and Speaking Practices</b>				
<b>Indicator</b>	1.1. Formulate in written form argumentative simple sentences based on scripts.			
<b>Criteria / Performance</b>	<b>High</b>	<b>Medium</b>	<b>Basic</b>	<b>Low</b>
		The sentences show the use of the grammatical guide to fill out the gaps of the scripts coherently, with simple vocabulary according to students' level and presents little to no mistakes.	The sentences show a partial use of the grammatical guide, contain a few mistakes that do not affect the understanding of the arguments and include simple vocabulary according to students' level.	The sentences are created without the use of the grammatical guide, are uncoherent and/or include advanced vocabulary that does not correspond to students' level displaying the excessive use of the translator.

<b>Rubric 1.2</b>				
<b>Writing and Speaking Practices</b>				
<b>Indicator</b>	1.2. Participate in short debates with coherent arguments that demonstrate a personal point of view.			
<b>Criteria / Performance</b>	<b>High</b>	<b>Medium</b>	<b>Basic</b>	<b>Low</b>
		Students present a personal perspective in groups with simple, coherent arguments while following basic commands and articulate a viewpoint using	Students present a personal perspective in groups with some coherence, though it may lack depth and have minor errors. Vocabulary is mostly suitable for their level.	Students present in groups a basic perspective with weak and incomprehensible arguments that do not follow the basic commands. The vocabulary is often too simple.

	appropriate vocabulary for their level.			
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<b>Rubric 1.3</b>				
<b>Writing and Speaking Practices</b>				
<b>Indicator</b>	1.3. Practice the process of planning, editing, and revision to improve gradually the descriptions of the life story gallery.			
<b>Criteria / Performance</b>	<i>High</i>	<i>Medium</i>	<i>Basic</i>	<i>Low</i>
		The student carefully plans, edits, and revises descriptions, showing clear improvements. Final descriptions are simple but well-structured, with basic vocabulary and sentences that reflect thoughtful revisions and application of feedback.	The student engages in planning, editing, and revising with some noticeable improvements. Descriptions are clearer and more organized, though still basic. The student makes revisions, but some errors or awkward sentences may remain.	The student participates in planning, editing, and revising with limited improvements. Descriptions are quite simple and may still contain errors or unclear parts. The student may struggle to apply feedback effectively.

<b>Rubric 1.4</b>				
<b>Writing and Speaking Practices</b>				
<b>Indicator</b>	1.4. Perform fluently roleplays in groups about personal information, memories, and feelings.			
<b>Criteria / Performance</b>	<i>High</i>	<i>Medium</i>	<i>Basic</i>	<i>Low</i>
		The student performs roleplays fluently, accurately sharing personal information, memories, and	The student performs roleplays with general fluency, sharing personal information, memories, and feelings. There may be occasional	The student performs roleplays with some difficulty, sharing personal information, memories, and feelings. Frequent pauses

	feelings. The roleplay is natural and smooth, with minimal errors that do not affect the overall fluency.	long pauses and/or errors. The overall performance is understandable and coherent.	and/or errors are presented and affect the fluency of the roleplay. The overall message is still understandable.	information, memories, and feelings. The roleplay has many pauses and/ or errors, leading to an unclear performance.
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<b>Rubric 2.1</b>				
<b>Participatory Photography in EFL</b>				
<b>Indicator</b>	2.1. Use self-taken photographs as a visual representation of one's identity and story, complemented by written descriptions of them.			
	<b>High</b>	<b>Medium</b>	<b>Basic</b>	<b>Low</b>
<b>Criteria / Performance</b>	The student shows commitment to taking a series of photographs that represent their identity and story. The written descriptions are relevant to the topic of the pictures.	The student shows commitment most of the time to taking photographs that adequately represent their identity and story. The written descriptions mostly complement the topic of the pictures.	The student shows little commitment to taking the photographs and/or does not take some of them. The written descriptions vaguely complement the topic of the pictures.	The student makes no effort to take the photographs in class. There are non-given descriptions, or the ones that presented lack of relation with the pictures.
<b>Rubric 2.2</b>				
<b>Participatory Photography in EFL</b>				
<b>Indicator</b>	2.2. Present a photography gallery through a discourse that summarizes the life story narrated using simple sentences.			
	<b>High</b>	<b>Medium</b>	<b>Basic</b>	<b>Low</b>
<b>Criteria / Performance</b>	The student presents a well-organized photography gallery with a clear discourse that effectively summarizes their	The student provides a photography gallery and a discourse that generally summarizes their life story and mostly follows	The student presents a photography gallery with missing parts and a basic discourse that partially summarizes their life story. The	The student's photography gallery is disorganized or incomplete, and the discourse does not effectively summarize

	life story and follows the script. The discourse uses simple sentences with accurate vocabulary and minimal errors.	the script. The sentences are simple with some errors in vocabulary and grammar.	sentences may be uncoherent, with several errors in word choice and grammar that affect clarity.	their life story. The sentences are very fragmented, with frequent errors that make the narrative difficult to follow.
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<b>Rubric 3.1</b>				
<b>Otherness Through Multi-Perspective Stories</b>				
<b>Indicator</b>	3.1. Write reflections about discrimination practices and individual conceptions of home, dreams, and respect.			
	<b><i>High</i></b>	<b><i>Medium</i></b>	<b><i>Basic</i></b>	<b><i>Low</i></b>
<b>Criteria / Performance</b>	The student writes in Spanish thoughtful reflections that clearly address the concepts like home, dreams, and respect. The reflections effectively convey personal insights and emotions.	The student writes in Spanish short reflections that generally address the concepts like home, dreams, and respect. The reflections might lack depth in conveying personal insights and emotions.	The student writes in Spanish basic reflections that partially address concepts like home, dreams, friendship, and respect. The reflections lack detail or personal insight, showing a lack of commitment in the process.	The student's reflections are minimal or incomplete, and/or with little connection to the topics of discrimination, home, dreams, friendship, and respect. The reflections are too vague and show a lack of commitment in the process.

<b>Rubric 4.1</b>				
<b>Life Stories and Narratives</b>				
<b>Indicator</b>	4.1. Express memories, thoughts, and feelings through narrations presented in recordings, photographs, and journals.			
	<b><i>High</i></b>	<b><i>Medium</i></b>	<b><i>Basic</i></b>	<b><i>Low</i></b>
<b>Criteria / Performance</b>	The student effectively expresses	The student provides narrations that generally express	The student narrations are basic on expressing	The students' narrations are unclear or incomplete,

	<p>memories, thoughts, and feelings through coherent narrations in recordings, photographs, and journals. Emotions and ideas are conveyed in a way that is easy to understand.</p>	<p>memories, thoughts, and feelings through recordings, photographs, and journals. The emotions and ideas are understandable but might lack depth or detailed information.</p>	<p>memories, thoughts, and feelings, using recordings, photographs, and journals. The connection between the narrative and the emotions and ideas is present but not fully developed.</p>	<p>with little expression of memories, thoughts, or feelings. The recordings, photographs, and journals lack organization, and the narrative is difficult to follow showing disconnection between the narrations and the intended emotions and ideas.</p>
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