

Co-constructing Realities:
Fostering Literacy in EFL 11th Graders as a Situated Social Practice

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2. Descripción		
<p>Este proyecto corresponde a una investigación-acción de carácter cualitativo llevada a cabo en el Rafael Bernal Jiménez, localizado en el barrio Barrios Unidos de Bogotá, teniendo como población el grado once. Mediante este proyecto se propone la co-construcción de las habilidades de lectura y escritura mediante prácticas sociales y situadas. Lo anterior se propone como un medio de aprendizaje del inglés como lengua extranjera y como una estrategia que permite desarrollar practicas significativas y contextualizadas en el aula. El proyecto estuvo guiado por una pregunta de investigación y por una serie de objetivos que buscaba describir la manera en que los estudiantes co-construyeron conocimientos y las habilidades de escritura y lectura, así como, el impacto que las prácticas situadas y sociales generan al momento de mejorar e incentivar los procesos los estudiantes en la clase de inglés. Por otro lado, el análisis de los resultados finales fue guiado por una serie de categorías que emergieron de los datos recolectados a lo largo del proyecto, como respuesta a la pregunta de investigación formulada. Las categorías de análisis buscaron: describir el apoyo de pares como una estrategia que co-construye habilidades de escritura y lectura; identificar la creación de sentidos y significado cuando se comparan y completan las ideas de los otros; e ilustrar como el análisis de realidades y el aprendizaje desde los demás desarrolla habilidades situadas de lectura y escritura. Las respuestas obtenidas como resultado de esta investigación fueron los esperados en términos académicos y personales, ya que los estudiantes mejoraron sus procesos de escritura y lectura en inglés desde prácticas significativas.</p>		

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4. Contenidos

Este documento está conformado por seis capítulos. El primer capítulo, presenta la contextualización, la delimitación del problema, el planteamiento de la pregunta y los objetivos de investigación propuestos en la primera fase del proyecto. El segundo capítulo expone, mediante el marco teórico y el estado del arte, los constructos teóricos e investigativos que soportaron el presente proyecto de investigación. El tercer capítulo corresponde a la metodología de investigación, allí se encuentran: el tipo de investigación, los instrumentos empleados durante la etapa de aplicación y las distintas fases mediante las que el proyecto se desarrolló. En el capítulo cuatro se presenta la intervención pedagógica que se llevó a cabo a lo largo de la etapa de aplicación de la propuesta pedagógica. El capítulo número cinco aborda el análisis de los datos recolectados a lo largo de las fases de diagnóstico y aplicación y los resultados finales del proyecto. Por último, en el capítulo número seis se plantean las conclusiones.

5. Metodología

Esta investigación acción fue desarrollada mediante tres fases. La primera fase correspondió a la fase de observación e identificación de una problemática en la población mediante la aplicación de herramientas como: diarios de campo, entrevistas y una prueba diagnóstica. En esta fase se formularon la pregunta, los objetivos de investigación y la propuesta pedagógica del presente proyecto. La segunda etapa correspondió a la aplicación de las herramientas seleccionadas para el desarrollo de la propuesta pedagógica planteada con el fin de dar solución a la problemática identificada en la etapa uno, estas herramientas incluyeron diferentes entradas de lectura y escritura desarrollados bajo los preceptos de la metodología por tareas (task based approach). Finalmente, la etapa número tres consistió en el cierre del proyecto y el análisis de resultados tanto en el texto investigativo como en la población, mediante la aplicación de encuestas, diarios de campo y la revisión de los diferentes productos. La puesta en práctica de la propuesta se realizó mediante tres ciclos de aplicación, tal y como corresponde a los preceptos de la investigación-acción que consisten en planear -mediante la fase de diagnóstico-, aplicar -mediante la fase de aplicación-, observar y finalmente reflexionar sobre los resultados obtenidos al final del proyecto -mediante la etapa de análisis-, reflexiones plasmadas en los capítulos de análisis y conclusiones finales.

6. Conclusiones

Este estudio ilustra como fueron co-construidas las habilidades de lectura y escritura de los estudiantes de grado once cuando se trabaja desde un marco referencial de prácticas sociales y situadas. Por medio del desarrollo de una propuesta pedagógica que busco la implementación de prácticas colaborativas y significativas de las habilidades de lectura y escritura en inglés fueron estudiadas y la información fue analizada. El proceso brindó a los estudiantes herramientas y patrones para ser capaces de leer su realidad y expresarse en ella ya que enfrentaron diferentes temáticas de su realidad; en estos procesos, los estudiantes fueron co-construyeron conocimientos y habilidades gracias a procesos individuales y grupales.

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ABSTRACT

This research study was presented as a requirement to obtain the degree of Major in Spanish and English in the National Pedagogical University. It is a qualitative action research study focused on fostering the students' writing and reading skills (understanding writing and reading as situated practices) when implementing meaningful situations and materials in the classroom. This project was based on co-constructive work and the task-based approach as the principles that guided the whole process. The main aim was to describe how the literacy skills were co-constructed by the students, to reflect upon their real-life situations, as well as to determine how this setting might help them to develop and improve their English learning process.

The research was developed along the second semester of 2017 and the two semesters of 2018 with twenty-four eleventh graders of Rafael Bernal Jimenez School (IED). Data was collected through observations, artifacts and semi-structured questionnaires. The findings revealed that the setting of meaningful and situated materials and situations in the classroom, along with co-constructive work, had a significant influence over the development of students' literacy practices along the process. At the same time, it was possible to describe the way it affected their learning, likewise, their communicative competence in the object language.

Key words

English as a Foreign Language, Co-constructive work, Literacy as a socially situated practice.

INTRODUCTION

This action research implied a detailed analysis of the target subjects in aspects such as students' strengths, interests and needs, as well as their background and social environment. This was done to present and apply a pedagogical proposal that could overcome the found difficulties, therefore, the data collected from the pedagogical intervention was analyzed in order to answer the research question and objectives.

In keeping to the previous ideas, the study main concern was to understand how the EFL learners' literacy skills are fostered when focusing in socially situated practices. This proposal was in respond to the students' difficulties in the writing skills and their strengths in the reading one; moreover, it was the answer to support their literacy skills bearing in mind a co-constructive atmosphere, and meaningful practices, activities and contents.

The data collected showed that students had progression in their literacy skills when they faced individual and collaborative feedback process, when they conveyed meaning and when they faced real life challenges. There was an effort by the students in terms of the development of reading and writing micro skills such as understanding of vocabulary, coherence and cohesion, word patterns, global and local ideas in a text, and communicative functions of a text. They were shaped along three cycles of intervention which were based on the next learning phases: doing, sensing, observing, reflecting, thinking and planning.

In this sense, the present document is structured in 7 chapters. The first chapter offers a diagnosis and contextualization of the subjects in terms of their performance in the English class.

Moreover, the statement of the problem, the research question, the objectives, and rationale of the study are described based on what was inferred from a diagnosis. The second chapter highlights the theoretical framework which focuses on the state of art and the key concepts that supported the research project. The third chapter introduces the methodological design that refers to the basic research concepts and notions that this study follows. Those notions include the kind of research, the analysis of categories, data collection instruments and characterization of the students. The fourth chapter presents the pedagogical intervention which is the description of the research teaching-learning process as it considers the timing, activities and didactic resources proposed and used in the project.

The fifth chapter sets forth the data organization and analysis; it develops the way the collected data was evaluated by following the methodological design concepts. The sixth chapter submits the results obtained in the pedagogical action research study. It takes into consideration the objectives, analysis units and categories and the formulated on the research question and objectives hypothesis. Finally, the seventh chapter offers some conclusions and recommendations for future research. This chapter discusses the reach of the whole proposal, its limitations and significance in relation to the construction of knowledge and new experiences in education. To summarize, the aim of the complete paper is to characterize the population, to present the determined difficulties, to study and apply a proposal, and to assess the validation of this pedagogical action research as an appropriate strategy that contributes to the country's education.

CHAPTER I

CONTEXTUALIZATION AND RESEARCH PROBLEM

Contextualization of the problem

As far as the background is concerned, it was necessary to have a clear idea of the subjects' situation in the English subject and the educational environment that surrounded them to improve learning processes of English as a foreign language. To begin, the target population was the IED Rafael Bernal Jimenez 11th graders. The information examined in this section was gathered through surveys, observations and a diagnostic test.

In relation to the school, there is emphasis on science and technology, as well as on moral distinctions. It appears that the school wishes to strengthen these mentioned fields, bearing in mind the kind of resources and immersion programs available. Regarding the English class, there was no use of textbooks or worksheet guides, therefore, the materials used in the class were given by the teacher. The materials included were posters, flashcards, worksheets, and notebook exercises; it seemed that they were not updated on the students' context or interests. According to the class teacher's statements from the survey (Annex A) and the observations (Annex B), some of the students' strengths in the classroom were organization, discipline and group work; on the other hand, some of their weaknesses were their lack of participation and the low level of English, since they did not have a regular process and evaluation in this area during the last years. From the data collected one might say that students had decontextualized and disinterested relations with the subject as there was not clear participation, motivation or interest in most of the students.

On the other hand, conforming to what the teacher stated in the survey (Annex A), the main aim of the 11th grade students' English class was for them to understand the basis of the language as well as to put in practice the four skills (speaking, listening, reading and writing) by providing significant communicative situations. However, From the observations (Annex B, field note# 2, line 50), it could be noted that the students' capacities in the target language were not as good as they are estimated to be by the MEN in the National Standards of Education (2006).

Having established this, it was necessary to design a diagnostic test (Annex D) to understand the students' proficiency in the foreign language skills, considering what they are supposed to know according to the National Standards (2006). It was designed to assess each skill in different exercises, with grammar and vocabulary integrated throughout the whole test. Also, the topics presented in the test were studied during the students' current school year. The selected themes for the test were: prepositions, adjectives, physical appearance vocabulary, adverbs, synonyms and antonyms, the present simple and past simple grammar structures. The test was divided into 4 stages (reading, writing, speaking, and listening) and each one was worth 1.25 points. The test was presented by 80% of the students and failed by 95% of them with a score lower than 2.5/5.0. Thus, the following statements were noted:

The listening task was designed to assess the students' discriminative listening and comprehensive listening. Students had to listen to some statements and establish whether they were true or false. From the results, it can be stated that none of the students achieved the expected score. However, 56% of the students accomplished the task with a high score (1.0- 0.75 points). Also, 36% of the students had a low score (0.75-0.25) and 8% of the students did not complete the task, stating that they did not understand anything. The previous results led to the idea that students have good listening discrimination abilities as they grasped some of the

vocabulary, but they had low level of comprehensive listening as they did not understand the sense of the complex statements.

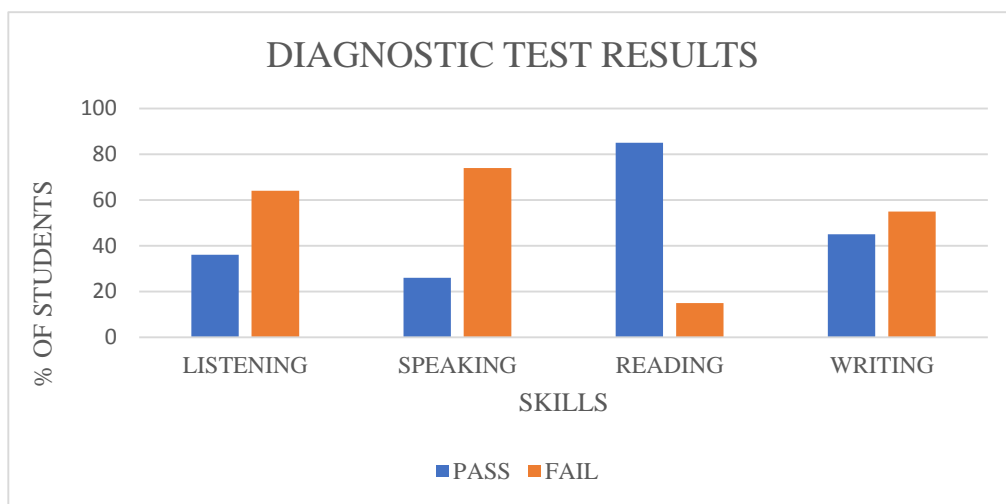
In regard to the speaking section, it attempted to evaluate the fluency, vocabulary, content, pronunciation and grammar of the students' locutions. The results showed that 74 % of the students failed the task with a low score (0.5 – 0.0) and 26% of the students obtained an unsatisfactory score (0.5 – 1.0). The results in this skill exercise demonstrated a low level of speaking skills. Furthermore, it was clear from both the diagnostic test and the regular classes that there was a lack of interest and knowledge regarding syntax, specific vocabulary, lack of familiarity with this type of exercise and/or lack of confidence; micro-skills which played a key role in the development of the speaking practices. However, from the observations to the in-service teacher strategies, it seemed that a scaffolding process (Wood, Bruner, and Ross 1976), where the other skills are integrated, had different results in the students' locutions. Students were more confident, and their interventions were well structured and sustained.

As for the reading section, the test aimed to assess the students' literal, inferential and critical levels of interpretation. One of the students accomplished the tasks with the highest score (1.25); 85% of the population accomplished a high score (1.0 – 0.75), and just 8% of the students got a low score (0.5), none of them failed the task. The previous information led me to believe that most of the students had good literal and inferential reading comprehension. Nevertheless, in the critical section most of the students' agreements or disagreements were not sustained. Also, they did not know how to express themselves in their arguments when writing.

Lastly, the writing section was proposed to evaluate the students' vocabulary, grammar, cohesion, and coherence in a contextualized topic. The outcomes revealed that 55% of the students failed the task with a low score (0.5 - 0.0), 35% of the students had an unsatisfactory

score (0.75), and just 10% of the students had a satisfactory score (1.0). Consequently, the students were just producing short sentences with several grammar and spelling mistakes. They learned to follow patterns when writing and it seemed difficult for them to start from zero in this kind of exercise.

All in all, the students seemed to have a low level of English in terms of the four skills, vocabulary and grammar structures as it is shown in graphic No. 1: Diagnostic test results. Additionally, from the diagnostic test, which 95% of students failed with a grade lower than 2.5/5.0, it was concluded that students were not able to express neither to understand full sentences and paragraphs. However, some micro skills present in reading and listening competences were aspects to take advantage of as they could be transferred in order to foster the writing and speaking ones:



Graphic 1: Diagnostic test results. Information taken from Annex D analysis.

Problem Statement

According to the National Standards of Education (2006), in which international parameters were considered to teach and to learn English in the country depending on the student's level and cycle, there are some standards that aim to educate students to be competent in English language. It is for them to have more job and educational opportunities, and mainly, to be prepared for the challenges of a globalized world (MEN, 2006).

Regarding the 5th cycle, where the subjects of this project belong to, students should be involved in the use of the foreign language in meaningful learning situations. That means that students must be prepared to understand the main ideas, key concepts, participate actively and assume a role in communicative circumstances. Despite that, what the teacher-researcher detected from the surveys, the in-person observation, and the diagnostic test submitted to the room teacher and students, was that students were not involved in a significant environment which fostered their foreign language learning skills.

Although the school offered technological and supporting resources for students to have specialized practices, it seemed that there was not motivation because of the decontextualized contents, strategies, materials, and practices that were implemented. In this sense, there was evidently a need of support in that situation. Consequently, it appeared necessary to take advantage of the students' interests and common practices. For example, a social situated practice where finding a way in which their immediate reality was related to their learning processes could be a beneficial option to catch their attention, their motivation and raise their curiosity.

Apart from that, and as mentioned in the contextualization, it seemed that students did not have the knowledge to complete the tasks as they did not understand the basic instructions. They were constantly asking for clarification and they were always looking for the translation of any

kind of material or instruction they received. A scaffolding process appeared to be necessary for students to have an acceptable performance in their outcomes as “those elements of the task that are initially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence” (Wood, Bruner, and Ross, 1976, p.90).

In keeping to the previous ideas, what the diagnostic test revealed was a clear lack in the communicative skills (speaking and writing) and strengths in listening and reading. From informal talks with the room teacher and considering that students were still begging the acknowledgement of the foreign language, it was discovered that the class was redirected, so that students got the basis of grammar and vocabulary to have better results in their accomplishments.

In sum, some students’ strengths and difficulties were noted from the contextualization and data collection instruments:

STRENGTHS	DIFFICULTIES
Discipline	Lack of Participation
Team work	Irregular process in the subject.
Receptive	Passive Attitude
Awareness towards the subject	Underestimation by themselves
Listening discrimination	Comprehensive Listening
-	Speaking
Inferential and Literal Reading	Critical Reading
-	Writing

Table 1: Students strengths and difficulties on the English subject.

Therefore, an emphasis on the literacy skills (reading and writing as situated practices) was contemplated as the best option bearing in mind that: First, when reading it was better for students to obtain social content, physical, varied, contextualized and most important, malleable

resources and practices than when listening. Second, writing is the best option for students to understand and be aware of their process and progress, to organize their ideas, to have co-constructive practices and to foster the four skills parting from a situated practice. Moreover, as the population is 11th grade, to foster the literacy skills was an opportunity for students to have a better performance in the subject when presenting the national standardized test: Saber.

Those educational situations were the reasons to conduct action research when determining the influence that literacy as a social situated practice may have in the foreign language learning processes of Rafael Bernal Jimenez 11th grade students. In this sense, the study looks at a meaningful classroom environment within the dynamics of co-constructive work and socially situated practices as tools to foster literacy skills in eleventh-graders. In doing so, the following research question and objectives were formulated.

Research Question

How are 11th grade students' literacies co-constructed in English when using a framework of literacy as a situated social practice?

General Objective

To recognize the 11th grade students' co-construction of literacies in English when focusing on socially situated literacy practices.

Specific objectives

1. To describe the way literacies are co-constructed by the students.

2. To identify the impact of literacy as social practice framework in the students' development of literacy skills.
3. To illustrate the influence that a social situated practice would have in the students' co-construction of knowledge.

Rationale of the Study

The present study contemplated the necessity of a significant tool to catch the student's attention, to reflect upon the above-mentioned difficulties and to practice English. In this sense, what was intended was to apply an innovative way to foster the students' literacy skills bearing in mind their strengths and interests.

Therefore, from an institutional perspective, the proposal renewed the processes in the classroom. From a local one, the practices and experiences in the subject would have influence in the student's reality through aspects such as a deeper understanding of social issues. And from a global perspective, the proposal would have incidence in the way different national programs and initiatives in English are contemplated.

The previous information leads to a framework recently used in the pedagogical fields. It is literacy as a social practice, a remarkable way of learning that encompasses cooperative processes, the appropriation of meaning and the students' capacity to connect their own experiences and current practices with the development of the skills (Hamilton, 2010). Thus, one can infer that there will be three main aspects that can determine the language pedagogy institutionally: firstly, the students' disposition and capacity to accomplish the different tasks when reflecting upon social issues; secondly, the students' immediate reality as a means of having a situated practice that allows interest, participation and therefore the building of

knowledge; and thirdly, reading and writing as meaningful practices considering that students have always learned to respond to academic activities, but in an isolated way, and as a result they forget everything they learned or do not find any connection between the school and their context. The school would take this proposal as a precedent of contextualized practices, which means learning while fostering the students' moral distinctions.

Moreover, the implementation of the socially situated practices, events and texts in the subject will have an impact in the local community as it aims to shape the community's conception of the individuals' hobbies, free time activities, and current practices into educational matters. Also, this proposal is done with the purpose of understanding literacy as a social practice, as an innovative and useful way to conduct learning and teaching processes, bearing in mind that few investigations have been done in Colombia in regard to this topic. For instance, programs such as the immersion, in which this population was involved, would take into consideration this framework to reconsider the content and dynamics that it follows.

All in all, the ongoing project was aimed to qualify the Rafael Bernal Jimenez 11th grade students' foreign language learning from the precepts of the framework literacy as a socially situated practice, which means not only to educate but to succeed in the academic context and to make the education process more significant. The present proposal of study was done to innovate the students' learning procedures in the English class and to have incidence on the immediate surrounding community, and the national believes on education.

CHAPTER II

THEORETICAL FRAMEWORK AND STATE OF ART

This chapter deals with the theoretical background of this project. The theoretical support includes three main constructs: literacy skills, co-constructive work, and literacy as a socially situated practice framework. These concepts emerged from the data gathered and analyzed in the first chapter and are the basis for the understanding of the proposal. First, some relevant previous research studies that have relation to the concepts are submitted and examined to support them. Then, each of the constructs presents a general impression and finally, some author's concepts and theories are analyzed to have a concrete idea of each one of them.

State of Art

The impact literacy as a socially situated practice framework has emerged around the world over the last decade with the central purpose of academic and social research in both public and private contexts. Additionally, alternatives including visual literacy, multiple literacies and interactive literacies have been arising from the different fields in which this framework is applied. Moreover, studies have successfully shown that not only academic aspects are fostered thanks to situated practice but also a reflection of social issues.

In keeping with the previous ideas, some research studies have been carried out related to what is understood as literacy skills and to some strategies to foster them. The UNESCO (2005) organization, in its annual report, on global education: *Education for All Global Monitoring*

Report, defines in its sixth chapter the understandings of literacy. This chapter noted the evolution of the different understandings of being (and becoming) ‘literate’ and showed how variants of these ideas have been integrated into policy discourses.

Consequently, four main definitions are stated: literacy as an autonomous set of skills; literacy as applied, practiced and situated; literacy as a learning process; and literacy as text. One of the main conclusions from the four definitions is the view of literacy as an autonomous set of skills that not only allows the learner’s representation of words by signs, but that gives a linear shape to thought, providing a critical basis to think analytically. From this reflection, one can notice the stages in the conception and development of literacy skills, in other words, how along the time the literacy basis for mechanic and critical processes were conceived and how they are implemented when practicing literacies in the classroom.

Fisher, Fey, and Williams (2000), in their article *Seven Literacy Strategies That Work* in the magazine *Education Leadership*, stated some strategies that work not only for academic issues but for critical issues in public schools. The main purpose of this study was to establish the students’ needs, as well as the strategies for students to have better development in all subjects based on literacy skills. The seven strategies: read-aloud, KWL (what I Know, what I Want to know, and what I Learned) charts, graphic organizers, vocabulary instruction, writing to learn, structured note taking, and reciprocal teaching were the study main concern; their characteristics and procedures were discussed along the project. This study was worthwhile for the present project as it stated key strategies to foster literacy skills. The most significant contribution of Fisher, Fey, and Williams’ research to the project was how those strategies are innovative to get students closer to the contents and types of texts they faced in the pedagogical proposal.

As far as co-constructive work is concerned, some national studies have been done about the development of writing skills and collaborative work to promote reflection in students. Gonzales, Sáenz, Bermeo and Castañeda's action research study (2013): *The Role of Collaborative Work in the Development of Elementary Students' Writing Skills*, emphasizes on the role that collaborative work plays when developing the student's writing skills in English. The main objective of the study was to analyze the students' writing outcomes and to compare them with when collaborative work is implemented. The mechanics of the action-research study were the implementation of three stages to work collaboratively: "the team plans and outlines the task; each writer prepares his/her part and then the group compiles the individual parts and revises the whole document as needed" (p.23). The researchers thus concluded that collaborative learning is an opportunity for students, bearing in mind that they worked on tasks that demand analyzing, planning, acting and reflecting on their work to help each other to construct meaning and knowledge. This research is useful as it refers to the kind of strategies to be developed in this project, some steps to follow when fostering literacy skills, and it considers collaborative work as a tool to measure the students' capacity to work with others, as well as their abilities and contributions when carrying out the tasks.

Finally, although Literacy as a socially situated practice is one of the most recognized fields of study in the globalized world, very few studies have been done in relation to it in Colombia. Ruiz's (2015) research study presents the promotion of critical literacy in an EFL class through high school students' social experiences. The dynamics of the project followed a project-based learning approach in which the students had to design and implement a three-cycled project. The main goal was students to combine interaction, context, and culture when reflecting on social experiences. The results demonstrate that it is possible to promote critical

literacy, especially when students are agents and active participants in their own learning. This research supported the present study as the situation and the pedagogical proposal were similar. All in all, some advantages and disadvantages of Ruiz's research were studied and considered.

It was noticed that most of the last studies did not include at all the three elements this current action research project considers. Consequently, in Colombia this project would be a precedent in the field. The three constructs presented in this chapter can be understood as a coherent whole that represents an advanced perspective of education and learning processes.

Theoretical Framework

Literacy skills

The first concept to emphasize is literacy skills. The idea of this construct came from the students' strengths in reading skills and their weaknesses in writing. It was noted that to place emphasis on these skills would have significance in the English class because of their versatility to promote all the skills and needs in the subject. Indeed, these skills are recognized as a means for students to understand and create the "word and the world" (Freire 1987). Moreover, this construct is related to the principal objective of the pedagogical intervention which is to foster the subjects' co-construction of literacy skills. Furthermore, it discusses the construct's meaning and possible interpretations from different points of view.

The literacy skills concept is traditionally understood as the individual's ability to read and write. The concept has a strong connection to what the National Standards of Education (2006) states as a requirement for students to develop their second language learning.

Additionally, the concept has been expanded to include other abilities that are essential to understand, communicate and gain useful knowledge to have a successful performance in a

globalized world. A complete definition of literacy skills is detailed by Hamilton (2010):
“information-processing skills that enable people to recognize different kinds of texts and to take account of purpose and audience when they read or write” (p.7).

In line with the literacy skills dimension, Armstrong (2015) asserts that “Literacy is central to all aspects of learning and in all the contexts within which learners learn. It enables learners to develop the ‘tools’ that help them to engage in learning and develop the skills in thinking and expressing that lead to self-confidence and personal identity” (p. 5). In other words, what the authors assert is that literacy skills are not only in the actions of reading and writing but also in practical and critical scenario in every subject. This dimension enables learners to shape social interactions, promote cultures and understand the foundations for lifelong learning.

Moreover, Goodman (1996) defines literacy skills as the understanding and creating abilities a student obtains due to experiences. This definition is related to the learner’s aptitude to make sense and construct meaning from the different situations and people he/she relates with. From the last two ideas, one can infer that literacy skills are not only the mechanic abilities, but also the background knowledge from where students shape their learning processes.

In relation to what literacy skills involved in the English classroom, Johns (1997 as cited in López, 2005), states that literacy is much more inclusive than “reading and writing”; these skills are not isolated from listening and speaking but correlated to them. Moreover, López, (2005) focuses the attention on what literacy skills require to be fully developed:

“literacy includes ways of knowing particular content, languages and practices, and refers to strategies for understanding, discussing, organizing and producing texts.

These abilities are mediated by the social context in which a discourse is produced and the roles of text readers and writers.” (p. 11)

This construct is relevant as it is pertinent to understand what literacy skills are and the way they work to prevent digressions. In this sense, the concept is understood not only as reading and writing like mechanic processes but as a way to start making connections to the learners' everyday experiences and regular practices from a critical perspective.

Co-constructive work

The second construct to define is co-constructive work, bearing in mind that it refers to the principal action students are going to carry out to develop literacy skills. What must be understood in this project is what the co-constructive work implies. Up to this point, this concept has been long recognized as pedagogical means for learners to address special issues. In this research, it is selected as the key action considering that group work and the supportive relationship between students are some of the population strengths. Moreover, it seemed to be an effective response to reflect upon social problems. Also, when students are about to complete tasks and to compare their work, it is seen as a viable option to configure the students' performance.

To comprehend co-constructive work, Damsa (2013) emphasizes on learning and development as a process of co-construction of knowledge that arises from interaction. This assumption addresses the person and society dualism, a systemic interaction between two. Moreover, Valsiner (1994) cited in Damsa (2013) highlights "intellectual interdependence as the foundation of the co-construction process. This interdependence is essentially determined by the dynamic relationship between the individual's subjectivity and intersubjective space and is facilitated by communicative actions." (p.3). In other words, the process of co-construction is a dialogical one in which language works as the primary means of mediation. On the other hand, the author stresses in her studies four theoretical assumptions:

“a) at a micro genetic level, learning is a process of co-construction of knowledge; knowledge is not given or taken in passively by the subjects, but constructed actively; b) the co-construction of knowledge is an inherently social process, taking place through social interaction and interaction with others and the environment; c) this social interaction is mediated by language, and by objects or artifacts; d) the co-construction process is situated, historically, culturally and physically.” (Damsa, 2013. p. 10)

These assumptions are the point of departure to understand co-constructive work as a social and necessary learning process that has always been used as an opportunity to gain knowledge and experience. The author emphasizes on the collaborative interaction as the phenomenon that allows the modeling of knowledge and abilities; then, it leads to an internalization process.

Additionally, Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcella’s (2007) statements propose peer-assisted learning, that is understood as one of the strategies co-constructive work implies. Their main thesis is pair work as an opportunity to rehearse what is studied in the classroom and under the teacher guidance; pair work is also pictured as an excellent tactic to gain peer feedback. From these complementary foundations, one can establish co-constructive work as a practical and functional learning strategy of which learners can take advantage to foster their literacy skills.

In terms of a meaningful classroom environment, co-constructive work is a useful strategy; it involves particular features, abilities and points of view that are in favor of meaningful learning. As Smith (1992) has stated:

“(…) teachers are not the ones that possess all the knowledge (...). From a collaborative sense, the real meaning of this technique is not only the generation of students’

encounters in which they are given a task to develop, but also are given the opportunity to give opinions, self-correction and peer correction as tools to promote tolerance and idea-sharing, planning projects, among other important benefits of Collaborative Learning”.

(p.15).

This construct is important because it establishes social interaction, cooperative work and peer assessment as the best way to develop literacy skills within the literacy as a socially situated practice framework.

Literacy as a social situated practice

The third construct to analyze is literacy as a social situated practice considering that it is the framework that will guide the development of the last two constructs. Over the last two decades, this concept has been a critical research matter in the education field of applied linguistics. This fragment aims to recognize its implications and key dimensions that determined the pedagogical action research. Therefore, this framework is understood as an orienting theory that states the literacy events, literacy practices and texts as the principles for the students’ learning process.

As Barton, Hamilton, and Ivanic (2000) state, a social theory of literacy implies practices, events and texts. Firstly, the concept of literacy practice is defined as “cultural ways of utilizing literacy” (p. 8) which implies that, for the learners, a rational exercise goes beyond accomplishing activities and tasks in the classroom. Secondly, the literacy events are defined as a routine of sequences that may be part of formal and informal procedures and expectations. For instance, the different kinds of routines or actions that are present in social institutions like work-places, schools, homes or peer groups. Thirdly, texts are identified as crucial since they are the material base to develop the literacy practices. It is important to understand how they are produced and

used in the different events the learner faces in his/her daily routine. To sum up, the authors' statement is: "literacy is best understood as a set of social practices; these are observable in events which are mediated by written texts." (Barton, et al., 2000, p. 9)

With respect to the framework principles, according to Hamilton (2010), there are three main aspects to take into consideration. First, literacy is seen as a set of social practices; this point refers to any kind of social event that is mediated by written texts. For instance, students usually face reading and writing songs, memes, tutorials, letters among others as those are some of the common texts they used in their context. The first idea is relevant for the present study because it changes the common sense of reading and writing and introduces the idea of literacy skills as a means to reflect upon the kind of texts that are in the learner's immediate reality.

Second, literacies are associated with different domains of life; this aspect refers to the range of literacy activities and the context in which they are developed. This idea was a key point for the present study since it determines the kind of activities and strategies that are implemented in the class interventions. Finally, literacy practices have social and cultural purposes such as reading and writing for entertainment, for academic aims, as a means for communication and expressing their ideas. This final idea suggests social content materials and themes to reflect about in the classes; it makes reference as well to the students' experiences and previous knowledge as the basis to co-construct knowledge. In line with the last statements and talking about to what literacy as a social situated practice implies, Hamilton (2010) asserts that it is about

"how skills are shaped by the social contexts, purposes and relationships within which reading, and writing are used (...) literacy is situated and embedded in local activities and can never be pulled out and captured as a separate and unvarying thing." (p. 8).

What the author suggests is keeping the perspective of literacy as part of the student's personal experiences and to encourage them to explore collectively the social context in which literacy is used. It is also noted by the author as aspects to consider: what people do with texts rather than focusing simply on the texts themselves, how reading and writing are embedded in everyday activities, how literacy is changing, the diversity of different languages' scripts, cultural conventions and modalities, and the existence of 'funds of knowledge' that reside in communities and individuals.

This construct is important in the sense that it determines the main objective of the present study. The concept of literacy as a social situated practice encompasses the idea of co-constructive work to foster the investigated group's literacy skills in the students' immediate context.

To summarize, this chapter provided a general overview of the theoretical foundations for the EFL teaching practices. Some authors and studies were presented to support the election of co-constructive work and literacy as a social practice as the means to foster the writing and reading skills. In the next chapter, the methodological design and data collection procedures followed during the research process are described.

CHAPTER III

RESEARCH DESIGN

In this chapter the methodological design followed in this study is presented. The main aspects this chapter illustrates are the research paradigm, the type of study, the characterization of the population, a description of the data collection instruments and procedures, data analysis methodology and ethical issues.

Paradigm

This research study was conducted under the qualitative research principles. According to Cresswell (1994), a qualitative study is an inquiry process of understanding a social or human problem; it is based on building a characterization, reporting detailed views of information and it is conducted in a natural setting; in other words, the present study was constructed when studying the Rafael Bernal Jimenez subjects' reality. Also, their main difficulties and weaknesses in the subject were studied in their common practices so that a pedagogical intervention proposal was applied to overcome the issues.

In addition, Phillips and Carr (2014) assert that this type of investigation utilizes multiple methodologies and points of view. It means that the researcher had the opportunity of collecting and analyzing the data from different and reliable perspectives, specially, from the actors' point of view regarding their own process as individuals and members of a collaborative group.

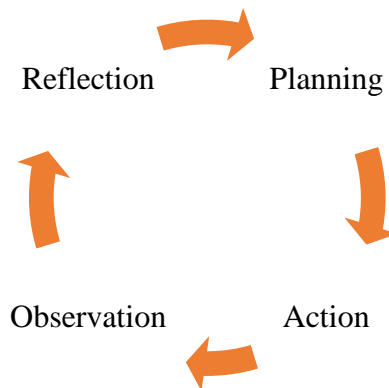
In essence, this kind of research is narrative, seeks information related to people's experiences and is related to contextual and situational details. It is based on more than one data

collection instrument. Having mentioned that, its pertinence was considered in the present study because the object of analysis emerged from a real context and it is, at the same time, the source of the data. Also, the present study was set in concordance to the qualitative paradigm because of the nature of the research question and procedures that it implied.

Type of Study

This was a qualitative action research study due to its purposes. An action research study is understood as the one implemented to investigate an immediate problem and to have a reflective process on the progressive problem solving. According to Whitehead McNiff (2006) in a research study “Practitioners investigate their own practice, observe, describe and explain what they are doing in company with one another, and produce their own explanations for what they are doing and why they are doing it.” (p. 13)

The previous information confirmed the role of the teacher-researcher in the cycle of research. Similarly, with the previous ideas, Burns (2010) states four phases in a cycle of research:



Graphic 2: Burns (2010) phases in a cycle of research (p.8)

The first phase, planning, includes the identification of a problem or issue and to develop a plan of action; in this research study through observation, interviews and the diagnostic test the main weaknesses and strengths of the Rafael Bernal Jimenez 11th graders were defined. In that

sense, the co-construction of the literacy skills within a framework of literacy as a situated social practice was proposed to overcome the decontextualized practices the investigated group were having.

The second phase, action, involves some deliberate interventions that are stated over an agreed period of time; in this research study three cycles of intervention were stated: what it seems to be, what it is, and what it should be; in each of the cycles reading and writing activities were developed to foster the students' co-construction of the skills.

The third phase, observation, suggests observing systematically the effects of the action and documenting the context, actions and opinions of those involved; in this action research study, three data collection instruments: field notes, artifacts and surveys were applied and submitted since the beginning of the pedagogical proposal.

Finally, the fourth phase, reflection, proposes to reflect on, evaluate and describe the effects of the action. In this research study as results were gathered, they were analyzed systematically in order to be organized and redefined. Then, reflections, tentative themes, hunches, and ideas were taking into account to omit digressions, to continue an accurate process and to answer the research question.

These cycles are repeated at least twice to demonstrate if the action research has achieved its purposes. In this study, this claim was central since the researcher's main role was to monitor what the subjects were learning and how the action proposal influenced the students' learning processes.

Subjects

As far as the background is concerned, it is necessary to have a clear idea of the local and institutional contexts since they have a strong relation to the investigated group's situation. In this sense, the institution IED Rafael Bernal Jimenez is located in the north-west of the city, in the locality called Barrios Unidos, which has been changing from a residential zone to a commercial one; in particular, the stratum of the neighborhood is in 3 to 4.

The school was founded in 1979 due to the sector expansion. It has two branches, one for the primary grades and the other one for the secondary ones. The institution aims high-quality education. It works by cycles as they are stated in the Standards of Education in Colombia (2006). Science and technology are the emphases of the educational processes as well as the humanistic distinctions. Its mission is "To educate competent people, agents of their life projects through a humanistic way of thinking and a technological knowledge that will turn them into the producers of a critical, constructive and transformative society" (Manual de Convivencia, 2016). Some of the principles the institution instills are: respect, honesty, responsibility, solidarity, tolerance and sense of belonging. The pedagogical model the school follows is meaningful learning. The different processes are focused on projects and autonomous effort. Furthermore, the curriculum has strategies such as the immersion program in which the main subjects are fostered thanks to specialized technological and human means.

With respect to the subjects, they are 11th graders who are 24 students between the ages of 15 and 17, 15 females and 9 males. The English class for this course was given three hours per week in two different classrooms. In one of them, the students had an immersion program that works as a support to the development of the 4 skills: reading, listening writing and speaking. It was in a specialized classroom which contained technological devices. The rest of the time the

class was delivered in the regular classroom which had enough space, illumination and resources for the comfort of the students.

Apart from what has been stated in the first chapter about the subjects, there are other facts to consider. Conforming to what the teacher stated in the survey (Annex A), the main aim of the 11th-grade students' English class was for them to have a satisfactory performance in the Saber National standardized test as well as to understand the basis of the language when fostering the four skills (speaking, listening, reading and writing), by providing significant communicative situations. These purposes considered the use of ICT and the Colombian Standards of Education (2006). Concerning this focus, the classes were task-based, and the evaluation was based on the students' participation and development of the activities.

Also, one can infer from the observations (Annex E field note # 6, line 17) that the students were characterized as being dependent in the development of the tasks and when it was about cognitive processes there was always a need for clarification of the instructions. Furthermore, students' learning styles seemed to be logical, visual and social, bearing in mind the students' attitudes, procedures and type of class work (Annex E field note # 2, line 30). The previously mentioned issues were considered due to the fact that the student's dependence and weaknesses could be related to a lack of motivation.

Furthermore, it was stated from the observations (Annex B) that the students' attitude towards the class is passive; however, when there was any kind of motivation such as the grades or supporting comments by the class teacher they took a more active role by asking questions and giving opinions about the topics. The relationship between students and the teacher was according to what was expected as there was always respect and friendship.

Up to this point, the survey applied to the students (Annex C) demonstrated some aspects that could establish the students' interests and reflections about themselves and their educational process. In this sense, there were some aspects to consider. Firstly, 90% of them had access to tools such as Internet and books. Secondly, 80% of students claimed to have functional families whereas 20% of the students had single parent families. These elements are key aspects in reference to how they support their studies.

Thirdly, the results about the kind of activities the participants liked the most were varied. They confirmed doing activities such as reading and writing as well as chatting and spending time on the Internet. Also, the subjects they enjoyed the most were Spanish, Physics, and Philosophy, among others. Moreover, sports and visual arts were stated as some of their subjects of interest.

Fourthly, in agreement to what students expressed in the survey (Annex C), it is evidenced that 88% of the students liked the English class and recognized its importance for their future. Fifthly, 58% of the students described themselves as good in abilities such as reading and listening; 65% of the students claimed to have difficulties in the speaking skill, and 57% a lack in the writing skill. In general terms, students expressed to have more difficulties than strengths according to the four skills.

Sixthly, about the students' opinion of the materials and the kind of activities they like, approximately 86% of the 24 students preferred literacy works and games than presentations and discussions; whereas 65% of the students preferred worksheets, technology and media as materials. Finally, students were to identify an issue they consider common in their classroom which they would like to deal with; 58% of the students estimated that there were no issues at all,

however, the rest of the students stated that lack of attention, lack of participation, and lack of communication were topics to reflect on.

Data collection instruments and procedures

According to Phillips and Carr (2014), the use of data collection instruments is the basis of a project as they are the evidence, the confirmation of theory and the ones that will determine the trustworthiness of the project. In this study, the procedures were interpreted based on three data collection instruments: Observation, surveys and artifacts, the ones stated by Merriam (2009) as appropriate when doing qualitative action research. These three perspectives were the point of departure to have a complete view of the study proposal and therefore to have reflection of the results. They were valuable to keep a reliable record of different perspectives and sources regarding the processes developed in the research project.

Observation, Field Notes

As Mentioned by Phillips and Carr (2014), to observe is the way in which the teacher-researcher takes a participant, critical and deliberated role. Therefore, field notes are the written account of what the observer detects. For the present study, observation and field notes were valuable to document and interpret chronologically the main events in the student's development of literacy skills. Also, it was useful to have a record of students' performance and reactions towards classroom new setting along each work session.

This instrument was applied weekly and it implemented the research objectives. Field notes consisted, firstly, in a general description of the dates, times, participants, topic and investigation objective. Then, in one column the main situations, materials, activities, locutions, and particularities were described in concordance to the previously mentioned objective; in the second column was delivered the interpretation per each of the circumstances. (Annex F)

Survey

The survey is defined by Burns (2010) as a dialogue that explores the focus area of the research. This instrument was useful in the sense that it makes the information that the researcher cannot observe available. Also, it involves different points of views, beliefs and interactions. In the case of this study, the semi structured survey was used; this kind of survey allows deeper development of specific questions. It means that, although the survey had a visible structure and sequence, the questions' format was open-ended, so that answers could offer a wide view when establishing categories along the data analysis process.

The instrument was administered at the end of the three cycles to reflect upon the students' processes and outcomes. It consisted in nine questions, one of them of multiple answers, and the rest yes/ no question with justification of the answer. (Annex G)

Artifacts

Artifacts are “any kind of physical documentation that sheds additional light on your research question and topic” (Phillips and Carr, 2014, p. 76). This instrument was composed of documents done by the students according to the class tasks and objectives; some examples are portfolios, students work, students' self-evaluation, test scores, Internet postings, etc. For this study, most of the mentioned artifacts were used. This type of data collection instrument was useful for the present study because it revealed information that was not expected and that was related to what was stated in the theoretical framework, related to how students' co-construct literacy. This instrument was applied in concordance to the cycles of intervention and lesson plans' objectives and materials. There were fourteen artifacts that involved both reading and writing practices. (Annex H)

Trustworthiness and Ethical Issues

The present study was conducted under the precepts of trustworthiness, and its analysis was based on triangulation. According to Burns (2010), “we need to find ways to strengthen the data, making sure we adopt an objective approach to the information we collect” (p. 28). In this sense, triangulation is the way that assures objective conclusions. For the present study, the triangulation process was based on contrasting, comparing and cross-checking the different data collection instruments.

On the other hand, since this action-research project was based on the participants’ information and outcomes, it was relevant to obtain their permission and to guarantee that their identities were not revealed. As a result, an informed consent (Annex I) was submitted to parents to notify them about the purposes, procedures and possible effects of the research on the subjects. To support this ideas Burns (2010) stated this format as appropriate since participants fully understand they role on the inquiry, and the possibilities or consequences of their participation in the project.

To sum up, this chapter made a general description of the type study, the target population, the data collection instruments, trustworthiness, and ethical issues. In the next chapter the pedagogical intervention’ foundations and main actions are defined.

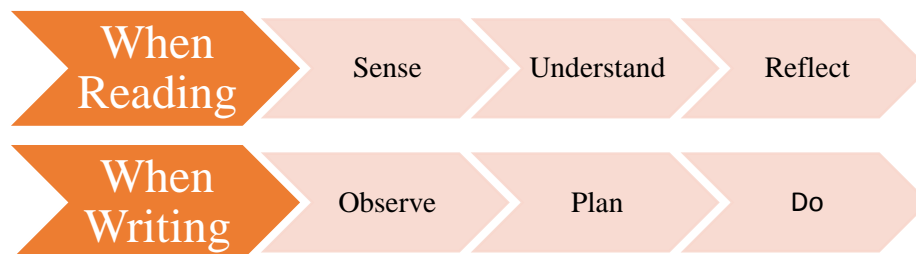
CHAPTER IV

PEDAGOGICAL INTERVENTION

The present chapter deals with the system of beliefs that will guide the pedagogical intervention. The visions of learning, language and learners are presented. Also, the chronogram that was followed and the cycles of intervention are specified.

Vision of learning

This research project is based on two conceptions of learning, a social-constructivist and an experiential one. The former knowledge, as stated by Vygotsky (1978, cited in Roya and Hanieh, 2015), is constructed in a social situation, then, internalized and used individually. What the authors infer from Vygotsky's theory is that "the process of sharing individual perspectives, called collaborative elaboration, results in learners constructing understanding together and this construction cannot be possible alone within individuals" (p. 14). The experiential learning conforming to Sharlanova (2004), is a process based on the transformation of experiences. The author explains the phases to follow in the learning processes as "doing, sensing, observing, reflecting, thinking and planning" (p. 36). The next Graphic No 3 expresses the order the researcher followed when doing reading and writing practices in the present study:



Graphic 3: Learning process phases

As it is shown in the graphic, when reading students faced three main phases: sense, understand and reflect. The first one, makes references to pre-reading activities, in which the students' knowledge, their assumptions and the general information provided by the teacher were the basis to have an introduction; some of the strategies used in this step were brainstorming, scanning, look for key vocabulary, research about the author, context and objective of the text, among other warming up activities.

The second phase emphasizes on while reading tasks. It looks for students to perceive and interpret the meaning, the communicative function and the purpose of a text; some of the strategies used in this step were identification of global and local ideas, establishing the parts of the paragraph and the text, recognize main and supporting ideas, among others. The third phase involves post-reading activities which were done to analyze the texts' meaning and sense, as well as to foster the student's critical reading skills. Some of the tasks students faced in this step were: literal, inferential and critical questionnaires, possible interpretations or endings to the texts, and discussions.

When writing the subjects faced three main phases: observe, plan and do. The former one is strongly connected to the reflection phase. In this step the type of post reading activities used when reading were considered as the basis for the outcomes; moreover, this step made emphasis on examples, tips, tutorials, among other instructions or patterns to write determined types of texts.

The planning phase highlights the subjects' capacity to order their ideas before writing a formal text. In this step were included tasks such as the development of outlines, 1st drafts, and check lists; this step attempted to create a habit in students about pre-writing strategies. The last

phase doing refers to the writing process of the outcome. This step implied self – assessment and the teacher and the partners’ feedback to tasks such as writing an e-mail, writing possible endings and pieces of advice, stating their points of view, among others. It is important to mention that for this step students were allowed to ask for help and correct the scripts as many times as it was necessary.

In general terms, social-constructivist and experiential perspectives of learning are appropriate for this inquiry since students co-constructed their literacy skills when working in groups and when analyzing social content materials, using the steps proposed by Sharlanova (2004). Those previously mentioned steps were included along the whole pedagogical proposal; each time a cycle of intervention started the phases were implemented and repeated.

Vision of language

In relation to the vision of language this project developed two main ideas, language as means of communication and language as culture and ideology; these visions are related to the last definition of learning in the way that social interaction is the basis for the development of language skills. In line with Tudors’ view, Vera, Chapetón and Buitrago (2016) consider language from a functional perspective. In their own words: “Language is seen as social action whose focus is on the functions and uses of the language in socially defined contexts” (p.24). That means language as communication in the different situations and individual phases.

On the other hand, language is understood as culture and ideology when it is the instrument to create and share with other identities, attitudes, values and belief structures; the development of language involves the speaker’s world view and culture (Vera, et al, 2016). Those two perspectives were key for this research project, taking into account that the co-construction of the literacy skills under situated social practices mostly depends on the students’ communication and beliefs.

Vision of learner

With respect to the vision of learner, it is correlated to the teaching approach and the last definitions of learning and language. In this sense, the learner is seen as the main actor in the construction of knowledge since the students' social practices are the point of departure.

In relation to the teaching approach, as noted in Rodriguez's (2010) article, students take the main part in the learning process:

They are autonomous to negotiate course content or to choose linguistic forms when performing a task. Negotiation is done by providing options for the learners; (...) Learners are also group participants. Many of the tasks are done in pairs or groups which will require adaptation for those students used to working individually or those used to whole class instruction. Another role for learners is the one of risk takers. Students constantly face challenges that involve the use of the target language. Students need to make the most of every opportunity to develop language while performing the task. (p. 2)

Moreover, in line with the socio-constructivism view of learning, the role of the student is influenced by his or her background, culture and /or knowledge of the world, that indicates that the student role has a strong relation with her/his context (Roya and Hanieh, 2015). The participants of the present study were the main agents of the process; therefore, the analysis of results depended on what emerged from their practices under literacy as a social practice framework.

Teaching Approach

The teaching approach to conduct the present study was Task-Based one which was chosen because of the strong relation it has with the previously mentioned phases of learning, and

the facilities it offered to foster the literacy skills. Conforming to Tovar (2016), this approach emphasizes on “cognitive processes that second language learners employ when immersing in communicative tasks that require negotiation of meaning and naturalistic use of language” (p. 17).

In this sense, tasks are understood as “activities that focus on purposeful interaction and communication between learners and achievement of outcomes” (p.17). To pursue the wanted outcome of a task there are three main stages: Pre-task, during task and post task. Table 2, taken from Rodriguez’s (2010) model, shows the main processes per each stage. Some relations these stages have to the learning phases mentioned on the vision of learning are evidenced:

Pre- task (consciousness- raising activities)	Framing the activity Regulating planning time
During task	Doing time Regulating process
Post- task (focused on communication activities)	Learner report Reflection

Table 2: Task based approach stages.

Some of the main techniques this approach includes are problem solving, requesting information, writing for a public, among others. This approach is useful for the present study because of its main aim and the stages it employs for communicative practices. Also, it puts emphasis on literacy skills as a set of functional skills for a globalized world.

Cycle of Interventions

Considering the last approach principles and stages, the Colombian National Standards of Education (2006) and the micro skills for reading and writing proposed by Brown (2001), the

pedagogical intervention was planned. The intervention was divided into 3 cycles in which reading and writing stages were developed by following the steps exposed by Sharlanova (2004).

The proposal was developed in seven sessions; each one was carried out in more than three hours. The first one for introduction and two sessions per cycle, those sessions were intended to be one for reading and the other for writing. The main aim in each cycle was for students to reflect upon a social content text and to generate a writing outcome bearing in mind the kind of scripts they encountered in their daily life practices. The cycles suggested the development of micro-skills in both reading and writing, as well as the reflection upon social issues. In the same way, the planning and implementation of the cycles depended on the students' progress.

In the following timetable (table 3) the objectives per cycle, the micro- skills to develop, the contents, main activities and sources are defined. The general objectives were taken from the Colombian National Standards of Education (2006) and the micro skills from Brown (2001), the contents from what the researcher interpreted as necessary topics to reflect on considering what has been stated in the statement of the problem; activities and sources were established according to the task-based approach stages and principles:

CYCLES OF INTERVENTION

Cycle	General objectives	Micro skills objectives	Contents	Activities and sources
Introduction (1 session) March	To learn about the whole program process and to establish a personal objective.	To understand the implications that the project would have for students as the target study	Project's objectives, phases, implications, tasks and the waited results.	Structuring and defining the project's agents and roles. PowerPoint presentation.
	To recognize reading as a way to find the sense of the world and to take a role in any subject.	To Retain general concepts of language and to comprehend main ideas.	The importance of writing and reading.	Brain storming, video: Benefits of reading. https://www.youtube.com/watch?v=xqMozc4K4pg&t=16s
	To understand writing as the way to express meaning: ideas, thoughts, identity and knowledge of the world.	To produce an acceptable core of words and use appropriate word order patterns.	How to state an objective.	Brains storming Video: Why is important writing? https://www.youtube.com/watch?v=s9rL5WetfX4 KWL chart for writing objectives.
Cycle	General objectives	Micro skills objectives	Contents	Activities and sources
1 What it seems to be (2 sessions) April	To picture common social issues that have become naturalized.	To analyze the role students, have in those social issues.	Identifying and Recognizing: Emotional and behavioral Teenagers' issues.	Vocabulary activity: adopting a word. Song: Perfect- Pink
	To identify key words that allow the understanding of the complete idea.	To infer context that is not explicit by using specific world knowledge.	How to identify main ideas: key words	Question-answer display. Literal, inferential and critical questions.
	To structure the main ideas into a claim taking into account formal elements: punctuation, coherence and cohesion.	Use acceptable grammatical and textual systems.	How to state a claim and warning messages. How to do conducive slides.	writing slides: pros and cons activity. Do and don'ts check list, peer feedback activity.

			(memes/ signals/ murals)	ARMS guide, assessment activity.
Cycle	General objectives	Micro skills objectives	Contents	Activities and sources
2 What it is (2 sessions) May- June	To interpret the consequences of the previous social issues.	To reflect upon personal experiences	Understanding the causes and consequences of emotional and behavioral teenagers' issues.	Tips for Listening comprehension activity: facts about teenager's mental health.
	To recognize the structure of a text.	To recognize and infer words' patterns and their significance to interpret the text.	Distinguishing local and global ideas in a text.	Scanning activity, article: Teen Depression and Anxiety: Why the Kids Are Not Alright.Susanna Schrobsdorff.. Oct 27, 2016. TIME Health
	To plan, review and edit the writings taking into account the others' opinions.	To use cohesive devices in written discourse	Steps to write an e-mail: Giving advice.	Transition words information exchange activity. Problem solving activity: Outline and E-mail writing-giving advice.
Cycle	General objectives	Micro skills objectives	Contents	Activities and sources
3 What it should be (2 sessions) August-September	To set an opinion regarding social issues and the influence that social networks would have on them.	To suggest possible solutions in regard to the social issues and using ICT.	The role of social networks in emotional and behavioral teenagers' issues.	Pre- reading activities: mental map for contextualization. Marjane Saatrapi, Persépolis, Chapter 32: hide and seek.
	To make inferences based on the text's information.	To recognize the communicative function of written text, according to form and purpose.	Recognizing the purpose of the text.	While-reading activity listorama: students' identification of characters, situations, key objects and feelings.

	To state preferences, decisions and actions in a text.	To appropriately accomplish the communicative function of written texts according to form and purpose.	How to do graphic organizers and information graphics.	Postreading and writing activity: comparing realities. Kinds of post on Facebook,. Creating and sharing my own character.
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Table 3: Cycle of interventions

CHAPTER V

DATA ANALYSIS

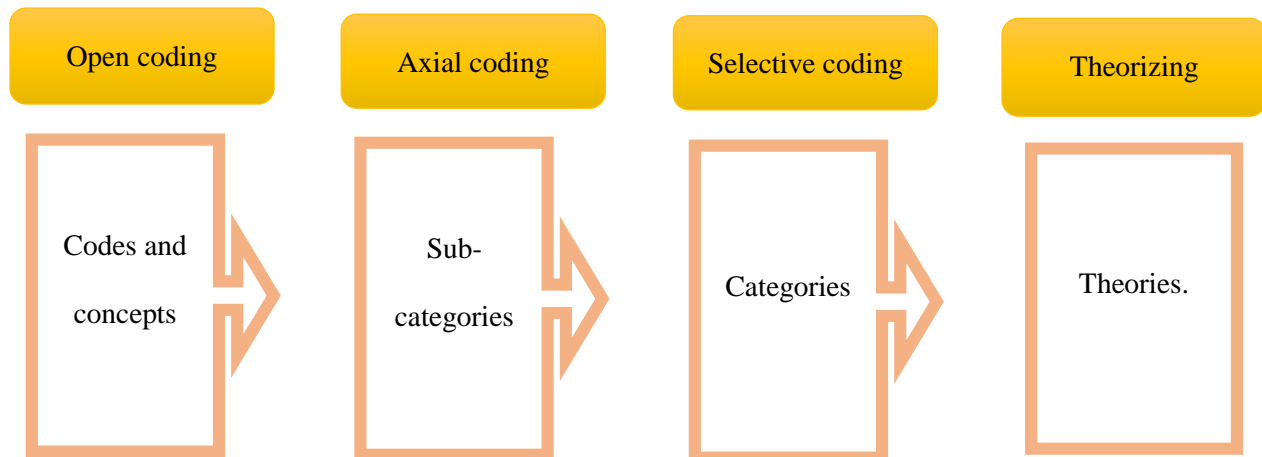
This chapter explains the processes of analysis used to answer the research question: How the Rafael Bernal Jimenez 11th grade students' literacies are co-constructed in English when using a framework of literacy as a situated social practice. Accordingly, the main objective: "to recognize the 11th grade students' co-construction of literacies in English when focusing on socially situated literacy practices" was the light to analyze the three data collection instruments in concordance to the main categories. The present chapter introduces a description of the data analysis framework within the stages of organizing, analyzing, and evaluating the information collected; then, it provides an explanation of the categories that emerged from the analysis along with samples of data to support them.

Framework of Analysis

As the data was collected, the process for data analysis and coding started by following the Grounded approach, a systematic and flexible way for collecting and analyzing data in qualitative research. According to Merriam (2009), in the grounded approach all the topics, categories and themes emerge from the data. This approach implies continuous revision of the data to ensure it provides the answer to the questions proposed (Merriam 2009). For the present study, collecting and analyzing the data was a simultaneous process which means that the instruments were constantly evaluated and integrated as they were being collected. Then, sequential comparisons were done during the data analysis process; data was organized and

broken down into manageable units and it was coded, sub-coded, synthesized, patterns were sought, and there was a set of tentative categories.

In this project, the process of analysis was based on four basic stages proposed in the grounded theory: open coding, axial coding, selective coding and theorizing. Those stages include codes, concepts, sub-categories, categories and theories as their principal foundation of analysis and interpretation. Graphic 4 presents the four stages and their respective units of analysis:



Graphic 4. Grounded approach stages and units of analysis

The first stage, according to Merriam (2009), assigns some sort of shorthand designations to various aspects of the data that are examined, compared and conceptualized: codes. In other words, codes are tags that represent themes or concepts the researcher identifies in the data; they are abstractions of reality. In this research, the process of analysis started by reading the data gathered in the three data collection instruments. When doing a detailed analysis line-by-line, units started to be identified, they were the smallest but significant pieces of data that led to patterns (Merriam, 2009). Words or short phrases were created with the purpose of establishing connections between patterns and themes that were repeated. For instance, in the field notes

recurrent topics, issues, comments and/or situations were highlighted and then synthesized into short terms, those were key to start creating connections with other pieces of information from the other data collection instruments.

The next stage, axial coding, is about identifying commonalities among the codes and grouping them under one label: sub-categories. This stage involves assembling the data in new ways, it identifies a central phenomenon, explores causal conditions, specifies strategies, identifies the context and delimitates the patterns (Merriam, 2009). The teacher-researcher created groups by examining the frequency in which the codes appeared repeatedly, bearing in mind the previous mentioned actions.

The third stage of the framework is also known as analytical coding. In keeping with Merriam's (2009) ideas, it implies the interpretation and reflection of the categories meaning and properties. The categories come from the integration of the sub-categories; thus, the objectives proposed for this project led to identify them.

Diagrams were done for the discovery of subcategories and the description of the categories; the graphics were divided into three main aspects: a. Meaning: which expressed the sense, significance or/and main concern of each of the categories. b. Properties: which specified the characteristics of the categories; they were particularities that played a role in the statement of each of the categories. c. Dimensions: which were the reasons to develop the categories and the variations that made each one of them. Annex J presents the diagrams done per each of the study's categories.

The fourth and final stage in grounded theory is the process by which a theory is developed to explain "some aspects of educational practice that allows one to draw inferences about future activities" (Merriam, 2009, p.184). For this study, the process of building theory

started by answering the research question and objectives. Subsequently, the process was to write about the categories and the relations among them while connecting with the theoretical framework theories.

After completing all the stages proposed by the grounded analysis approach, triangulation was confirmed when considering all the data collected. Also, findings were examined to find consistency and ensure validity and reliability. As stated in the problem statement, this study was conducted in order to recognize the students' co-construction of literacies when focusing on situated social practices. Table 4 shows the categories and sub-categories that emerged from the analysis and the relation they have to the research question and objectives:

RESEARCH QUESTION AND GENERAL OBJECTIVE	SPECIFIC RESEARCH OBJECTIVES	CATEGORIES	SUB-CATEGORIES
How are the Rafael Bernal Jimenez 11th grade students' literacies co-constructed in English when using a framework of literacy as a situated social practice?	To describe the way literacies are co-constructed by the students.	Peer Support as a strategy to co-construct literacies	Feedback
			Peer-Editing
To recognize the 11th grade students' co-construction of literacies in English when focusing on socially situated literacy practices	To identify the impact of literacy as social practice framework in the students' development of literacy skills.	Sense and meaning making when comparing and completing other ideas	Discussions and Agreements
	To illustrate the influence that a social situated practice would have in the students' co-construction of knowledge.		Transmission and production of knowledge
		Analyzing realities and learning from others to develop situated literacy skills	Situated practices
			Roles

Table 4. Categories and sub-categories.

Categories of the analysis

The categories and sub-categories were correlated and connected to the research question, general objective and specific objectives. The following paragraphs will provide a more detailed diagram, description, and discussion of each category and subcategories based on the collected data along the research process.

Peer Support as a strategy to co-construct literacies

The first category, peer support as a strategy to co-construct literacies, appeared in response to the study's inquiry as it described how literacies are co-constructed by the students. This category emerged from the outcomes and activities based on the co-constructive work theory and strategies. Also, it was a stage in which students demonstrated how their literacy skills were fostered and developed. Moreover, the category examined the students' attitudes towards group and individual work when they were doing reading and writing practices.

Peer Support as a strategy to co-construct literacies responds to the way students provide knowledge, experience, emotional, social or practical help to each other, specifically when reading and writing in meaningful situations and context. According to Chapeton (2007), reading and writing include not only a set of symbols but also a group of social processes in which literacy plays an important role. Considering that foundation, data demonstrated that by means of social interaction that students were able to have a better performance when reading and writing in English.

The following sub-categories appeared: Peer-feedback and Peer- editing. These were some of the most common activities and they involved basic aspects such as communication and motivation when they were developed. For this category all data collection instruments were

taken into consideration, however, the survey and the artifacts were fundamental in order to figure out and distinguish how literacies were shaped by the students.

Peer - feedback: This sub-category shows the students' abilities and attitudes when giving comments, advice, and /or corrections to their partners' performance when reading and writing. The main aim in this situation was for students to adopt patterns to establish their points of view towards their partners and their own development of the tasks, in other words, to react towards their results when reading and writing, to shape their literacy skills and create a collaborative environment in the classroom.

Field note No 10, which principal aim was to understand the students' performance when they gave and received comments from their partners, and which main topic was the use of conditionals to state hypothetical situations; explored to way students peer advice each other in terms of giving predictions one to the other, and in terms of their performance when reading and writing.

12 Ss were asked by the pre-service teacher 13 to perform a future teller role. The 14 dynamic implied the creation of three 15 cards to predict love, money and health 16 issues. Some examples were given 17 bearing in mind the conditional and the 18 type of predictions they could write. 19 Some students made questions in regard 20 to the formula they had to use, and 21 vocabulary. (...) 26 As each student had his/ her first cards 27 for their partners, they gave them to 28 each other explaining the reasons and 29 meaning of their predictions. 30 They were asking each other about what 31 they wanted to express; in this process 32 there was correction and comments from 33 one to the other. 34	To have a practice in which they had to analyze their partners situation to give an advice seemed to be interesting for the students as they constantly asked questions for examples and formulas to write the cards. It is a situated practice that enable them to understand English as a subject for common daily live situations. It seemed useful for students to analyze their own writing process and their partners' one as they shared their ideas and correct each other in order to make clear their statements and understand what their partners wanted to express. There was a clear progression in the writing process, when comparing the first card to the last one, ss seemed to
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35 The last cards were structured and be aware to do not have the same
36 written by following the correcting the mistakes and follow the advices.
37 previous mistakes and taking into account the others' feedback.

(Field note No10, April 17th, lines 12-37)

The analysis of the previous extract showed that students' feedback to each other was significant to create a collective and individual reflection on the literacy process.

Moreover, as shown in the next examples, their attitude and therefore the classroom conditions improved considerably as the students' motivation, participation and interaction increased, as it is shown in their perception about peer-feedback in question number six from the final survey:

6. ¿Le parecen provechosas la retroalimentación, las correcciones y los aportes por parte de sus compañeros en sus trabajos de lectura y escritura en inglés? Si_ No_ ¿Por qué?

S1: "Si, Genera diferentes puntos de vista y errores que uno no nota."

S2: "Si, porque en algunos casos hay compañeros que tienen más conocimiento del área y la lengua y es bueno que corrijan y compartan sus partes"

S3: " Si, en ocasiones una persona no sabe lo mismo que otra y esto al hacer retroalimentación se llegan a beneficiar el uno del otro"

In the previous data from question No 6 from the closing survey (Annex G), students were asked if they considered meaningful their partners' feedback when reading and writing in English; 90% of the subjects answered affirmatively. Some of the most common answers to support their position were that it makes them realize the whole group weaknesses and strengths, and therefore be aware of their own mistakes.

Another reading example in which students' peer-supported each other was when reading collectively. Annex K, presents an excerpt from the reading material: *Persépolis, Chapter 32: hide and seek*, which by taking advantage of the structure of the text students were reading aloud while performing the scripts; aspects such as pronunciation, vocabulary and the identification of characters, places, situation, feelings and key objects were developed by the whole class. This situation was evidence of how when students listened to the teacher and peers' advice; it was meaningful for them to learn new vocabulary, to be aware about pronunciation and punctuation, to understand the content of the text and to locate local and global ideas.

In keeping to the previous extracts, when writing students found feedback useful to improve their outcomes, bearing in mind the new knowledge they obtained from their partners, the teachers and by themselves when they understood what the feedback was about. Also, feedback was a key point to foster the students' motivation, as they were more interested on correct, regenerate ideas and progress when writing.

Artifacts No 4, 5 and 6: *slides 1st draft, do & don't checklist when doing slides, and slides 2nd draft* (Annex L), demonstrate how students were able to have a better performance when they got grammatical correction by the teacher and peer feedback comments from their partners, especially when following patterns such as the ARMS one (Add, Remove, Move and Substitute):

In those worksheets students were asked to make a presentation in six slides about pros and cons of cellphones for boys and make up for girls. For the first slides draft students discussed about how to write them and about the contents. For the second draft they received, feedback from the teacher, a *how to do slides* check list and written comments from their partners:

Comments: “Add - I would like to see descriptions, add more information and conclusion.
Remove and move- Don’t remove anything.
Substitute - some images for text”

S4: Artifact No 5 ARMS comments from S7

The results were positive as the majority of them improved the second draft in comparison to the first slides draft. In the Annex L sample, the student was focused on the use of images when doing the first slides, then thanks to the worksheet and his partner’s comments, he added the pertinent text, established a structure and stated his point of view.

As it was presented in this subcategory, peer feedback is a communicative strategy that encompasses the students’ individual and group work to foster their literacy skills. Also, it promoted reliance between students which enriches the classroom environment, as it was evident in the previously analyzed field note No 10 where students were mainly interested in their partners’ opinions and corrections.

This sub-category is related to the peer-editing one as it involves peers’ knowledge and points of view to develop the different challenges they face in the subject; the two subcategories are important when developing the literacy skills as they are useful for students to follow their progress.

Peer-Editing: In agreement with the previous sub-category, this one allows the understanding of co-construction of literacies from specific development of tasks. Conforming to Gonzales, Sáenz, Bermeo, and Castañeda (2013) communication and literacy skills are fostered when doing peer-editing:

“Students used the language to communicate ideas, correct each other, provide accurate feedback on the paper’s progress and edit a final version of the paper. For complete achievement of the task students got a clear idea of how important it was to help

each other and provide accurate and grounded feedback that help the team reach their initial goal (language construction)” (2013, p. 24)

It is noted in the next data fragment from Field note No. 11 that when students were developing the previous mentioned peer-feedback *do & don't checklist*, literacy skills were co-constructed as they had to communicate to understand other notions and perceptions and provide an accurate peer-editing to accomplish the literacy tasks:

22 After, Ss were asked to be in couples so 23 that bearing in mind the previous 24 explained ARMS pattern, they will 25 provide feedback for their partners to 26 edit the slides 1 st draft. 27 Although each other had already 28 explained what they wanted to say in 29 their slides, students were asking 30 questions to each other so that could 31 understand all the ideas. 32 Then, most of students started to write 33 the respective comments to the slides of 34 their partners, while explaining to each 35 other what they mean in the annotations.	SS seemed to like this kind of activities, as they were aware of their partners’ abilities to choose a couple. Although ss seemed to be uncomfortable with showing their slides to their partners, there was no hesitation in asking and in explaining and answering to their partners their respective works. Most students seemed to be aware and interested in writing comments to their partners by following the ARMS pattern. They were receptive to the different editing pieces of advice.
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(Field note No11, April 19th, lines 22-35)

As revealed by the previous data, it was described by the teacher researcher how students faced the necessity of communication when asking questions and making their ideas and comments clear. This kind of peer-editing exercise was important for students to face writing and reading challenges such as analyzing their partners’ main ideas and asking questions when they needed clarification, also, to understand the role of their partners’ mistakes and their own mistakes, to be open minded to listen to their partners and to have arguments to edit the others’ papers.

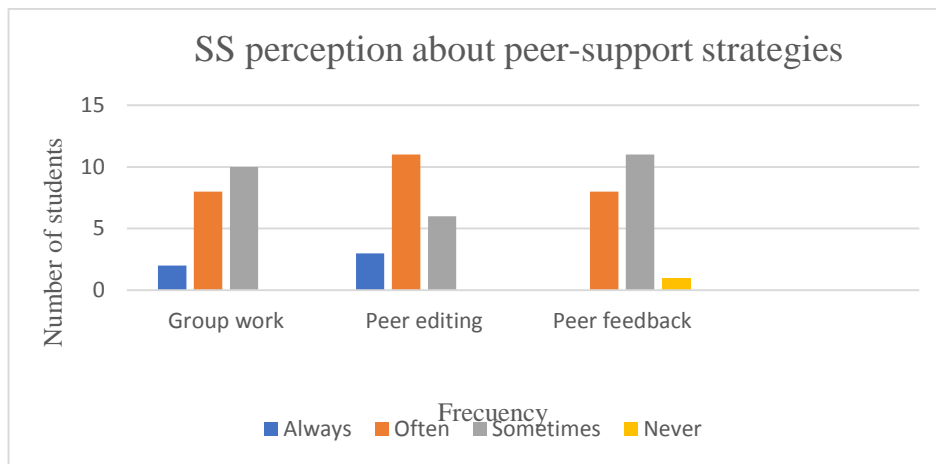
The information in this field note evidenced how students were able to improve their literacy skills when following a peer-editing outline. Additionally, artifact No 11 *e-mail* (Annex M), which was based on team construction of a text, has an important role in the peer editing sub-category and consequently in the co-construction of the literacy skills, as it encompasses individual and group strategies, and it creates trust relationships between students, actions that foster the students' co-construction of literacy skills and create a collaborative atmosphere in the classroom.

The sample showed in Annex M corresponds to S5 artifact No 11: Writing and e-mail outline and formal text. Firstly, students were asked to complete an outline for a friend they know had problems with communication. The spaces they had to complete were: subject, salutation, introduction, main information, details and closing. As they received correction by the pre-service teacher, they had to ask to a partner for transitions words to transform the outline in a complete and concrete text. As an analysis, the artifact corresponds to a writing process in which students had two stages: the first one individual work and the second one pairs work.

The results were satisfactory as most students accomplished the task; thanks to this kind of peer-editing activity students were able to understand coherence and cohesion when reading and writing. Specifically, students were capable of identifying and apply transitions words in their own work and their partners' one. Furthermore, this was a useful strategy to enhance the communication between students.

Up to this point, peer-feedback and peer-editing were each other complement when students were fostering their literacy skills. Both actions were key aspects when students were sharing ideas and commenting each other to create a supporting classroom atmosphere and to reflect upon individual and group processes.

On the other hand, there were some sources, activities, materials and strategies that were essential to develop literacy practices such as worksheets, discussions and debates, feedback, group work, and brainstorming in which students had to consider their partners opinion, knowledge and arguments when analyzing new topics. In the next graphic the answers from question No 1 (Annex G) show the students' view about peer-support strategies faced by them along the process. The aim of this question was to check if students were capable of identify group work, peer editing, and peer-feedback as common and essential practices in the classroom when having literacy practices.



Graphic 5: SS perception about peer-support strategies

It was noted from the previous information that the majority of the subjects agreed to have had peer-support strategies with a high frequency along the pedagogical intervention.

Furthermore, there were some actions done by the students and noted by the teacher researcher, in which students applied the last strategies by their own when reading and writing, as it is shown in the next field note No 18:

12 Each of ss received a paragraph from the
 13 article: *Teen Depression and Anxiety: Why*
 14 *the Kids Are Not Alright. Susanna*
 15 *Schrobsdorff. Oct 27, 2016. TIME Health.*

Ss getting a piece of a complete text and to analyze it just knowing the tittle seemed to be a confusing activity for them. As they

<p>16 Those paragraphs were spread in alphabetic 17 order. Ss were asked to catch key words and 18 punctuation at first glance. Then for a 19 second reading they had to locate the topic 20 sentence, the supporting ones and the 21 closing one. 22 For the third reading, students had to state 23 their paragraph main idea. Those processes 24 were according to a supporting worksheet, in 25 the whole process student were constantly 26 asking questions to each other, looking for 27 the preceding and following paragraphs to 28 understand the ideas, also, when writing the 29 main idea, they were asking for pieces of 30 advice to their partners. Finally, in order 31 each student read his/ her main idea...</p>	<p>understood the dynamics of the activity, ss were aware of their partners' pieces of text. The first reading seemed to be easy for them, taking into account the tittle they were stating key words, however, there was collaborative work as they were asking each other to have a coordination in the global idea of the text. The second and third readings were connected as one led to the other, for this process students seemed to be aware of the necessity of communication with the partners that had paragraphs related to theirs. Finally, as each of them was reading ss were confirming, commenting and completing their information.</p>
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(Field note No18, May 24th, lines 12-31)

The previous information evidences peer-support strategies that were adopted by the students and that in most of the cases they utilized on their own initiative when doing reading and writing practices. Concretely, it demonstrates how students faced communication, when peer-editing and giving peer feedback each other to recognize and establish local and global ideas in a text.

In conclusion, the artifacts, survey statistic and field note extracts shown are evidence of the students' actions, progress and capabilities in the reading and writing skill through all the project. Additionally, as it was shown in the survey excerpts, there were positive perceptions and attitudes towards what peer-support signifies to advance in the literacy skills. It is evident that peer-support and all the strategies it included were key when developing any kind of communicative skill in English. Subsequently, for the present study it was successful when students were co-constructing their reading and writing skills.

Sense and meaning making when comparing and completing other ideas

The second category, sense and meaning making when comparing and completing other ideas, is presented to answer the investigation main goals as it identifies the impact of collaborative work and literacy as social practice in the students' development of literacy skills. As it was presented in the previous section, the students co-construction of literacy skills depended on peer-support, in other words, collaborative work.

To foster the students' literacy skills encompasses much more than development of mechanic processes. The communicative skills are also raised considering that "literacy is the process in which students engage in communication" (Chapeton 2007 p.132). This category emerged from the outcomes and activities based on the co-constructive work inner processes and the literacy as social practice principles. Completing and comparing other ideas emphasizes on the students' communication within meaningful literacy practices. As peer-support category, this one highlights the students' communicative attitudes when they faced group challenges, understanding meaning, creating knowledge or solving problem tasks that were involved in literacy performs.

This category is understood as the students' active engagement, ability to generate knowledge, collaboration with each other, communicative exchange when there is an accomplishment of literacy goals. According to Smith and Macgregor (1992) (cited on Gonzales et al, 2013), comparing and completing other ideas is related to what students need for their learning process; it is an active process in which all students provide meaningful ideas, a rich context in which students feel motivated in working as teams with clear goals and a diverse environment where every participant may have different ideas, opinions and points of view that can change or improve the project development (p. 12).

As an example, artifact No 14 (Annex N) was the final outcome students did. It was about the creation of an infographic in which students had to illustrate the three cycles' main concerns. The worksheet integrated three main factors: what it seems to be, what it is, and what it should be about teenagers, the idea was students to write common beliefs, real facts and a proposal about their partners' own experiences, their own ones, and the contents studied in class. Students by their own initiative asked for examples and were constantly discussing with their partners about the task. The results were positive as the majority of students were able to express their ideas in concordance to what was asked in each of the spaces, they were able to establish the communicative function and purpose of the text. The writings were the result of an individual and collaborative work, the majority of the students' outcomes had related patterns and topics such as common relative themes and the use of modal verbs in their proposal.

In general terms, the three data collection instruments were analyzed for this category. They were fundamental to identify practices, patterns and attitudes along the classes in which students shaped their literacy skills by communicating and arranging meaning. Also, they illustrate different mechanisms that were refined along the process, to assure the fulfillment of each task. Some of the most meaningful practices this category has: Discussions and agreements, and Transmission and production of knowledge which appeared as sub-categories of analysis.

Discussions and Agreements: This sub-category emphasizes on the students' abilities and capabilities to argue and arrange meaning when reading and writing in individual, group and whole class work. Also, this sub-category highlights how subjects co-constructed knowledge, therefore their reading and writing skills as they were involved in meaningful situations in which decisions were analyzed and taken. In sum, it represents the way students were able to find

discussion and agreement systems when comparing and completing the other ideas to achieve literacy tasks.

The analysis of data showed that students interacting and mediating in specific tasks were significant to foster communicative skills in the target language. Specifically, when reading, students were able to recognize and infer word patterns and their significance to interpret the text. It is shown in the following field note (No 20) in which students had a post reading activity in groups. They had to answer some questions related to last classes reading and their previous knowledge:

8 Ss were asked to be in groups so that 9 they could review and analyze the last 10 class Facts about teenager's behavioral 11 issues, the paragraphs from the article 12 Why the Kids Are Not alright, and a 13 iconography about some statistics with 14 their own experiences and their 15 partners' ideas to construct examples 16 and reflections upon it. The activity 17 was worth 10 points, the group with 18 more ideas to discuss obtained them. 19 Students discussed each other 20 examples and complemented them. 21 After, they exposed them to the whole 22 class, they were constantly contrasting 23 and refuting the other groups ideas 24 with their own. At the end the most 25 common examples were agreed by the 26 whole class, and the group # 1 was the 27 winner, as It gave more reasons... 28	A review of the last classes contents and main facts seemed to be necessary to catch the students' attention and to resume main information. Also, to asked them for own experiences related to the topics was a strategy to reorganize ideas and recognize their position towards the topic. As students were challenged they were given as many ideas as they could, each other were complementing and correcting them. Competition between groups was worth for students to connect new points of view, to correct and confirm their statements. The final agreement was the point of departure for the understanding of the activity and principal contents
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(Field note No20, May 31st , lines 8-28)

As revealed in the data selected, this type of activities in which students must take their own and their partners' ideas to construct meaning was useful to foster their literacy skills. Specifically, it was useful for students to understand how to locate main ideas and supporting

ones in a text in order to state their own conclusion. Moreover, the final agreement was the result of a co-construction of a group post-reading as it proved how students were able to concert meaning collaboratively.

Furthermore, the students' point of view towards discussions and agreements as a means to shape learning processes and specially, literacy skills is positive. In the survey (Annex H) question 5, subjects were asked if they considered meaningful the development of strategies such as talks and discussions when they faced reading and writing tasks. The 98% of them answered affirmatively. Some of the main reasons students gave were related to these strategies as helpful tools to have better development and results in the subject tasks, as it is shown in the following extracts:

5. ¿considera buenas estrategias el trabajo en parejas, las charlas, discusiones y el apoyo de sus compañeros cuando se desarrollan las diferentes tareas y actividades propuestas en clase? Si_ no_ ¿Por qué?

S7: “Si, porque es un aporte fundamental para obtener más información, más opiniones y se trabaja más rápido, ya que son más cabezas las que piensan y argumentan.”

S6: “Si, porque se complementan entre si y se apoyan, generalmente siempre entre ambos salen ideas y se llegaba a una conclusión”.

S2: “Si, porque en parejas se comparten ideas y conocimientos que se pueden poner en práctica cada vez que se requiera.”

The previous extracts are samples from the final survey which illustrate the students' reflection about their own experience in discussions and agreements in their learning processes. Some of the main key words they stated were complementation of ideas, individual contributions, statement of conclusions, resources of information, points of view and argumentation; aspects in which it is evident that the subjects estimate themselves as worth to arrange meaning with their

partners when developing specific tasks. even some of the students recognized to enjoy more this type of strategies.

Talking about the students' reading skills a *Listorama*, (Annex O), a while reading activity based on the Persepolis chapter: Hide and seek, was implemented for students to state patterns to catch primary ideas and to analyze the role of discussion at the end of each page. In the next artifact, characters, places, feelings and key objects or words were specific information students had to identify individually, to then be discussed by the whole group.

That exercise was the outcome of an individual task complemented and debated in group; after reading each page of the book's chapter students had to look for the specific information, then the first one on doing it gave the answers and all students compared and argued the answers; this was a strong evidence of how students took advantage of tools as looking for specific information when reading, discussing the answers to understand the context, locate main ideas and supporting ones when reading.

In relation to what is understood by literacy skills and how they are involved in the people's everyday lives, different literacy practices that are associated with different domains of life, such as home, community and classroom are considered when creating meaning (Hamilton 2010). In this sense, students were asked to convey meaning to express eight (8) facts about teenagers' issues by using Emojis (Annex S).

In the task, students had to illustrate the texts, so they discussed the type of images that could make it easier for the reader to understand the facts. The results were positive as they compared, discussed, and complemented their partners work. Moreover, students had to identify key words when reading their facts to state the accurate images. This sub-category referred to the

students' communication to establish conclusion and enhance reading and skills; it is related to the next sub-category of analysis as both considered the shared knowledge as a basis to foster the students' literacy practices.

Transmission and Production of knowledge: In relation to discussions and agreements, this category emerged as the complement and result of state sense and meaning when comparing and completing the other ideas. Conforming to Damsa's (2013) dissertation "the learner is an actor who, through active participation, affects the process itself and the knowledge obtained, therefore, acts within meaningfully structured environment, have an interactive impact from and to other persons" (p.12). In other words, this sub-category refers to the students' active engagement in learning processes, which foster the whole class ability to communicate and collectively generate knowledge within literacy practices.

Then, as class dynamics were transformed by the new setting, the subcategory of transmission and production of knowledge among partners, allowed to describe how students were able to assist, assess and complement their peers' dissertations and conclusions through all the reading and writing pedagogical proposals along the project.

With respect to reading outcomes, Field note No. 21: *Jeopardy*, which is the continuation of the last shown, demonstrates the way literal, inferential and critical questions are discussed in groups. Thus, as students were presented with the tasks, it was noticed that they required to identify in each of the participants, elements that would help to produce the required product:

5	Then, students were challenged to play	Students seemed to be interested in
6	Jeopardy in the same groups of the last	this type of activities, they checked
7	class activity. For this game the group	their notes and asked each other key
8	with the higher score was the winner.	concepts from last class review. The
9	The points were according to the range	rules of the game seemed to be okay
10	of difficulty of each question. Some of	for students, as they knew that each of

11 the rules determined that each group 12 had to choose the type of question and 13 one person per question to answer it, 14 also each group had the opportunity to 15 complement the others' response to 16 have more points. As the game started 17 students were aware of the other 18 groups' answers. Some of them created 19 arrangements to win the same number 20 of points as they shared their 21 knowledge and ideas. 22 Finally, the winners were the risky 23 ones.	them had to participate, they were transmitting and concreting the responses as a whole for the representative one to win the points. To complement the other groups' responses to steal points and the arrangements they did to obtain the same number of points was positive for students to foster their communicative skills and to have an active engagement in the post-reading activity.
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(Field note No 21, June 5th , lines 5-23)

The excerpt illustrates how subjects focused their attention on sharing knowledge and produced an accurate group outcome. In that type of exercise students shaped their literal, inferential and critical levels of reading as they were facing different range of difficulty that were correlated to those three levels. Also, as it was noted by the teacher-researcher, risk taking attitudes and confidence in each other are promoted in this process, therefore, when a student improves in this aspect the opportunities to learn from mistakes increase. In the same way, the literacy practices are more meaningful.

To complement the idea of transmission and production of knowledge as a social situated practice to co-construct literacy skills, in the survey, question 4, students told about the worthiness of whole group cooperation to concrete main ideas. For this question, 95% of the students answered affirmatively and some of their arguments were related to how to have a communicative exchange of information was useful for them to have a better performance in the class and to create a constructive environment in the classroom:

4. ¿Cree que el ambiente de la clase es Bueno cuando se pide la participación y cooperación de todos los estudiantes en una sola actividad? Si_ No_ ¿Por qué?
S9: “Si, porque todos ayudan a reunir ideas para llegar a concluir bien a lo que quiere llegar la clase.”

S2: “Si, Porque todos los estudiantes están activamente participando y en su mayoría de veces no hay inconvenientes”

S4: “Si, porque casi todos tratamos de aportar así sea un poco a la clase”

The students’ responses show three main facts: firstly, S9 made references to the contribution of ideas to establish a general conclusion, which is transmission and production of knowledge; secondly, S2 talked about participation and well understanding between students. This is related to the class environment which was an active one; and thirdly, S4 made emphasis on risk taking attitudes as he confirmed how himself and all his partners tried to contribute to whole group tasks.

Additionally, although when writing most of the time it was an individual process, the pre- writing activities such as brainstorming and planning, were the point of departure for students to generate concrete conclusions in groups. It is shown in the next excerpt about the *N.N.* group’s main conclusion for the Jeopardy game:

“*N.N.s* Group

- a. What could be a possible title and a conclusion for the article? (5 points)
Invisible teenagers’ problems
- b. State a conclusion from the contents and the class reflections (15 points)
Adolescents today have a reputation for being more fragile, less resilient and more overwhelmed than their parents when they were growing up, we should change their minds by showing the true face of our reality”

S3: Artifact No 8. Jeopardy Game. *N.N.*’s answers

For the jeopardy activity, students were asked to create main conclusions in groups considering the questions they faced. This excerpt is evidence of discussions and agreements, and transmission and production of knowledge as the tools for students to develop their reading and

writing practices as they were basis for the accomplishment of the activity and all the groups had a successful result.

The subcategories have demonstrated how reading skills were shaped as students were able to catch main ideas and understand the purpose of a text; subsequently, when writing there was accurate use of punctuation and there was no digression from the main topics. For instance, the next excerpt from group *Queen* illustrates how students were to structure the main ideas into a claim, taking into account formal elements: punctuation, coherence and cohesion.

“Team Queen - Questions (...)

- c. What would you do if your best friend is being misunderstood in social networks, and is receiving unusual messages from strangers?

You should be careful with what you publish and the way you use the social networks. Also, you should talk to a responsible adult or friend about the messages, it is important that you do not continue with it and do not meet strangers from Facebook in person.”

S6: Artifact No 8. Jeopardy Game. Queen’s answers.

In conclusion, students showed that they could understand and express sense and meaning when comparing and completing other ideas, also, they began to analyze their own performance and their partners’ one to increase their knowledge and to learn strategies to accomplish literacy tasks.

Analyzing realities and learning from others to develop situated literacy skills

This third category refers to the research question about how students are influenced by social situated tasks when they co-construct knowledge and develop their own situated reading and writing practices (Chapeton, 2007). This category of data analysis appeared from literacy as a socially situated practice framework and principles that were followed along the project, as well as the students’ position towards reading and writing contextualized practices. As in the previous

categories, analyzing realities and learning from others involves communicative abilities and it includes individual and group strategies.

This category makes reference to how students performed the roles of observers and examples along the development of meaningful literacy practices; also, it emphasizes on the students' internalization and reflection upon social content material and activities, and how those were useful strategies to have meaningful contextualized practices as it is stated in the National Standards of education (2006).

The survey, artifacts and specially the field notes were considered for this category. They were useful to identify and verify the students' performance when they were facing teenagers' behavioral and mental issues bearing in mind their own experiences and their partners' ones, while they were shaping their literacy skills. The analysis of this category showed that students had a position to reflect and express themselves about their reality; also, it showed how they improved their literacy skills when they talked about themselves having as support real-life situations. Based on the above, from this category two subcategory emerged: a. Roles and b. Situated practices.

Roles: This subcategory is presented as a feature to describe the students' abilities, reactions and language situations involved inside teamwork reading and writing process. As mentioned in the pedagogical intervention chapter, the learning processes are mediated by the students' context, experiences and interactions, therefore, communication and language are important aspects in which the subject adopts a role. In keeping to the previous idea, this subcategory allows the understanding of the students' identities within the classroom; also, the way their literacy skills are shaped by the different roles they assumed inside and outside it.

In respond to students facing open-ended complex problems, and how students defined if an outcome was successfully reached or not, roles were essential. Artifact No 9 (Annex P), about the recognition of local and global ideas in a text, shows how the reading skills were shaped when students assumed a role. The development of the worksheet implied the whole class participation, each student had something to contribute to achieve the goals. Next extract are samples of the students' main statements:

Title: why kids are not alright

My paragraph:

“They are not good because we live with what we are seeing and growing”

In relation to the tittle:

“Children are growing in a not bad environment but not good either. It is difficult to deal with addiction to all types of drugs but not impossible, but as if you are not giving example for solutions to end all of this”

S3: Artifact No 9. Paragraph structure worksheet

Title: why kids are not alright

My paragraph:

“Speaks about the number of distresses have young people”

In relation to the tittle:

“children feel bad for lack of support of your family is depressed, they even commit suicide”

S7: Artifact No 9. Paragraph structure worksheet

The above specified activity was based on an article from which each student had a paragraph. The task was for students to identify in each of the paragraphs the main and supporting ideas by following the hamburgers' graphic; then, to state their paragraph conclusion from the complete text by hearing their partners' conclusions of their paragraphs. In this occasion each student had a key role for the understanding of the global idea of the text as everybody had a piece of idea to complete the global of the text. The conclusion for the last artifacts demonstrated

that students were aware of the whole sense of the article bearing in mind that their responses are according to the main arguments and there were no digressions.

With this respect, in question number 7 from the survey the subjects were asked if they considered that there were roles in the classroom and if they had developed one when facing reading and writing skills; the response was positive as 92% of the students agreed to recognize roles and/or have one in the classroom:

7. ¿Considera que se dieron roles entre usted y sus compañeros durante las diferentes actividades en clase? Si_ No_ ¿por qué?

S4: si, los que nunca hablan, los que no trabajan, los que solo observan, los que opinan y los que tienen un mayor entendimiento del inglés y participan.

S6: Si, había un líder generalmente que nos organizaba para llevar a cabo la actividad.

S10: Si, cuando estaba el grupo completo, todos participaban y trabajaban tal vez cuando se subdividía, alguien de cada grupo tomaba la vocería.

The last excerpts from the survey demonstrate three main facts: firstly, students identify key subjects in the class room (the ones that always participate when reading, the ones when writing) and the utility of their role; secondly, when they were reading or writing in groups they recognized a leader and the importance of its role; thirdly, the whole class role when contributing to the accomplishment of a task.

In keeping to the leader role and the students' self-estimation when facing literacy practices, Annex Q presents a contribution activity about transitions words. In that situation each student had a transition word, he/she had to explain its meaning and place it on the traffic light. That activity was for students to categorize and use cohesive devices in written discourse.

In this activity some students took the role of leaders and guides for their partners, they corrected and organized the words in their correspondent space. This subcategory responds to the research questions as roles are a significant aspect for students to support each other, to get

appropriation of their literacy practices and to recognize their partners as examples to follow, complement and improve in their literacy practices. Roles is related to the following subcategory in the way that both consider the subject identity and reality to create meaningful literacy practices.

Situated Practices: In relation to the last subcategory, the roles in the classroom and the contextualized activities are a basic aspect to promote the students engagement in co-construction of knowledge, as stated by Chala and Chapeton (2012):

The idea of language support and improvement through interaction may also encourage students to take an active role in the social practices in which they are involved. Given the fact that students come into the classroom with rich background knowledge, they may become supporters of each other; this opportunity can promote learning and may help enrich discussion and debate both in and outside the classroom (p. 25)

Through this subcategory it was possible to determine if topics were apprehended for meaningful purposes. At that point, the type of literacy practices, events and text that students face daily were brought progressively in the classroom in three steps: what it seems to be, what it is, what it should be. The aim for this process was for students to have contextualized contents that they could compare with their real life, and for students to be aware of the way they were reading and writing in English.

The following excerpt from field note No 30 is about a collective reading activity of a graphic novel, in which students had to assume roles and compare realities:

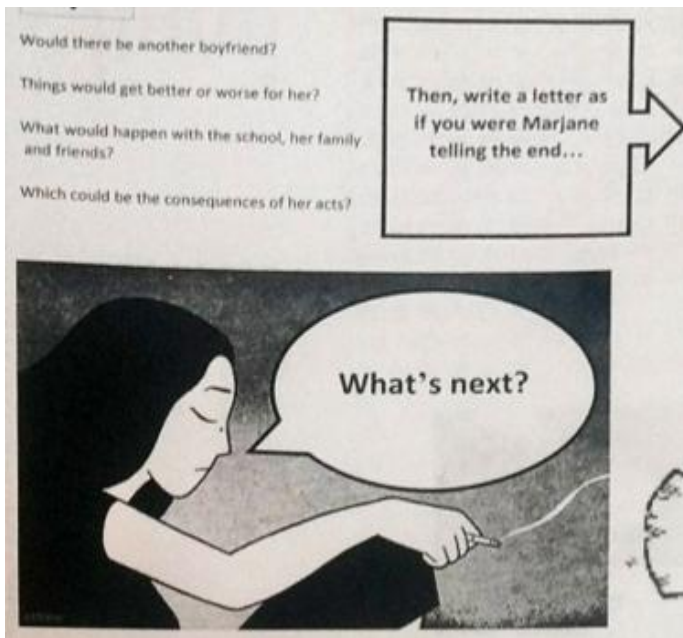
13	As vocabulary was reviewed, ss	Ss seemed to be comfortable with the
14	received Marjane Satrapi's graphic	kind of book they were facing, even
15	novel Persepolis, Chapter 32: hide and	some of them expressed that it was
16	seek. As this type of books present a	

17 narrator and dialogues, per each page 18 students were given a character to 19 represent and read out loud. Every time 20 a page was finished students were 21 asked for: characters, places, feelings, 22 key word or object; also, students had 23 to establish similar examples from their 24 reality. Some words, meanings, and 25 situations were constantly asked by the 26 students.	like the kind of text they like and find in social networks. The characters, places and context of the story seemed to be familiar for the ss, as they were reading comments and talks between them were evident. Moreover, when they were asked for examples, it seemed easy for them to find what to talk about.
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(Field note No 30, August 30th , lines 13-26)

The previous excerpt is evidence of how situated practices, in this case a graphic book, a Listorama game and look for real life examples, are key for students to foster their literacy skills. According to Ivanic, Barton and Hamilton (2000) subjects face a ruling passion which explains how people's interests often dictated their literacy practices.

When writing, to have an emphasis on common teenager's situations made it easier for students to express their identities and therefore their ideas. The following extracts from the artifact No 13 (Annex R): *Persepolis letter*, was for students to create a possible ending for the story bearing in mind the already analyzed information. The results were satisfactory as 96% of the students accomplished the tasks:



Hello dear reader this is the end of my story...

“In my time with the dealers I saw a way to get out of my situation. I don’t feel much sadness and neither much happiness. This is not a drama letter. This is a normal letter and I don’t have any sorrow of my experience, this transformed me into a person with experience. My last dealer boyfriend was an idiot and with a punch in the balls I left him

Now I feel stronger and empowered.
 With love, Majane”

S1: Artifact No 13 - Persepolis letter

Hello dear reader this is the end of my story...

“After becoming one of the best drug dealers, I went to Spain to take a parcel, there they discovered me with all the merchandise, so the authorities decided to extradite me to the United States, they gave me 30 years in prison. One day, there was a bombardment and I escaped. I didn’t know what to do, I was in a situation too vulnerable. That day I slept in the street, a man come to ask me if I needed help, I saw that he had money, he wore a very elegant suit. I remember that he helped me get up from the ground and when I least thought I felt a strong blow to my head, I wake up in a dark room tied to a bed, apparently this man recruited women to sell and put them to work in their business. He proposed to me to work in his nightclub as an exotic dancer due to the situation I was in. I didn’t see another solution to accept, I was working on this for about 5 years trying to raise money to be able to leave that country of shit. Unfortunately, I didn’t run with the fate of my co-workers, some were killed for not fulfilling duties and others were constantly raped. One day I didn’t support all the pressure that passed day and night, so I drugged myself and for my luck I had an overdose, they had to take to the hospital and the doctor who treated me was my friend from the past: Ingrid. Thanks to her I went to a rehabilitation center. I don’t declare myself clean of drugs but step by step I was able to grow as a person and overcome my past. My mother comes every 8 days to visit me and always brings me my favorite sweets”

S5: Artifact No 13 - Persepolis letter

It could be evidenced in the students’ outcomes thanks to the extension, coherence, cohesion and vocabulary used, that this type of contextualized activities shapes the students’ literacy skills. Moreover, situated practices played an important role for students to address

problem solving activities from their culture and social common practices. From the last two letters, each student had a complete different option for the end of the story. Those possible endings seemed to be the reflection of their thoughts and experiences, fact that motivated and facilitated the students' writing processes.

Finally, question number 9 from the survey detected the subjects' points of view towards the situated contents and activities that were carried out in the whole project. The question emphasizes on the relation those situated practices and contents had to their own realities inside and outside the classroom. The results were satisfactory as 98% of the students answered affirmatively.

9. ¿Los contenidos y temas de la clase lo llevaron a reconocer y reflexionar sobre su realidad y la de sus compañeros? Si_ No_ ¿Por qué?

S4: “Si, fueron muy buenos temas, ya que además de aprender inglés pudimos obtener una mente más crítica acerca de los problemas del mundo.”

S7: “! Si, habían muchas clases, actividades y talleres que nos mostrabas cosas muy importantes de la realidad, de cosas que hacíamos mal y lo más importante como entender y pararse frente a aquellas situaciones”

According to the students' responses, they were able to contrast and compare their realities towards what was proposed in class. They expressed to take advantage of the situated practices not only to recognize their daily life issues and reflect upon them, but to improve in the English subject.

In sum this category and its sub categories are evidence of how students are able to state preferences, to take decisions and actions when reading and writing; also, considering this category the subjects appropriately understood and accomplished the communicative function of written texts according to form and purpose.

As general conclusion of the previous categories of analysis, it could be said the three of them are related as their basis is social-communicative skills and group strategies focused on the co-construction of knowledge and therefore, literacy skills. Moreover, the categories complement each other as the implementation of the three of them is the answer to how students co-construct their literacy skills: subjects peer-supported each other, while worked as a reference to complement the other ideas and observed and learned from their partners situations and abilities.

CHAPTER VI

CONCLUSIONS

This study illustrates how are co-constructed the 11th grade students' literacies in English when using a framework of literacy as a social practice. Through the development of a pedagogical proposal that looked for meaningful literacy practices, reading and writing under collaborative settings and situated practices began to be studied and information was discussed. This process provided students with tools and patterns to be literate in their immediate reality as they were empowered by raising awareness on different social realities.

In connection to the first objective, to describe the way literacies are co-constructed by the students, this study revealed that students were able to shape their literacy skills by analyzing their processes individually and socially as they had opportunities and the proper guidance to do so.

When reading, students were capable of moving from the superficial examination of meaning of the texts and incomes, to a deeper interpretation of the information presented in different situated practices. The skills were developed thanks to aspects such as: firstly, peer-support when students constantly asked for help and gave it in the matter they knew, to develop their individual process and improve the whole group performance. Secondly, communicative exchange bearing in mind that students could compare and complement their partners' ideas. Thirdly, the observers, leaders, supporters, among other roles that they performed to identify the sense of a text, its purpose and key ideas.

When writing, the pedagogical proposal gave the students chances to refine their abilities to observe, plan and do situated texts. Students were able to adopt patterns and to discover the contribution of each of their peers in the writing process. Students practiced how to make associations to their own mistakes and their partners' mistakes to improve their literacy abilities. In general terms students co-constructed their literacy skills when reflecting upon their own progressions and their partners', having the opportunity to correct themselves and the other, when stating their points of view in regard to their partners' ones and when they were facing literacy real life challenges.

With regards to the second objective, to identify the impact of literacy as social practice framework in the students' development of literacy skills, data demonstrated that students advanced in regard to their abilities to communicate, transmit and produce knowledge collectively. The students' literacy abilities progressed from basic levels of comprehension, interpretation and expression to more complex ones, as they found in cooperative learning, common experiences, and recommendations tools that helped them to understand better their realities and to express themselves when facing literacy practices.

Moreover, to have meaningful social practices was a motivating element in the development of situated writing skills, since students felt enthusiastic when writing in groups, when giving feedback to each other, when conveying meaning and when they had an active engagement to collaborate with each other.

Finally, concerning the last objective that is related to the influence that a social situated practice would have in the students' co-construction of knowledge, two factors were found: authentic contextualized material as a key to encourage students to read and write, and students' experiences and identities as the basis for students to have meaningful literacy practices.

Furthermore, with this kind of practices students were able to address open-ended and complex problems, to engage in interaction with the resources and their partners as all of them are co-related to their daily life realities.

To conclude, throughout the co-constructive work, which implied individual, peer and whole group strategies under the precepts of socially situated practices, students enhanced their situated reading and writing performance as they found support and motivation on peer-support. Besides, they adopted some patterns to compare and complete their thoughts when reading and writing about common themes for them.

Also, motivation and interest in the subject rise thanks to the literacy practices, events, and texts that were proposed. Vocabulary was fostered too, despite of their low English language level and the implied challenge, they discovered some grammar forms to express themselves through contextualized writing. In concrete terms, it was possible to make the learning of reading and writing a purposeful and meaningful experience for the students.

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ANNEXES

Annex A: Characterization survey - teacher





UNIVERSIDAD PEDAGÓGICA NACIONAL
Educadora de Educadoras



UNIVERSIDAD PEDAGÓGICA NACIONAL
Centro de Investigación y Desarrollo

ENTREVISTA PARA CARACTERIZACIÓN DOCENTE

La siguiente entrevista, junto con las observaciones de clase, tienen como objetivo conocer como es el desarrollo de las estudiantes del grado 10-1 en la clase de inglés. Para así, desde la caracterización, encontrar una problemática a mejorar y aplicar la mejor alternativa. Agradezco su colaboración en el proceso.

1. ¿Cuáles de las siguientes características de sus estudiantes y del contexto conoce y que información puede brindar acerca de ellas?
 - a. Edad
 - b. Barrio
 - c. Estrato
 - d. Familia
 - e. Actividades/ hobbies
 - f. Gustos
2. ¿Cómo considera la participación de los estudiantes en clase? ¿por qué?
3. ¿Siguen los estudiantes las instrucciones de clase regularmente? Profundice en su respuesta
4. ¿Qué fortalezas presentan las estudiantes del grado 10-1, en cuanto al aprendizaje de lengua extranjera (inglés)?
5. ¿Qué debilidades presentan sus estudiantes del grado 10-1, en cuanto al aprendizaje de lengua extranjera (inglés)?
6. ¿Qué tipo de actividades suele realizar con las estudiantes de 10-1? ¿por qué?
7. ¿Qué tipo de materiales utiliza para sus clases de inglés en el curso 10-1? ¿por qué?
8. ¿Qué tipo de trabajo considera que favorece la clase de inglés de 10-1? ¿por qué?
9. ¿Cuáles cree que son las necesidades del grupo?
10. ¿Tiene alguna sugerencia trabajar y/o profundizar con el grado 10-1? ¿cuál? ¿por qué?

Annex B: Characterization: field note sample



FIELD NOTE #2		Grade: 1001	Date: September 6th, 2017
School: IED Rafael Bernal Jimenez		Practitioner: Natalia Andrea Torres Reyes	
Room Teacher: Patricia Velasco		Number of Students: 31	
Number of Students: 31		Number of Students with special needs: 0	
Topic: Used to			
OBSERVATION		INTERPRETATION	
1	The class started at 6:15 am, most of students were	As it is the first class of the day, the 60% of the students arrive on time, it seems usual for them to be late. The students have limited access to the bookcase, however, they can ask for any kind of element whenever they want under the supervision of the teacher. This kind of materials seem to be informal.	
2	late. The classroom was as usual, it has some		
3	bookcases in which the students have access to		
4	dictionaries, and the teacher manages different		
5	kinds of posters, books and flashcards to support the		
6	classes. The class began with the teacher greetings		
7	and calling for attendance.		
8	Students were organized as they liked along the	Although the students were very quiet, that means that in most of the class they have an appropriated environment for participation and communication as there is not too much noise. It seems that, at this point of the class, the students are not really interested in participation. A more interactive warming up activity would be useful.	
9	whole class, it did not interfere with the		
10	development of the class.		
11	At the beginning of the class the students attitude is		
12	passive towards the teacher expressions, such as	The students' reactions towards the teacher's checking of the homework is unwilling. It seems that they do not care about the process of learning and practicing when doing the homework except when it is about the grades. The teacher seems to support the students that have troubles.	
13	asking: how are you? How is your day?...		
14			
15	The room teacher was passing around desk by desk		
16	checking if the students have done the homework,	50% of the students seem to have problems to understand the complete ideas, however as they catch some of the words they try to follow the instructions or answer the questions. There is a rise in participation when the teacher starts motivating the students, which means that students are receptive to stimulus.	
17	she had singular care with some specific students,		
18	the ones that are failing the subject.		
19	Just the 50% of them have done so the rest of the		
20	students were copying it at class.		
21			
22	The teacher speaks most of time in English, the use		
23	of Spanish just fit for clarifications. The teacher		
24	uses resources such as nonverbal expressions and		
25	repetition for students to understand the		
26	instructions. She stimulates students to use English		
27	and at the same time she increases the student's		
28	motivation.		



UNIVERSIDAD PEDAGOGICA
NACIONAL

Facultad de Educación



ENCUESTA PARA CARACTERIZACIÓN ESTUDIANTES

La siguiente encuesta es para conocerte como estudiante y reconocer lo que necesitas y te gustaría aprender para la clase de inglés. Toma el tiempo necesario para responder, de antemano gracias por compartir esta información.

Alias: _____
Género: F ___ M ___

Edad: _____
Barrio: _____

1. ¿Con quién vive?

2. ¿Cuántos miembros hay en su familia?

3. Entre sus hermanos, si los tiene es usted:
 - a. El mayor
 - b. El del medio
 - c. El menor
4. De los siguientes elementos ¿con cuáles cuenta para apoyar su estudio?
 - a. Computador con acceso a internet
 - b. Computador sin acceso a internet
 - c. Libros
 - d. Cartillas
 - e. diccionario
 - f. Otro: _____
5. ¿Cuáles de las siguientes actividades realiza y con qué frecuencia por día?
 - a. Leer: _____ horas
 - b. Escribir: _____ horas
 - c. Ver televisión: _____ horas
 - d. Ver videos: _____ horas
 - e. Jugar videojuegos: _____ horas
 - f. Chatear: _____ horas
 - g. Aprender a través de Internet: _____ horas
 - h. Otras: _____, _____ horas
6. ¿Cuáles son sus materias favoritas?

7. De 1 a 5 ¿Cuánto le gusta la clase de inglés? _____ ¿por qué?

8. ¿Se considera bueno para el inglés? si _____ no _____ ¿por qué?

9. En una frase, describa una clase de inglés

10. ¿Qué tipo de actividades disfruta en clase de inglés?

- a. Talleres de lecto/escritura
- b. Juegos
- c. Debates
- d. Presentaciones
- e. Actividades en Internet
- f. Otras ¿Cuáles? _____

11. ¿Qué tipo de materiales prefiere en clase de inglés?

- a. Digitales (computadores, páginas web)
- b. Cartillas
- c. Talleres
- d. Libros de literatura
- e. Videos y audios
- f. Otros _____

12. ¿En qué habilidad cree que se le facilita en inglés?

- a. Hablar
- b. Escuchar
- c. Escribir
- d. Leer
- e. Otra _____

¿por qué?

13. ¿Cuál habilidad cree que se le dificulta en inglés?

- a. Hablar
- b. Escuchar
- c. Escribir
- d. Leer
- e. Otra _____

¿por qué?

14. ¿Qué tipo de actividades/hobbies son de su interés?

- a. Deportes
- b. Artes
- c. Música
- d. Otra: _____

15. ¿Qué problemática es recurrente en su grupo y le gustaría solucionar o tratar?

DIAGNOSTIC TEST



Name: _____ **Date:** _____

El propósito de este test es reconocer tus habilidades y dificultades en las cuatro habilidades del lenguaje (lectura, escritura, habla y escucha) al igual que la gramática y el vocabulario en inglés. Relájate, da lo mejor de ti y has preguntas cada vez que sea necesario. Gracias. □



1. Read the following story considering: the situation, the main character and some details. Then, answer the questions below. (lee la siguiente historia teniendo en cuenta: la situación, el personaje principal y algunos detalles. Luego responde las preguntas debajo)



****Marjane es una niña que vive en el Irán de finales de los años 1970, en el seno de una familia occidentalizada. ... Marjane añora las ventajas del mundo occidental (llámese el punk, Michael Jackson, etc.) mientras sufre el terror de la persecución en su país.

Who is the narrator?

What kind of problem do you see there?

What would you do in this situation?



2. Think of a similar circumstance in Colombia and complete the next chart. Consider: the character and the situation. (Piensa en una circunstancia similar en Colombia y complete la siguiente tabla. Ten en cuenta: el personaje y la situación.)

Situation:		Character:	
Drawing:	Physical characteristics:	Feelings:	
	_____	_____	
	_____	_____	
	_____	_____	

3. Now, write a story in which you use the previous information (character, feelings and situation). Use the connectors. (ahora, escribe una historia en la que utilices la información anterior. Usa los conectores)

Once upon a time in Colombia

Then,

As a result,



4. Ask one of the next questions to your partner which are about his/her story. Then, be prepared to answer the questions your partner has for you.

- ✓ **Why did you choose that situation?**
- ✓ **What makes this situation similar to the first one?**
- ✓ **What is your favorite part and the worst part of your story?**

In the next chart, you will evaluate your partner's answers. Write from 1 to 5 how good your partner performance was. Ask for help to the pre-service teacher.

Fluency <i>(fluidez)</i>	Vocabulary	Content	Pronunciation	Grammar
------------------------------------	-------------------	----------------	----------------------	----------------

<i>(vocabulario)</i> <i>(contenido)</i> <i>(pronunciación)</i> <i>(gramática)</i>				


5. Listen to the reading and select if the statement is correct or incorrect. (Escucha la lectura y selecciona si la afirmación es correcta o incorrecta)




Statement	Correct	Incorrect
1		
2		
3		
4		
5		

1. The sky is below the earth that is why we cannot fly.
2. Colombia is next to Venezuela that means that they are neighbors.
3. Iran is a country under pressure because of the war it has been through.
4. The peace process in Colombia is opposite to our reality.
5. When you mix oil and water, the water is over the oil.

Annex E: Diagnostic field note sample

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de calidad</small>		FACULTAD DE HUMANIDADES DEPARTAMENTO DE LENGUAS PROYECTO DE INVESTIGACIÓN EN EL AULA FIELD NOTES	
FIELD NOTE #6		Grade:	Date:
School: IED Rafael Bernal Jimenez		1001	October 10 th , 2017
Room Teacher: Patricia Velasco		Practitioner: Natalia Andrea Torres Reyes	
Number of Students: 31		Number of Students with special needs: 0	
Topic: Diagnostic Test			
OBSERVATION		INTERPRETATION	
1	The class started at 6:20, 80 % of the students attended to class. Students took their places as they usually do. As that was supposed to be the recess week, students do not have class as they normally do.	It is easy to identify the students depending on the place they take in the classroom. It seems that the students that are closer to the teacher are the ones that participate the most. The attendance was expected to be less bearing in mind that this week students did not have classes as regular.	
2			
3			
4			
5			
6			
7	The room teacher gave the word to the pre-service teacher to welcome the students and administer the diagnostic test. Students payed attention to the aim of the test and they agreed whit what was proposed by the pore-service teacher.	The relation between students and the pre-service teacher were acceptable, it might be that students understand her role as teacher. Also, it seems that students are openminded to what the pre-service teacher proposes, it seems that there is disposition, respect, and curiosity.	
8			
9			
10			
11			
12			
13	The practitioner gave the instructions in English per each one of the exercises what were presented in the test. Students were following the instructions in their tests. The practitioner had to explain all the test in Spanish to clarify what they had to do.	It seems to be easy for students to follow the sequence of the test as the practitioner was explaining it. However, when it was about specific tasks, there was confusion on the mechanics of the test. The use of Spanish seems to be necessary to clarify the steps students should complete.	
14			
15			
16			
17			
18			
19	The test was design to establish the students level of English on the fourth skills, as well as their knowledge in grammar & vocabulary. It has a critical focus as students had to analyze current issues of society.	Students seem to like this kind of test/worksheets in which they are called to interpret a situations and issues from their context, to propose more examples and solutions based on their experiences and believes.	
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Annex F: Pedagogical proposal filed note sample

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de Educadores</small>		FACULTAD DE HUMANIDADES DEPARTAMENTO DE LENGUAS TRABAJO DE GRADO FIELD NOTES	
FIELD NOTE # 4		Grade:	Date:
School: IED Rafael Bernal Jimenez		11-01	March 7 th , 2018
Room Teacher: Patricia Velasco		Practitioner: Natalia Andrea Torres	
Number of Students: 24		Number of Students with special needs: 0	
Topic: Literacy assumptions		Objective: Analyze the ss attitude towards the pre-service teacher project and the importance of reading and writing.	
OBSERVATION		INTERPRETATION	
1	The class started at 6:15 am. The conditions of the classroom were as expected, students have enough space, illumination and tools for the development of the class. For that day class it was required a reading worksheet called about nationalities.	In comparison with other institutions the space and number of students is adequate to have high quality education, in that sense, the teacher could take advantage of the situation to implement different kinds of materials and activities that are accessible and accurate in this kind of environments.	
2			
3			
4			
5			
6			
7			
8	Students received their notebooks and their grades. There were some questions about specific aspects such as vocabulary, grammar and content. Students that were not aware of the exercise last class asked about the grades and the consequences of haven't done the activity.	Grades seemed to be a motivation for them to have more interest on the tasks and activities proposed by the teacher. The kind of questions that students the ss asked were related to the way they conceive writing. One could say that for students it is more important to have a well wrote piece of paper that a meaningful message.	
9			
10			
11			
12			
13			
14			
15	As soon a there were no more questions about the last class exercise. Students were asked to read and complete some information about nationalities. The reading had basic information about traditional manners from different places of the world. The post reading activity was about completing information from their country and the ones they know.	The role of the worksheets was key since students were really receptive and payed more attention to the instructions when they follow patterns. When the information from the activities is related to their reality, the results seemed to be better, ss put more effort on the tasks, as they felt familiarized to the contents and examples.	
16			
17			
18			
19			
20			
21			
22			
23	The reading of the script was out loud some basic vocabulary was explained by the teacher. After, students were asked to answer	It seemed to be meaningful for ss to have their partners support when reading. There was always an awareness about the others' opinion.	
24			
25			
26			
27			
28			



|ENCUESTA

Nombre: _____ **Fecha:** _____

La siguiente encuesta tiene como fin recolectar información sobre su punto de vista, percepciones, comentarios y/o aportes respecto a las actividades desarrolladas bajo el acompañamiento de Natalia Torres. Siga las indicaciones para cada una de las preguntas y conteste a conciencia cada una de ellas. Tome el tiempo necesario para responder, de antemano gracias por compartir esta información.

Para la siguiente tabla marque con una X según usted considere

1. Teniendo en cuenta los distintos tipos de actividades desarrolladas en clase, de las siguientes estrategias, ¿Cuáles se dieron y con qué frecuencia?

Estrategia	Siempre	Casi siempre	Algunas veces	Nunca
Trabajo en grupo.				
Trabajo individual.				
Estudio y análisis en parejas o grupo.				
Retroalimentación por parte de la profesora.				
Retroalimentación por parte de los compañeros.				
Discusiones/ Debates / Refuerzos entre compañeros.				
Lluvia de ideas y aportes a conceptos clave o tareas específicas.				
Apreciaciones y opiniones por parte de sus compañeros a sus trabajos.				
Talleres / situaciones / juegos grupales.				
Reflexión en temas sociales, inmediatos a su realidad a la de sus compañeros.				
Otra: _____				

Para las siguientes preguntas justifique sus repuestas.

2. ¿Considera importante el acompañamiento de sus compañeros, sus ideas, opiniones y saberes para desarrollar las actividades de lectura en inglés?
 Si ___ no ___ ¿por qué?



3. ¿Considera importante el acompañamiento de sus compañeros, sus ideas, opiniones, y saberes para desarrollar las actividades de escritura en inglés?

Si ___ no ___ ¿por qué?

4. Entre el trabajo individual y el trabajo grupal, ¿Cuál cree que es mejor a la hora de desarrollar actividades de lectura y escritura en Inglés? ¿Por qué?

5. ¿Cree que el ambiente de la clase es bueno cuando se pide la participación y cooperación de todos los estudiantes en una sola actividad? Si ___ No ___ ¿Por qué?


6. ¿Considera que el trabajo en parejas y el apoyo de sus compañeros en las diferentes tareas y actividades es una oportunidad para practicar lo aprendido en clase? Si ___ No ___ ¿Por qué?

7. ¿Le parecen provechosas la retroalimentación, las correcciones y los aportes por parte de sus compañeros en sus trabajos de lectura y escritura en inglés? Si ___ No ___ ¿Por qué?

8. Los contenidos y temas de la clase lo llevaron a reconocer y reflexionar sobre su realidad y la de sus compañeros? Si ___ No ___ ¿Por qué?

¡GRACIAS!

Annex I: Consent format


	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: F08025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 3	

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas.		
Título del proyecto de investigación	Co-constructing Realities: Fostering Literacy in EFL 11th Graders as a Situated Social Practice Co-Construyendo realidades: Fomentando lectura y escritura en los estudiantes de <u>inglés</u> como lenguas extranjera desde practicas situadas y sociales.		
Descripción breve y clara de la investigación	La investigación tiene como objetivo implementar practicas sociales de escritura y lectura que fomenten tanto el interés como las ya mencionadas habilidades en el área de inglés, todo teniendo en cuenta el contexto y prácticas sociales de los estudiantes.		
Descripción de los posibles riesgos de participar en la investigación	El proyecto no presenta ningún riesgo en concreto, es posible que se presente susceptibilidad ante los contenidos, sin embargo, estos serán manejados con el mayor cuidado, buscando ante todo el aprendizaje de los estudiantes.		
Descripción de los posibles beneficios de participar en la investigación.	Se espera que los estudiantes puedan entender ideas principales e interpretar los textos que se encuentren en su vida cotidiana en inglés, del mismo modo, que ellos sean capaces de organizar sus ideas a la hora de comunicarse en este idioma. Por otro lado, se espera que con la implementación del proyecto los estudiantes obtengan un buen desempeño ante las pruebas Saber 11 (icfes)		
Datos generales del investigador principal	Nombre(s) y Apellido(s): Natalia Andrea Torres Reyes		
	Nº de identificación: 1074135258	Teléfono:	3015403741
	Correo electrónico: natytorres95@hotmail.com / del_natorres430@pedagogica.edu.co		
	Dirección: Av. Caracas # 1- 05, Bogotá, Colombia.		

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FORM25INY	Versión: 01	
Fecha de Aprobación: 02-06-2018	Página 2 de 3	

PARTE DOS: CONSENTIMIENTO INFORMADO

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

Nombre(s) y Apellidos:	Tipo de Identificación	N°
_____	_____	_____
_____	_____	_____

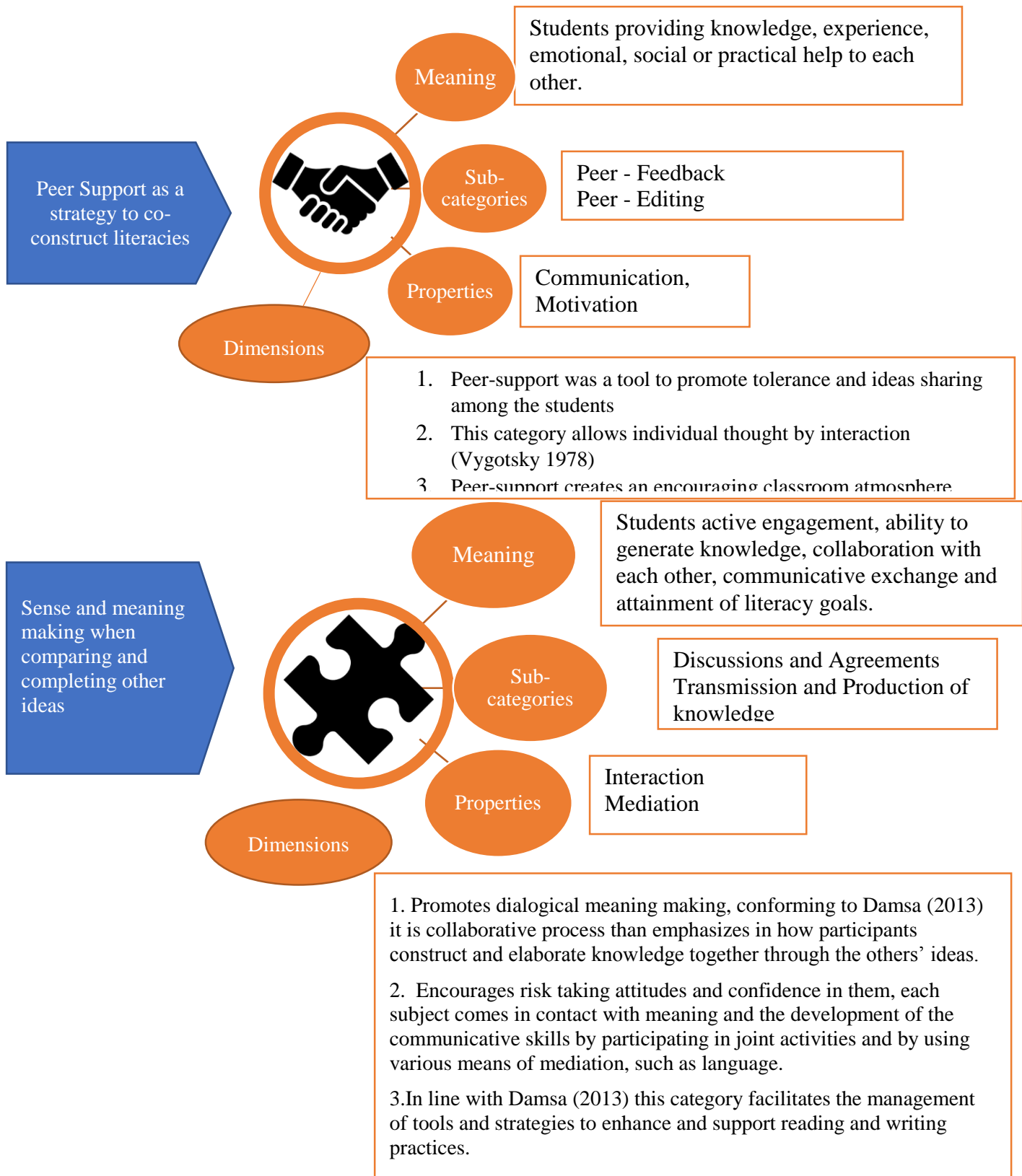
Autorizo expresamente su participación en este proyecto y

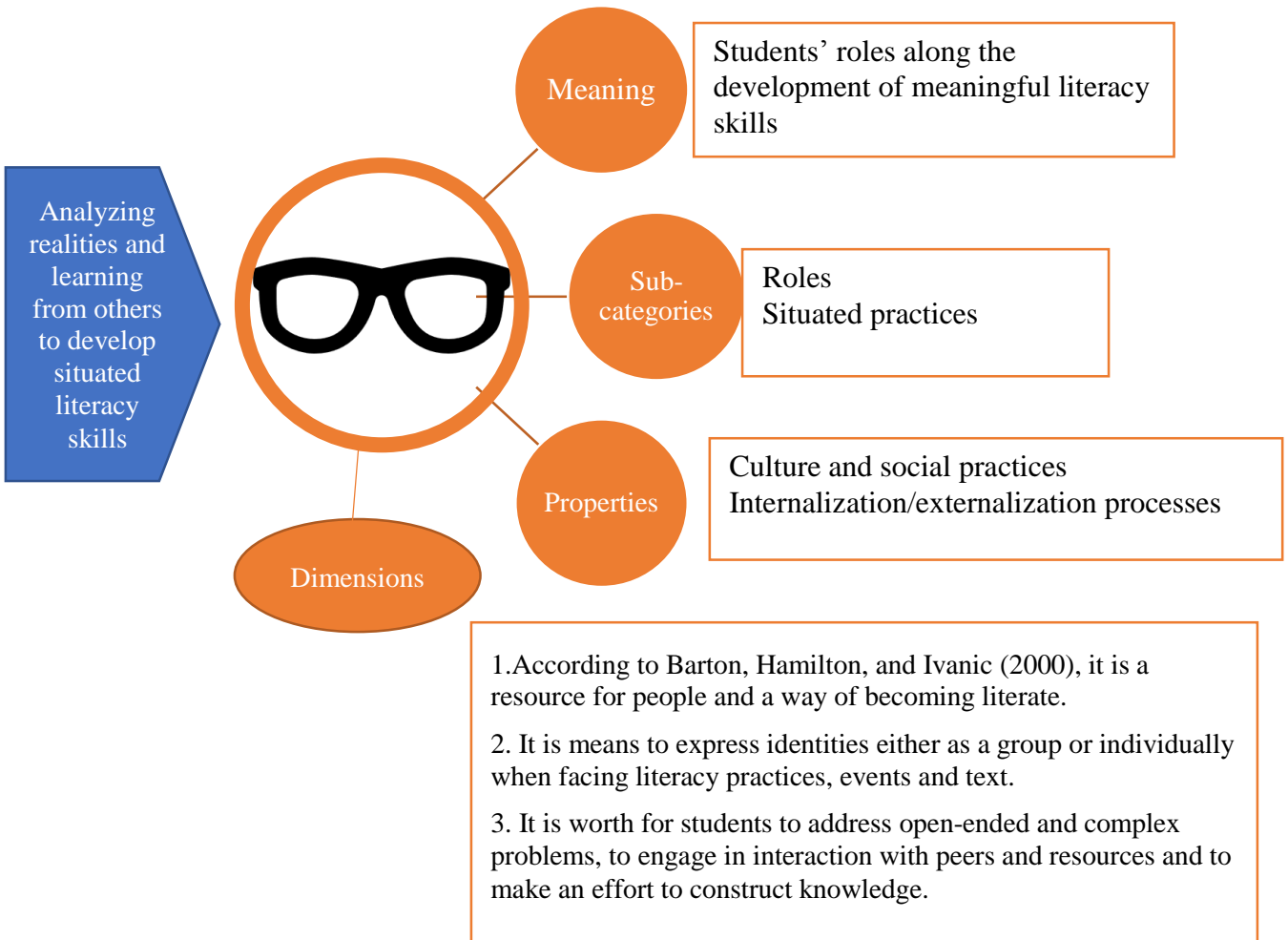
Declaro que:

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

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

Annex J: Analytical coding diagrams






Annex K: Persepolis' book extract

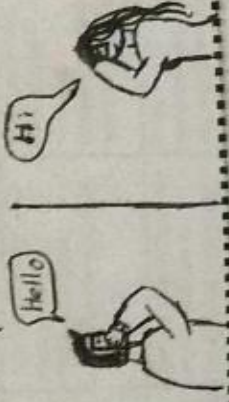


LOCENTRY #2 - 1st DRAFT
NAME: Juao Diego Parada Garcia DATE: 17-04-2018


Used to see
THE HOUR




Pros
Communication for the
People.



Cons
It has Bad
Security




to TAKE
PHOTOS



Pros & Cons
Cellphone's

It is an
ADDICTION



- Improve the structure.

3.8
May 3rd

- Good ideas!
- Great images, they are related
- Give more info and your opinion



Presentation →

Pros & Cons
cellphone's

By: Diego Parade

10: 8.5.11 ✓

Structure →

• What is a cellphone. ✓

• Pros. ✓

• Cons. ✓

• My point of view. ✓

Definition →

What is a Cellphone.

The cellphones are ~~way to~~ ^{means} of communication and entertainment. ✓

Aspect #1 →

Pros

✓ if you use cellphone, you have very tools. ✓

✓ if you use cellphone, you will see many videos. ✓ ^{watch}

Aspect #2 →

Cons


X if you use a cell phone, you can have addiction. ✓

X if you use cell phone, they can remove information. ✓

Conclusion →

My point of view is that the cell phone is a great tool but you need to use it with caution. ✓

4.8



UNIVERSIDAD PEDAGÓGICA NACIONAL

4.5 August 28th

NAME: Juara Alejandro Fajia

DATE: 2/08/18

WRITING AN E-MAIL

To: Yneth Juarez Juarez

Subject	OUTLINE
Subject	Did you know? Technology controls the eyes of reality ✓
Salutation	Hello, dear Yneth! I hope this message finds you well. ✓
Introduction	Hi Juara! I'm writing you a piece of advice. ✓
Main Information	I am writing you about the use of technology. ✓
Details	You should speak with your boyfriend face to face to fix your relationship. ✓
Closing	To sum up, take into account this for your life. ✓ Best, Juara ✓

Contact us

Name: Juara Alejandro Fajia

E-Mail: viviomolade.02@gmail.com ✓

Message

Hello, dear Yneth! First of all, hope this message finds you well. Hi your friend Juara. I am writing you to give you a piece of advice. Through technology, additionally, you should speak with your boyfriend face to face to fix your relationship. ✓
To sum up, take into account this for your life. ✓
Best, Juara...

- Good use of connectors
- Nice message, well written.
- You can extend it to have a better grade. ✓
Further information

Sent

Close

NAME: Clara Tagua DATE: 18-04-18

TEENAGERS

WHAT IT SEEMS TO BE

- She doesn't eat because she gets fat.
- If a man wears pink is gay.
- Girls don't say rudeness.

WHAT IT IS

- She has a health problems and nobody knows.
- We have the right to free expression and personality development.
- Boys don't say rudeness too.

WHAT IT SHOULD BE

People should think first before they talk, so they can judge the situation. Because they often don't realize damage that they cause or they could simply remain silent and bear their consequences.

Reading Listorama.

Page	Character (s)	Places (s)	Feeling (s)	Key object or word.		
①	- doctor Heller - margie - victor	haus of doctor Heller	Angry			
②	- Enrique - Julie - therry - olive	School Car	happy	Revolutionary	contempt disappointment	Deceit
③	- margie - Enrique - Friends	Forest	in love happy contempt Disappointment	park	Alliance	Disappointment
④	margie Enrique ingrid	house	sad	Religion		
⑤	margie Enrique teacher	house teacher school	happy sad	gay	Markus house	Markus house Car
⑥	margie margie restaurant Jean Paul	Restaurant Cafe	confrous	Disappointment	Markus house margie	

Reading Listorama

Page	Characters	Places (s)	sentiments feelings (s)	key object or word
1	Doctor Heller Victor Margie	Garden	Angry	Excrement
2	Friends, momo margie, Enrique	School Party Car	Loneliness Happy Loving	Party Revolutionary play
3	Enrique John Janis Margie	party Forest Car	Love	Hide and seek
4	Margie Enrique Ingrid Friends	Room	Sad innocence Timid	Timid, Virgin
5	Margie Enrique Friends Doctor Heller's parents	School house Forest	Anxious Strong	Doubt
6	Margie, Julie Enrique, Jean Paul	Restaurant	happy Disappointment	Corruption
7	Ingrid margie Friend Markus	Garden Party Car	Happiness	
8	Markus margie mother, the markus Doctor	Markus house	Angry	discrimination
9	Markus margie	Cafe Camera	Car	

Sept 11

For Faith-Ann, cutting was a secret, compulsive manifestation of the depression and anxiety that she and millions of teenagers in the U.S. are struggling with. Self-harm, which some experts say is on the rise, is perhaps the most disturbing symptom of a broader psychological problem: a spectrum of angst that plagues 21st century teens. (4)

READING #2

Name Mayerlis Cornejo Pachillo
Date 24 Mayo, 2018

The Hamburger Paragraph

For Faith-Ann, cutting was a secret, compulsive manifestation of the depression and anxiety that she and millions of teenagers in the U.S. are struggling with.

Self-harm, which some experts say is on the rise, is perhaps the most disturbing symptom of a broader psychological problem: a spectrum of angst that plagues 21st century teens.

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Title: why kids are not alright.

My paragraph:
The are not good because we live with what we are seeing and growing. ✓

In relation to the title:
children are growing in a not bad environment but not good either. ✓
It is difficult to deal with addiction to all types of drugs but not impossible, but as not if you are not giving example or solutions to end all this. ✓

Annex Q: Classroom activity images: transition words



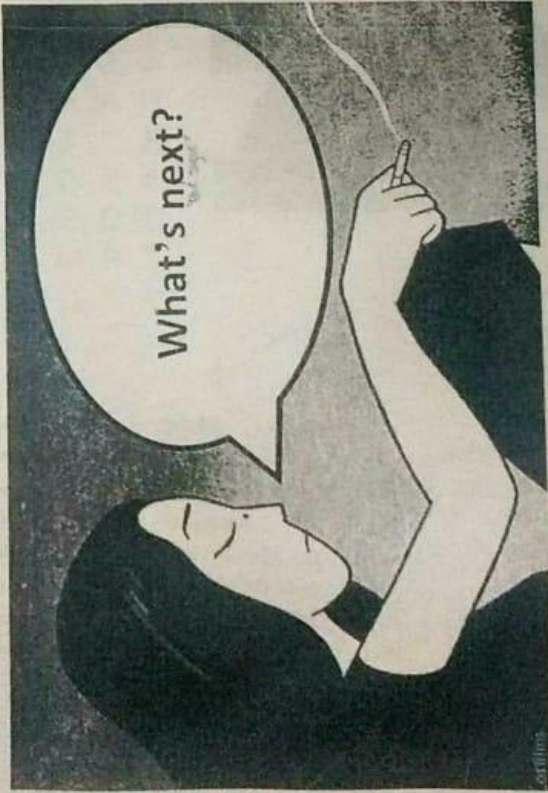
NAME: Mariam Taghad



Think on a possible ending considering the chapter HIDE AND SEEK and the questions below

Then, write a letter as if you were Marjane telling the end...

- Would there be another boyfriend? *habib ota nava*
- Things would get better or worse for her? *do ota reposition 6 explanation*
- What would happen with the school, her family and friends? *do ota reposition 6 explanation*
- Which could be the consequences of her acts? *do ota reposition 6 explanation*



What's next? *do ota reposition 6 explanation*

DATE: 11-September-2018

Hello dear reader, this is the end of my story... After becoming one of the best drug dealers I went to Spain to lose a parcel, there they discovered me with all the merchandise so the authorities decided to extradite me to the United States, they gave me 30 years in prison. One day there was a bombardment in the prison so take advantage and escape, I don't know what to do I was in a situation too vulnerable. That day I slept in the street. A man came to ask me if I needed help, he saw that he had money, he wore a very elegant suit. I remember that he helped me get up from the ground and when I least thought I felt a strong blow to my head, I woke up in a dark room, tied to a bed, apparently this man recruited women to sell and put them to work in their business. He proposed to me to work in his nightclub as an exotic dancer due to the situation I was in, I didn't see another solution to accept, I was working on this for about 3 years trying to make money to be able to leave that country of shit. Unfortunately I didn't run with the rest of my girlfriends and others were constantly raped. One day I didn't support all the pressure so I ran away and night, so I dropped myself and for my luck I had and probably they had to take me to the hospital and the doctor who treated me was my friend from the past legend. I think I should go to a rehabilitation center.

I can't describe myself clean of drugs but since by step was able to grow as a person and overcome my past. My mother comes every 3 days to visit me and always brings me my favorite sweets. **Wow! awesome.**

Annex S: Classroom activity images: Emojis.

