

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

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ABSTRACT

The present action research project attempts to determine the role of the creation of comic strips based on daily situations in the promotion of writing as a situated practice in an EFL classroom. Likewise, it is aimed to analyze students' responses to writing, having in mind that this is a situated practice. The intervention was developed in Bogotá, with eighth-grade students from Prado Veraniego School. To this effect, data collection instruments utilized were field notes, questionnaires, artifacts, and an interview. Moreover, the methodology applied in this study was grounded approach. It was used to establish the categories of the current investigation. Findings revealed that comic strips presented a supportive and encouraging role to foster writing as a situated practice. In this way, students' responses to this practice were mainly positive.

Key words: writing, situated practice, comic strip.

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CHAPTER I

Contextualization and research problem

Description of the setting and context

This research project took place at Prado Veraniego I.E.D, which is located in Bogotá on Carrera 46 N.130-65 in the 11th locality of the city: Suba, in the neighborhood Prado Veraniego, which is a residential area. The school is near two educative institutions: Colegio Gustavo Morales Morales and Instituto San Miguel. The closest avenues are Av. 129 and 46 where there is commercial activity due to the amount of car repair shops.

According to the institutional website, the institution started forty years ago. Back then, people from Prado Veraniego neighborhood granted pieces of land for the construction of a little school named “La Palomera”. After that, in 1960, the US Embassy and the National Ministry of Education started to build the Concentración Escolar Prado Veraniego I. Later, on September 9th 2002, two institutions were combined: Centros Educativos Distritales Prado I and Prado II, and both formed this institution that, under the Resolution 1912 of July 2003, was named Colegio Prado Veraniego I.E.D. Nowadays, this school has Primary and High School education and has an emphasis on tourist administration, which started to be taught on April 7th 2018, supported by the local education board of Suba, according to Resolution 110047 of April 4th de 2018.

The institution has two main school shifts: in the morning (from 6 a.m. to 12:00 m.) and in the afternoon (from 12:30 p.m. to 6:30 p.m.). The school is divided into two headquarters: the first one offers primary grades from transition to fourth grade, and the second one, fifth and high-school grades. Headquarter A has 4 floors, and 15 classrooms, and a big yard in which there are a soccer field and a basketball court. There is also the Tech English room, where there are 32

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laptops with Internet access. It is important to mention that the school provides each classroom with technological equipment in order to be used in class: a laptop, a projector, an electronic, board and a TV set.

The institutional horizon of the school wants students to develop each aspect of their lives. Additionally, its mission is to prepare students for the requirements of a globalized world as well as to educate them with an emphasis on values. It also intends to make them agents of change in society towards the creation of a country with justice. At the same time, its vision is to enrich cognitive and social processes to train human beings who can communicate and interact properly in society.

The Institution Educational Project (PEI in –Spanish Proyecto Educativo Institucional) is called “Communication with quality towards human development” (p. 1). It means that its purpose is to guide students to be an active part of the communicative processes present in daily contexts, taking into account the importance of the individual and collective perspectives. Therefore, communication is paramount with regards to the vision and mission of Prado Veraniego IED. This aspect can be easily seen in the design of its transversal projects, which tend to form assertive people who can communicate properly within their social circle. These projects are: PRAE (School Environmental Project), PILEO (Institutional Project for Reading, Writing and Orality), PIECC (Comprehensive Education Plan for Citizenship and Coexistence), and development of thought, human rights, and peace conferences.

Participants

This research project was carried out during the second semester of 2019 and the first one of 2020, in which the participants started in seventh grade and finished in eighth grade.

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Therefore, they were 29 students (705-805), 18 boys and 11 girls, whose ages ranged between 12 and 16 years. They took 5 hours of English and 80 minutes of Tech English weekly, a technological space for students to practice and develop the listening skill in a language's lab.

According to a Students' questionnaire applied during the observation stage (See Annex 1) used to characterize the population, it was possible to establish the following common socio-cultural aspects about the students. First, the majority of students were born in Colombia; however, there were 4 students whose nationality is Venezuelan. Secondly, most of the students live in Suba in neighborhoods close the school such as Prado Veraniego, Ciudad Jardín, Bilbao, Casa Blanca, San Francisco, and Pinar. Only one student lives in Gilmar, Colina.

In addition, the majority of the students belonged to an extended family (parents, siblings and other relatives: grandparents, aunts, uncles and cousins); however, there are students whose family type is different: 10 belonged to a nuclear family (mother, father and siblings), 4 belonged to a single-parental family (mother or father and children) and 2 lived in Government institutions and foundations.

It was important to take into account students' affective characteristics as well. First of all, they did not like English as subject. Nevertheless, the whole group was conscious about the importance of knowing other languages in order to be able to communicate in other contexts and countries. Besides, the majority of them expressed that the most difficult skills were writing and speaking and the easiest was reading. Thus, students expressed that the most appealing and entertaining ways to learn English were listening activities and writing exercises.

In regard to the students' English level, it was possible to establish the following common aspects in the 4 skills through the data gathered from Students' questionnaire (See

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Annex 1), and a Diagnostic test (See Annex 3). First, in reading students were able to read simple sentences. It is important to state that they made some attempts to understand the meaning of unknown expressions and vocabulary. They also could answer questions about true and false information in a text. Second, regarding writing, students did not use grammar structures, they presented a lack of vocabulary and they were not able to write simple sentences by their own; that is why they needed a guideline to write ideas. Then, in listening, students obtained good results; they could understand simple sentences and they had the ability to identify features and prepositions. Finally, in speaking, most of the students had a lack of vocabulary and grammar structures and they did not even make an attempt to speak, they just felt uncomfortable, so they preferred to remain quiet.

Statement of the problem

Based on the results of the analysis of data collected through the research instruments (survey, interview, field notes and diagnostic test), it was possible to state that, although students in 705 had some difficulties in all the English skills, their main problem was the lack of authentic writing processes and that they did not seem motivated to write in the English class. In fact, they were not able to write simple sentences or descriptions about people or places which they were familiarized with; it might have been a consequence of not having much vocabulary. Hence, they did not know how to express their emotions, thoughts, or experiences through writing. On the other hand, the majority of students convey frustration when they were asked to produce short sentences as they did not have a basis to write. They were neither motivated nor confident to write in class due to the lack of grammar structures. This could be an outcome of the activities

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they were accustomed to, which consisted in copying from the board or re-writing sentences following a guideline.

According to the document *Estándares Básicos de Competencia en Lengua Extranjera: Inglés* (translate in brackets) issued in 2006 by the Ministry of National Education, seventh graders should be able to provide descriptions of familiar situations and people and to express contrast, addition, cause and effect in written works. Moreover, this document establishes that seventh-grade students should master an A2 level of CEFRL (Common European Framework of Reference for Languages). In this level, students should be basic users of the English language. It also maintains that seventh graders should be able to write coherently about daily aspects of their lives and past experiences. Besides, they ought to write simple biographies and short poems about people in linked sentences.

Bearing in mind the previous information, it is possible to state the need for providing these students with pedagogical strategies that help them improve their writing skills in order to achieve the goals established by Ministry of National Education. That is why the purpose of this research is to analyze the impact of the creation of comic strips based on daily-life situations to develop writing skills and making an attempt to include new resources into the English class. This research is focused on the importance of common situations as stimuli to motivate students to start writing simple sentences about themselves since they have mastery of this topic and can easily express their ideas in short texts.

Rationale of the study

The globalized world demands people that can communicate successfully with others without language barriers. Verghese (1989) states that the purpose of language is

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communication; that is, language helps people communicate their thoughts and permits others to receive the message. Learning English is important as it is one of the most-spoken languages in the world; that is why the education system promotes English in order to have a wider interaction not only when speaking but also when writing. At school, pupils need to develop some skills that guarantee an adequate use of the language.

Referring specifically to written communication, Duero (2006) feels that writing in classrooms implies thinking about it as an essential act to re-read, recreate, re-build, and re-tell stories. In other words, writing at school allows the student to codify his thoughts and emotions and to share them with others. In addition, Shaik (2018) highlights the importance of authentic writing in English which is communication. He considers that the best way to learn writing is by creating compositions, which allow students to reinforce and further new vocabulary and structures. He also remarks that writing compositions enables the expression of students' ideas and feelings. Besides, he claims that "writing composition demands imaginative mind. Topics for composition should be written in the range of pupil's experience" (p10) In other words, writing in the classroom should embrace students' experiences and environment in order to generate more meaningful spaces of expression. This perspective explains some needs that students have during their writing process in the English classroom, which should be addressed to promote writing and to help students accomplish the level demanded by the CEFRL and the Ministry of National Education.

Taking these perspectives into account, situated writing provides a mechanism for students to write about specific situations of their experiences. Chala and Chapetón (2012) highlight that "two main aspects make texts situated. First, the writers' own experiences, beliefs,

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and feelings, which are built and shaped through contact with others; and second, those inherent to individuals such as age, gender, or race” (page?). This type of writing in the classroom is fundamental since it has the authors’ subjectivities; this is an advantage because of their experiences and their environment. Students’ emotions play the main role, along with their previous and new experiences, which inevitably occur due to the constant interaction with others, in this case, inside the classroom. Consequently, there is a direct relationship between time and place since there is no experience without a setting in which the events happen.

Ultimately, it is vital to highlight the importance of this project in order to conclude this section. First of all, the project proceeds from the premise of helping students boost their knowledge and proficiency in the EFL classroom, looking forward to maintaining a close relationship between the School’s curriculum, their likes, and their needs -the three of them exposed and explained in detail along the document. Consequently, students felt more closely related to their process and addressed the English class as a different environment, where the main focus was on their own experiences and the previous and new knowledge that comes with them.

Secondly, it was important from the pedagogical perspective because the researcher worked on the design of reasoned plan of action to ease, improve, and overcome pupils’ needs and specific situations or problematics, by bridging two fundamental pedagogical tools which would help have kids involved into a more appealing and funnier way to approach to the English class. These elements were *writing as a situated practice* and *the creation of strips through daily situations*.

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Now, considering the aforementioned information, it is essential to identify the role of situated writing developed transversely with the comic strips within a public institution. Not only do they work as an input, but also as an outcome of the lessons. Combined, both elements might create confident, motivational, and interesting atmospheres in class that propitiate the development of their writing skills. All of that is valuable when analyzing students' responses to the new environment.

Research Questions

1. What is the role of the creation of comic strips in the promotion of situated writing in seventh-grade students at Prado Veraniego School?
2. What are seventh-grade students' responses to writing when it is understood as a situated practice?

Research Objectives

1. To describe the role of the creation of comic strips in the promotion of situated writing in seventh grade students at Prado Veraniego School.
2. To analyze seventh-grade students' responses to writing when it is understood as a situated practice.

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CHAPTER II

State of art and theoretical framework

This chapter presents the state of art and the theoretical framework that support this research project. Firstly, the state of arts displays the review of five national and international studies, which are relevant for the development of the current inquiry. Secondly, the theoretical constructs are defined and characterized, these are the comic strip as a pedagogical tool in the EFL classroom and writing as a situated practice.

State of art

This section presents the review of five background research projects whose concern is the importance of situated writing and the comic strip, both as learning tools in the EFL classroom. Two of these studies are part of database of Universidad Pedagógica Nacional, one is a research from Pontificia Universidad Javeriana and the last two are international research studies from universities in Chile and Perú, respectively.

The first remarkable research study considered for this study is entitled “The comic strip as a teaching tool to improve the English production skills in sixth-grade students at Prado Veraniego School” developed by Arroyave (2011), a student from Universidad Pedagógica Nacional. The student-researcher carried out an action research with ninth-grade students from the school Prado Veraniego. This research made an attempt to develop productive skills in children by using comic strips with real communicative situations, in which the author used comics as a resource to foster reading habits in student. To this end, the pedagogical proposal was divided into three stages: 1. there was a contextualization about the comic strip and its

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structure, 2. there was the creation phase and 3. there was an exposition of the works made during the intervention.

The author concluded that by the end of the intervention, students presented a positive attitude towards the English class and towards language in general. Also, they developed their reading skills and, as an emergent outcome, their written production was fostered as well. Additionally, students were motivated not only to improve their language skills but also to be committed to their English class. Therefore, this study served as a referent for this research since it evidences that comic strips are useful resources not only to enhance reading but also writing in an EFL environment. Moreover, it considers the creation of comic strips as a tool to involve students into their English class.

The second important study is titled “I’m a writer: developing situated writing using genre-based tasks to create a diary with fourth graders at Hernando Durán Dussán school” accomplished by Morera (2019), a student from Universidad Pedagógica Nacional. The author developed an action research with fourth grade EFL students. The main purpose of this research was to develop situated writing in order to create a diary based on students’ experiences through a set of genre-based tasks. The intervention was divided into three cycles: the first one presented an introduction of vocabulary and the genre-based approach, providing some examples of writing to students. Also, students would reflect upon the way they perceived themselves so that they could start writing later on. In the second cycle, students wrote about their routines and preferences. And finally, in the third cycle, they started to write about their wishes and expectations.

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The student-researcher could evidence that the genre-based approach had two important functions during the development of the study: the first one was the supporting role for students' writing tasks as it provided several samples of writing; and the second one poses the creation of a comfortable environment for writing in the classroom as students were more confident to write about themselves. This research contributes to the current study since it considers that situated writing has an important role in EFL classrooms and encourages students to be comfortable writing about their own contexts and being the core of their stories. The use of experience as a starting point for writing is directly related to daily situations presented in the current research.

The third significant research for this study was entitled "El proceso de escritura desde la anécdota como género textual en los niños y niñas del grado quinto del Colegio Manuel Cepeda Vargas IED" developed by Ramos (2017), a student from Pontificia Universidad Javeriana. The researcher designed a writing experience based on the anecdote as a textual genre that allows recognizing the features of the writing process, to improve the production of narrative texts. The implementation of pedagogical workshops was the teaching strategy to strengthen the process of writing texts (anecdotes); some games were used as well to explain important concepts during the intervention. Some of the workshops had the purpose of encouraging the language students should use in their written tasks and others were aimed to develop the emotional component of the creation. Similarly, the author highlights the relevance of the development of oral skills as students had to narrate their stories to their partners.

The previous research is supportive for the current study as it considers anecdotes based on daily situations as a starting point for writing in the classroom. It also exposes the importance of students as the center of the writing creation taking into account experience to promote self-

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reflection and critics not only about themselves as human beings, but also as students who are aware of their learning process. The author points out the improvement presented by students in writing skills and the affinity they developed towards writing and speaking in public by the end of the intervention.

Another important research for this study is entitled “El comic: donde imagen y palabra se reconcilian: Material Didáctico dirigido a alumnos de Primero Medio” presented by Nenen (2010), a student from Universidad Austral de Chile. Along with this work, the author analyzed the importance of reading comprehension and writing skills in school contexts, where pedagogical resources are not enough to make them feel motivated to read and write. That is why one of the conclusions suggests a proposal for teachers to employ comic strips in their classes using a two-staged process. The first stage consists of a sensibilization phase in which the teacher should provide enough theoretical supports to students about comic strips; and then, a phase of workshops to apply the previous knowledge in which not only reading comprehension would be enriched but also writing since students should produce and present their own comic strips. The author states that the comic strip allows students to express their ideas and feelings in a creative way, and this is a positive aspect for students because they can create their own universe during the implementation stage.

The previous research is pertinent for the current study as it considers the comic as a resource that can improve the environment of writing in a classroom as students can develop their thoughts and beliefs and portray them on their writing tasks. The research also conceives comic strips as an educative tool that may immerse students into their current classes.

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Finally, the research entitled “Los cómics en inglés como recurso didáctico para el aprendizaje del vocabulario de los alumnos del sexto grado del nivel primaria de la i.e. 32004 “San Pedro” Huánuco-2015.” was carried through by Evaristo (2017), a student from Universidad de Huánuco. The main purpose of this study was to show the influence that comic strips have on students’ vocabulary levels. This research presented a comparison between the results of an English test (at the beginning and at the end) applied to two control groups: the first one had comic strips as a resource to increase vocabulary levels and the other group did not. By the end of the study, there was a considerable difference between both groups. While the first control group showed an improvement in regard to vocabulary levels, the other group obtained the opposite result; that is, they remained on the same level they had during the first stage of the process.

The pedagogical intervention was developed in three cycles: the first one was a contextualization of general vocabulary that students should master up to sixth grade as professions, food, some verbs, and pronouns. This was done through a set of questionnaires that intended to obtain a diagnosis of students’ level and, at the same, time they provided a quick review about vocabulary. The second stage was developed through a series of workshops in which students had to write a description of a picture using complete sentences. Finally, in the third stage, students had to read and produce their own comic strips about the topics they liked the most.

The author highlights that comic strips have a positive effect on the development of writing in the classroom. This research project is important to the current study because it proves that comic strips have a positive impact not only when learning vocabulary in an EFL classroom,

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but also when writing in general. It presents comic strips as an innovative resource to enhance students' writing skills.

Theoretical Framework

In this section, the principal theoretical constructs of this research will be presented and developed. These are Writing as a situated practice and Comic strips as a pedagogical resource in the EFL classroom.

Writing as a situated practice.

According to Cassani (1994), one must clearly distinguish between mechanical writing and the type of writing that demands a whole cognitive process of preparation, writing and re-writing. The first one refers to the mere motor act of drawing letters one next to the other to communicate messages. It requires writers to know the alphabet and have the physical ability to hold a pen with their hand in order to control the instrument. On the other hand, writing as a conscious, cognitive and reflexive act means that the subjects have the ability to plan, express and reflect on what they have written, revealing a complete series of brain connections, which help the writer produce a coherent text; this shall display their experiences and emotions. Furthermore, the author feels that linking words to say something is only a little stage in, what he calls, "the micro-abilities needed to write". During this process, there are other features within the relationship between the text and the writer called concepts (coherence, cohesion, grammar) and attitudes (the "I" as a writer, cultural background).

Similarly, Brown (2001) highlights a new meaningful perspective of writing in which it is not understood as a mechanical representation of spoken language but as a genuine communication process that implies authenticity and creativity to display students' interests in

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the classroom. He also claims that “written products are often the result of thinking, drafting, and revising procedures” (p. 235). It means that the creative act of writing is not isolated or spontaneous; it requires following a set of stages in order to create meaningful and well-written productions.

In this matter, Harmer (2004) illustrates this process in four stages: The first step is *planning*, in which writers think about the purpose of the task and plan its content, taking into account the audience they are addressing. Second, the author mentions the importance of *drafting* because it presents the first version that contains writers’ earliest ideas of the task that will be corrected later. About this, the author mentions that, along the process, writers may create more than one draft. After that, the third step is *editing*. In this stage, writers reflect on their works and revise the structures, coherence, and cohesion of ideas. Finally, the fourth step is the *final draft*; where writers are ready to present their corrected work.

In the light of the above, this research considers the process as the most important component of writing because it has a series of steps which facilitate the organization of ideas to be conveyed through words. Notwithstanding, this process ought to encompass all the students’ social and cultural interactions, which inevitably turns writing into a situated exercise because it is placed in a specific time and context. Henceforward, the writing process is conceived as a situated practice since it allows the student to portray experiences, states of mind, thoughts, beliefs, and emotions.

On that subject, Lilis (2001) states that situated writing is an exercise that joints language with the social context of individuals. This practice displays the reality of a person or a group of people, providing clear images of cultural and social experiences. In addition, Chala & Chapetón

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(2012) assert that writing is situated when it takes place in specific spaces and times and acquires meaning according to the moment and the circumstances where it takes place.

As was established previously, this research project looks forward to bringing students' emotions, perspectives, and experiences to a state of conscious writing, where they evidence the connection between language and their contexts. Besides, taking into account what the authors mentioned, the practice of written language inside the classroom is not a simple motor act of knowing how to draw the letters but a conversation between the students' experiences, their previous and new knowledge and their abilities to think about that, in order to construct themselves as active subjects in their near environment.

In this way, as this conception also bears in mind the context of the writer as a basic principle to this exercise, the current research establishes daily situations as a starting point for writing. They provide a good source of material that can be presented in written tasks since their set of experiences and emotions is a completely known topic for students.

In this regard, Grau (2008) claims that writing about one's context and quotidian experiences allows people to reflect on themselves, especially on the footprints they leave in their daily life path. Moreover, she argues that this exercise provokes an introspection state, in which individuals can build perspectives from their subjectivity; these might be subject to be compared to the other writers' constructions. The author also highlights that writing about oneself and daily situations can be a way in which writers restore themselves from the experiences they have undergone. In this sense, writers can make catharsis in their written productions not only by setting free current realities, emotions, and past experiences but also future wishes, expectations, predictions or even concerns about themselves.

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Hence, this document addresses daily situations as those common events that happen to the students every day, either at home with their family or at school with their friends or partners, or even with teachers. It also involves those social interactions that take place on social networks. All these circumstances trigger a variety of responses that helps emerge their passions, sensations, reactions, and feelings to be captured in written productions.

To summarize, in this research, daily situations are the main input for students to write, considering that it is a four-stage process. This practice is important because students felt motivated to write about topics they knew: their own life and experiences. It is directly related to situated writing since the students have the opportunity to represent specific moments and places of their context in different life aspects such as the social, historical, and cultural.

The comic strip as a learning tool in the EFL classroom

Gubern (1974) defines comic strips as narrative structures formed by a progressive sequence of pictograms, which can integrate elements from phonetic writing that emerged from the media that integrate literary and iconic language. It is iconic because it employs images and graphic conventions to build meaning; and it is literary because its written messages complement, describe, or tell the situations and stories. The author exposes that the comic strip used constant mimesis for the stories that it represents. This concept is relevant in the comic strip because as it does not use many words to be understood, other resources are used to complement its meaning. Mimesis can be observed in two aspects: in the topic of the story and in the formal aspect of its composition.

Comic strips have a set of elements that create the meaning of the stories. Its structure consists of a sequence of panels that contain simple texts that describe images, which

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complement the meaning they provide: speech or thought balloons, metaphors and sound effects expressed through onomatopoeia. According to Gubern (1974), balloons are the shapes that not only contain dialogues but also harbor dreams, thoughts, and memories. Meanwhile, visual metaphors are graphic conventions that express the state of mind of the characters. It means that iconic signs appear in the stories and do not need words to be explained because culturally people understand them. For instance, hearts are used to represent love and light bulbs to show brilliant ideas. Other elements of a comic strip include character, setting, and plot, all conveyed in a few frames through a combination of pictures, captions, and dialogue. Due to its condensed format, a comic strip highlights only the most important elements of its target topic.

Writing comic strips requires the same process as creating stories. The main structure follows four parts: context, conflict, goals, and resolution; each one represents what happens in each panel. In the context, it is useful to provide answers to these questions: who, what, how, when, where, and why. In the conflict, it is important to highlight the situation that has an impact on the character. Then, in the goal panel, the character explains how the conflict is going to be overcome. And finally, the resolution shows the end of the story.

This genre is appealing for students at school given that its iconic features contain short texts easy to read and images, which happen to be highly catchy for them. That is why it should be used more often to foster writing and reading skills not only in the mother tongue but also in the foreign language. Echavarría (1995) provides two main reasons to support the inclusion of comic strips in the classrooms. The first reason is that children are more used to acquiring and understanding content that incorporates images, such as on television; so, in this case, students can develop their abilities as observers of details and emotions. The second reason has to do with

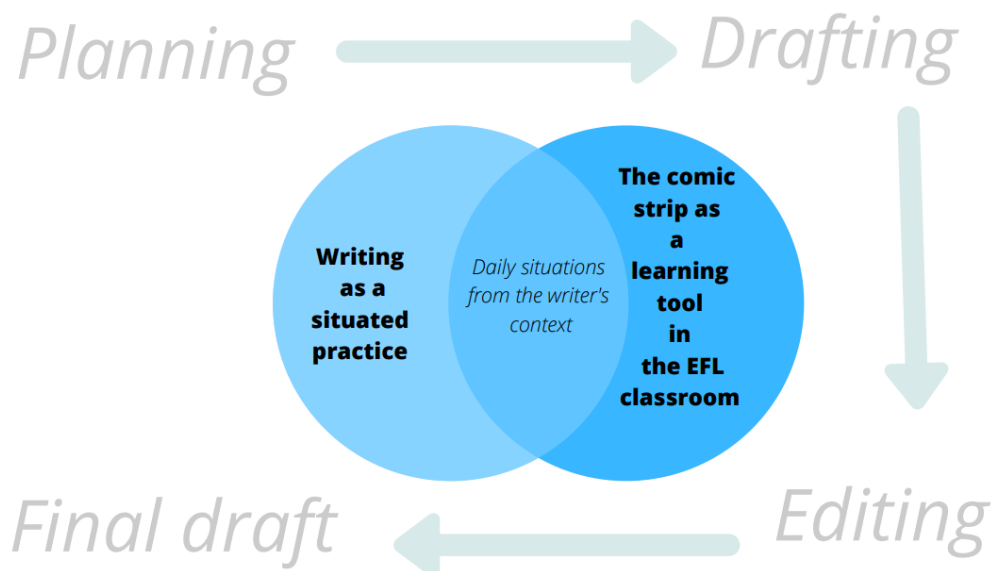
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autonomy to make decisions and understand their own points of view and their partners’.

Through this, they might become producers of their own comic strips, using structures of language as sentences or paragraphs, telling ideas, and framing them in a logical sequence.

Finally, for this author, comic strips in language classes develop not only their reading but also their writing since they can catch students’ attention easily, becoming a model for written tasks.

For this study, the comic strip is understood as a learning tool since it provides a means for students to develop their writing skills by following a process. Besides, it enriches students’ writing skills as the language requirement is simple in terms of lexicon and extension of text. It is a good resource to foster writing for basic English levels because of its brief nature. Another important aspect is that the comic strip creates meaning by using images and imitation of sounds as resources that can complement the writer’s ideas. In relation to situated writing, it is important to highlight that the comic strip is a sort of mimesis of the real life. It portrays quotidian contexts and environments. Thus, reality-based compositions may emerge from the combination of these constructs.



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Figure 1, Theoretical constructs.

This figure represents the two big concepts of the study: writing as a situated practice and the comic strip as a learning tool in the EFL classroom. Both constructs are in constant contact since they complement each other. Besides, there are the two essential elements: daily situations and context, whose definitions are also contained within the body of the two theoretical notions.

All the elements create a close relationship that is to be understood as the importance of the subjects and their interaction with each other. These individuals share an environment in which they experience reactions, emotions, and desires. In this sense, writing as a situated practice takes advantage of the subject's context to create comic strips as a learning tool in the EFL classroom, which in turn, are based on daily situations, and all of this is mediated by a four-stage writing process: planning, drafting, editing and final draft.

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CHAPTER III

Research Design

This chapter presents the research elements followed in this study. First of all, the research paradigm is presented. Secondly, the type of study is addressed. Then, the data collection instruments which were used are described as well as the data collection procedures.

Research paradigm

This research project was elaborated as a qualitative research. According to Denzin and Lincon (2011), “qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretative, material practices that make the world visible. These practices transform the world" (p .3). In relation to this research project, it required to comprehend the writing process of seventh graders as phenomenon, taking into account the description, analysis and interpretation of their writing based on daily practices. It is important to clarify that the researcher was in touch with the population and the phenomenon through constant observation.

The authors highlight that qualitative research can be applied in many fields of study where social issues and interactions occur. One of those fields is the educational field, in which the present research took place. It is important to mention that this project took students’ daily-life situations and practices as a starting point for writing creations. It was vital to connect their writing process with their own lives and experiences.

Creswell (2013) asserts that one of the most important features of qualitative inquiry is that it should be aimed to change the lives of the participants by enhancing their awareness of the problem they present. He points out “as these issues are studied and exposed, the researchers

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provide a voice for these participants, raising their consciousness and improving their lives” (p.26). In the case of this project, the main writing resource and product was the comic strip. It was aimed for students to express their opinions, feelings, and desires about quotidian life. It also was intended to create awareness in them about their current self, their past and future.

Type of study

The type of study that framed this research project was action research. Burns (2010) points out that “the central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.” (p. 2). In other words, an action research aims to determine a problem and to plan a set of interventions that provoke a transformation in the environment. In addition, this change involves not only the participants and the context but also researchers who enrich their practice. Moreover, Burns (1999) highlights that it has a circular process which has a series of stages: exploring, identifying, planning, collecting data, analyzing and reflecting, speculating, intervening, observing, reporting, writing and presenting. In fact, those steps were the guidelines for the different phases of this investigation.

Kalmbach and Carr (2010) state that action research for pre-service teachers is a process of constant learning in which the subject learns from the community and grows up with it at the same time. Throughout the process, teachers build their own identity and acquire abilities such as negotiation and critical thinking. The authors affirm that “such a process evolves out of a desire to become a caring, intelligent, transformative educator and includes honing the art and science of planning, assessment, and a critical reflective practice that includes the interrogation of one’s own paradigm while in active exploration of ways of thinking and acting beyond one’s own

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boundaries”(p. 17). In this respect, action research acts in two ways: it looks for mechanisms to solve identified problems and, at the same time, improves teachers’ practice.

In this sense, the current study found a problem, which was students’ difficulties when writing in class due to their lack of vocabulary and structures combined with their poor motivation in class. Then, it focused on using comic strips based on daily situations in order to promote writing. Besides, action research is evident in this research project since data were collected to create a proposal of intervention in which the problem was addressed. Finally, a change was obtained from it.

Data collection instruments

This research project utilized diverse instruments for data collection in order to triangulate the information. According to Dubey and Rsundram (2017), triangulation enhances the validity and reliability of existing observations about a given situation. If findings converge, it can also generate new, credible findings of a situation or phenomenon and can create new ways of looking at a situation or phenomenon. Most importantly, it can provide a better understanding of them. (p.69)

In addition, Cortés, Gomez, Jimenez and Marín de Otálora (1993) highlight that triangulation offers more than one perspective about the studied situation. In other words, triangulation gathers and analyzes information obtained from the collected data through the different instruments in order to provide a wider view of the phenomenon. In the present research, field notes, questionnaires, and artifacts supplied the different perspectives for valid and reliable data. In this sense, Schensul, Le Compte and Schensul (1999) state that reliability is the solidity of outcomes in a research to be replicated in other populations and situations. Then,

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they define validity as “the degree to which researchers actually have discovered what they think their results show, and how applicable the results are to other populations” (p. 271).

Research Objectives	Data Source #1	Data Source #2	Data Source #3
To describe the role of the creation of comic strips in the promotion of situated writing in seventh-grade students at Prado Veraniego School	Field notes	Questionnaires	Students' artifacts
To analyze seventh-grade students' responses to writing when it is understood as a situated practice.	Field notes	Questionnaires	Students' artifacts

Table 1 Triangulation plan

This research considered the perspectives (teacher-learner) based on the analysis of the three instruments. Firstly, the field notes that were written during each session in order to supply a reflective perspective of the intervention. Secondly, the artifacts from the activities proposed in the pedagogical intervention. And finally, two questionnaires were applied in order to know students' view towards the experience.

Artifacts: Bickman and Rog (1998) define artifacts as technological devices, tools or instruments, work of art as evidence in research. This instrument exposes a group of works made by the participants of the investigation. For this research, the artifacts used to collect data were students' folders. There was the set of writing exercises and comic strips based on their daily experiences. The main aim of these folders was to have a concrete source of information in

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order to analyze students' writing process. They were collected at the end of the pedagogical intervention (See annex 7).

Questionnaires: Labaw (1980) states that questionnaires are structured means consisting of diverse questions aimed to obtain reliable information related to the objective of the investigation. For this research, two questionnaires were applied. The first one was applied the first day of implementation in order to know students' current perception of themselves concerning the aims of this project (See annex 1). Due to the pandemic the world has been through, the second questionnaire was applied online at the end of the implementation in order to know students' experience and their perception about their own writing process (See annex 2).

Interviews: According to Abero, Berardi, Capocasale, García and Rojas (2015), an interview is a face-to-face conversation between two or more people about a certain topic, in which one plays the role of interviewer and the other or others, the role of interviewee. Also, it takes place in an oral situation and all the participants must have a wide knowledge about the topic that will be discussed. Its main purpose is to obtain as much information as possible from the other person. Along with the dialogue, the participants are required to read the others' body language in order to understand the situation as a whole. Likewise, Schensul, Le Compte and Schensul (1999) state that interviews "allow researchers maximum flexibility in exploring any topic in depth and in covering new topics as they arise" (p.121). In addition, Lussier (1991) points out that there are three types of interview: structured, semi-structured, and unstructured. In the first one, all the participants are given the same set of planned questions. In the semi-structured interview, the researcher presents a list of questions, but can make unprepared questions. Finally, in the unstructured interview, there are not prepared questions.

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For this research project one structured interview was applied to the head teacher. It gathered information in regard to the English class before the pedagogical intervention and her perspective about students' behavior, strengths, weaknesses, and opportunities in the classroom (See annex 4).

Diagnostic test: Sharma (2009) states that diagnostic tests are instruments aimed to diagnose weaknesses, deficiency, and difficulties of students in relation to a specific learning area. The author considers that there are some elements to bear in mind when preparing a diagnostic test. These are: the identification of concepts and topics, the establishment of learning outcomes, the definition of the minimum level expected for the development of the test and several drafts of it. In this research project, one diagnostic test was applied in the first semester of 2019. Its purpose was to gather information in regard to students' English level in reading, writing, listening, and speaking (See annex 3).

Field notes: According to Koshy (2005), field notes are used to follow a sequence of events that happen in the setting during the observations. It means that field notes are an important source of information since the researcher is within the context of the actions and can provide personal annotations to make inquiries about the situations in the room. For this research project, this instrument was important since it provided information in regard to the researcher's observations and reflections about the English class environment before and along the pedagogical intervention. Field notes were the most constant source of data collection as they were taken during each session (See annex 5).

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Data collection procedures

This research project started on March 27th, 2019. At the same time, data collection started when the consent format was delivered. As the participants' rate of ages was between 12 and 16, it was necessary to request their parents' permission through a consent form. It guaranteed that each student was able to participate in the proposed activities and that their works and performances could be photographed (See Annex 6).

For nine months, the researcher took field notes from the observations. These had the purpose to analyze students' behavior, motivations, weaknesses, interests, and strengths in the English classes before and along the pedagogical intervention. In addition, in the first semester of 2019, a questionnaire, which gathered the main socio-cultural and affective characteristics of students, was applied. Its aim was to collect information about their immediate context and about their relationship with English as foreign language and their experience at school. Then, a diagnostic test that was designed for the students to answer questions based on their English skills was applied. It provided data about students' processes in the four abilities of English as a foreign language: reading, writing, speaking, and listening. Finally, an interview was applied to the teacher in order to gather information about the perspective she had about the group.

In the first semester of 2020, another questionnaire was applied to students in order to know their point of view about the activities done in English and their feeling about the writing process they have been through. As the world has been through a pandemic, the questionnaire was applied online. Furthermore, along the intervention, several artifacts were collected. Those had the purpose to gather information about student's writing process in English.

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This chapter presented the research paradigm, the type of study, the instruments for data collection and the data collection procedures. The ensuing chapter presents the visions of learning, language, curriculum, classroom, and the pedagogical intervention.

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CHAPTER IV

Pedagogical Intervention

In this chapter, the conceptions that supported the pedagogical instruction are described; those are visions of curriculum, learning, language, and classroom in EFL. Moreover, the pedagogical intervention planned for eighth grade is presented with its three cycles. The displayed visions are related to the theoretical constructs of this research project.

Vision of curriculum

The vision of curriculum that this research followed is the one proposed by Stenhouse (1983), who claims that a curriculum is a plan used to communicate the principles and characteristics of an educative purpose and that is open to a critic discussion, so that it can be successfully put into practice. This plan must include students' needs in terms of knowledge, emotions, and abilities; teachers' methodologies, tools, and resources; activities and time. Thus, this research project bears in mind students' requirements and addresses them by implementing tools such as the creation of comic strips based on daily situations through situated writing activities. The purpose is students' writing skills development.

In addition, Grundy (1991) states that the curriculum can adopt three perspectives. The first one is as a product because there are clear objectives to reach not only for students but also for teachers and institutions. The second perspective is as a practice because teachers and institutions are constantly active part of the construction of it because it needs to be modified according to the student's needs. Finally, the author perceives the curriculum as praxis because it requires reflection and action to transform a reality. Therefore, the most pertinent vision for this study is curriculum as praxis because of the spaces for thinking present along the process, which

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have created reflections in the researcher and have unchained a series of changes in the participants.

Vision of language

Hyland (cited by Tudor, 2001) understands language as a component of the human being. He points out that “it is also the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests” (p. 57). Thus, this project assumes the language as a human innate ability that represents, expresses, and describes the world from the speaker’s perspective. Therefore, the prior perspective of language relevant for the pedagogical intervention as students will use language creatively through words to express their experiences and states of mind.

Vision of learning

This instructional design follows the vision of learning proposed by Beard and Wilson (2002) in which learning is understood as experiential. They assert that “experiential learning is a sense-making process of active engagement between the inner world of the person and the outer world of the environment” (p. 19) Thus, experience is important in this pedagogical proposal not only because it is the starting point for writing, but also because this element is related to student’s context. In addition, Boud, Choen and Walker (1993) claim that “we found meaningless to talk about learning in isolation from experience. Experience cannot be bypassed; it is the central consideration all learning” (p.8). For this project, experiential learning is important because its main purpose is to develop effective communicative processes through writing as a situated practice, bearing in mind quotidian situations, emotions, and states of mind.

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Vision of classroom

The New London Group (1996) asserts that the classroom is the place where communication occurs, and students have the opportunity to have interactions with others and to have interactions with themselves through the reflection of personal experiences. That is one of the first social interactions that they have. That is why it is essential to create a comfortable environment for the development of pupils' skills in social contexts.

This research conceived the classroom as a place in which students can feel safe and free to express their thoughts, ideas, and feelings in order for them to participate in a variety of activities such as drawings, writing tasks and group work.

Instructional design

The pedagogical intervention was divided into three cycles, which aimed to promote writing as a situated practice by creating comic strips based on daily situations as a pedagogical tool. Each cycle consisted of a set of lesson plans that were developed taking into account its specific objectives that intended to allow student to reflect on their experiences and emotions in order to portray them. Each one was composed by three lesson plans (See Annex 8).

CYCLE	TOPIC	OBJECTIVES	VOCABULARY	WRITING ACTIVITY
Cycle 1: Time to know the comic strip.	Lesson plan 1: Comic strips and fun. (2 sessions)	<ul style="list-style-type: none">• To explore previous ideas about what a comic strip is.• To recognize what the comic strip is.• To identify the daily situations from the comics.	Vocabulary <ul style="list-style-type: none">• Comic strip vocabulary: panel, comic strip, dialogue, feelings• Numbers Grammar <ul style="list-style-type: none">• Simple present WH question	To create a comic strip with maximum 3 panels about a situation that they do not like at home or in class.
	Lesson plan 2: Learning and practicing the elements of a comic strip. (2 sessions)	<ul style="list-style-type: none">• To define each element of the comic strip• To describe the elements of the comic strip.	Vocabulary <ul style="list-style-type: none">• Comic strip elements vocabulary: speech balloons, onomatopoeia, captions and graphic language. Grammar	To create a comic strip in groups of 5 people using four cardboards. Each one will be a panel. The topic is a

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		<ul style="list-style-type: none"> To identify the uses of each element. To express my feelings in regard to a situation I do not like. 	<ul style="list-style-type: none"> Simple present WH question 	situation that they do not like at school or at home.
	Lesson plan 3: Creative captions for creative comic strips. (2 sessions)	<ul style="list-style-type: none"> To practice knowledge about the comic strip and its elements. To recognize the importance of captions in comic strips. To identify daily situations from the presented comic strips. 	Vocabulary <ul style="list-style-type: none"> Comic strip elements vocabulary: speech balloons, onomatopoeia, captions and graphic language. Grammar <ul style="list-style-type: none"> Simple present Present progressive. WH question 	<ul style="list-style-type: none"> To solve a crossword related to the vocabulary previously studied in class. <p>To create a caption for the comic strip that appears in the puzzle.</p>
Cycle 2 My present: current realities	Lesson plan 4: Inside out: personality and appearance. (2 sessions)	<ul style="list-style-type: none"> To analyze information about my own characteristics. To identify comic strips which have one panel. To reflect about my characteristics. 	Vocabulary <ul style="list-style-type: none"> Name, school, religion. Ordinal and cardinal numbers. Adjectives Grammar <ul style="list-style-type: none"> Simple present Verb to be. 	To create my superhero, write around his/her basic information about the lifestyle using speech balloons.name, age, grade and physical and inner characteristics.
	Lesson plan 5: My preferences: Food and lifestyle (2 sessions)	<ul style="list-style-type: none"> To analyze information about my own characteristics. To identify comic strips which have two panels. 	Vocabulary <ul style="list-style-type: none"> Pronouns Hobbies vocabulary Grammar <ul style="list-style-type: none"> Simple present Verb to like 	To create a one-panel comic strip in which I explain my superhero's favorite food and lifestyle
	Lesson plan 6: My daily actions (1 session)	<ul style="list-style-type: none"> To analyze information about my routine and hobbies. To identify comic strips which have one panel. 	Vocabulary <ul style="list-style-type: none"> Pronouns Routine vocabulary Hobbies vocabulary Grammar <ul style="list-style-type: none"> Simple present Verb to like 	To create a comic strip comparing my routine to my superhero's one.
Cycle 3: My past and future: stories to be written.	Lesson plan 7: Extreme moments of my life: the saddest day of my life, the angriest day of my life.	<ul style="list-style-type: none"> To analyze information about my childhood To identify the comic strips elements To apply the comic strips elements 	Vocabulary <ul style="list-style-type: none"> Past vocabulary Grammar <ul style="list-style-type: none"> Simple past 	<ul style="list-style-type: none"> To do the prewriting and post writing exercises. To create a comic strip in which I narrate a story about the give situations taking into account the process of writing.
	Lesson plan 8: Memorable moments of my life: my favorite birthday and my favorite trip.	<ul style="list-style-type: none"> To analyze information about my childhood To identify the comic strips elements To apply the comic strips elements 	Vocabulary <ul style="list-style-type: none"> Past vocabulary Grammar <ul style="list-style-type: none"> Simple past 	

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	Lesson plan 9: My life in 4 years.	<ul style="list-style-type: none">• To think about my future• To identify the comic strips elements• To apply the comic strips elements	Vocabulary <ul style="list-style-type: none">• Future vocabulary• Jobs• Family Grammar Simple future	
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Table 2. Pedagogical intervention

Cycle 1: Contextualization: time to know the comic strip

The first cycle was composed of three lesson plans. It was aimed to display a general background about the comic strip. Each one was developed during two sessions. Firstly, in the lesson plan entitled “Comic strips and fun”, students were given information about the comic strip: concept and elements, by watching some videos and reading comic strips for the first time. Those presented quotidian situations as missing calls or falling down. In the second lesson plan, “Learning and practicing the elements of a comic strip”, students received information in regard to the elements of the comic strip: balloons, onomatopoeia, panels, and conventions by playing a group competition game. It had three stages: recognizing the elements, finding clues to organize a comic strip, and creating their first comic strip about a situation they do not like at school. Finally, in the third lesson plan entitled “Creative captions for creative comic strips”, students had feedback on the previous topics and developed a workshop in which they could evidence their knowledge about comic strip by creating their second comic strip.

Cycle 2: My present: current realities

The second cycle was developed in three lesson plans. Its main purpose was to reinforce writing as a situated practice through the constant creation of comic strips based on the students’ reflection. For this purpose, each student designed an avatar in order to feel more comfortable when writing about their own characteristics. Thus, the topics selected for this activity were physical and inner description, food, hobbies, and daily routine. Besides, students had the

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opportunity to practice the process of writing proposed by Harmer (2004). In this way, they were given first prewriting activities which consisted of a set workshops and discussions in order to generate ideas and to organize them. Then, they had their first creation challenge which was to imagine themselves as superheroes and to portray the situations they lived in comic strips. Afterwards, students had post-writing activities in groups to share their work with their partners and to reflect on their process through short questionnaires. It is important to mention that students had to write in simple present tense throughout the whole cycle.

During the development of the first lesson plan entitled “Inside out: personality and appearance”, the topics Superheroes and Descriptions were presented by means of a video and a lottery game, that included adjectives to describe appearance and personality. After that, students created their own superhero and characterized it. Then, in the second lesson plan “My preferences: Food and lifestyle”, students had to write a diet for their superhero according to their real preferences and to create a single panel comic in which they displayed also the hobbies of their superhero. They also learned hobbies vocabulary and practiced it by playing charades. In the third lesson plan “My daily actions”, students compared their routine with their superheroes’ and created a comic strip about the one that was most interesting for them.

Cycle 3: My past and future: stories to be written.

The third cycle was composed of three lesson plans. The first two were aimed to practice situated writing by portraying past experiences and the other one would display future expectative of life in the next four years. The first lesson plan was entitled “Extreme moments of my life: the saddest day of my life, the angriest day of my life”. Here, students had the opportunity to choose between sadness and anger and to write about it. There was an experiential

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work to present these emotions through images that provoked reactions in them. Then, students had a pre-writing activity in which they reflected about those feelings and accomplished the task, which was to create a comic strip telling the story of the saddest or angriest day of their lives.

In the second lesson plan entitled “Memorable moments of my life: my favorite birthday and my favorite trip”, students could reminisce good experiences of their lives and portrayed them in a comic strip. In the third lesson plan entitled “My life in 4 years”, students had a reflection time in which they brainstormed about the plans they had for the future. They represented in a comic strip their expectative and achievements. It is important to mention that in terms of grammar, this cycle required two grammar tenses: simple past and future with will. In addition, the proposed topics were emotions and predictions.

Finally, students were expected to be able to express simple written ideas in regard to their own lifelines, using the new vocabulary and the one that they already knew. They were expected as well to recognize comic strips as a product in which they could describe, narrate, and express their expectations and represent what they felt and thought.

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CHAPTER V

Data Analysis and Findings

This chapter displays the analysis of the data collected throughout the pedagogical intervention and the procedures for data analysis. Firstly, the approach used to organize and analyze the information is described. Then, the perspective used for this research is explained. And, finally, the categories and subcategories are presented and supported with evidence and samples from data.

The current research utilized the Grounded Approach to analyze the data collected. Strauss and Corbin (1998) state that the categories are conceptual elements of a study that emerge from the analysis of data collected. Simultaneously, categories have properties which support them, defined as subcategories. Moreover, the grounded approach has an inductive nature, since the categories are not pre-established, but are obtained from the data analysis. In addition, the authors highlight that the grounded approach employs a comparative method for the analysis of data classifying it and grouping it under the same concept.

Furthermore, this project adopted an emic perspective, which, according to Riazi (2016), is applied to categorize the outcomes of a research. It studies the phenomenon from the participants' point of view. In order to obtain this perspective, the researcher is immersed in the context and addresses the participants' thoughts, attitudes and opinions for their further study and analysis. In addition, Harris (1976) points out that "methods in emic research are more likely to involve sustained, wide-ranging observation of a single cultural group" (p.782). In this way, the researcher tends not only to describe and analyze the cultural group but also to be part of it.

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Procedures for Data Analysis

The procedures for data analysis had three stages: collection, coding, and analysis. First of all, data was obtained as was explained in chapter III through three sources: field notes, questionnaires and students' artifacts organized and grouped in different storage devices. Then, it was coded using colored adhesive notes to classify the findings of the research project. Finally, data was analyzed by forming relations among categories.

For coding data, the field notes were drafted within each session. They were edited and corrected in a file as final version to be saved and stored in a folder. There was a copy file saved in the cloud in order to protect data. In the case of the questionnaires, it is important to clarify that this research utilized two different methods: the first questionnaire was applied in class and the second one was applied online. The data collected from the first one were saved in a green binder: each questionnaire had the respective number and date of application. On the other hand, the information gathered from the online questionnaire was stored in the cloud. Finally, the artifacts were classified in 3 binders according to the cycle, the date, and the topic of the session: Blue for the first cycle, yellow for the second cycle and white for the third one. It is important to mention that once data was organized, it was read and revised several times in order to find information that was relevant for the research questions and objectives.

After that, data were labeled using colored adhesive notes. For each research question and objective, data were classified sticking the notes on the top of each paper and adding comments about possible relations. Thus, orange notes were used for the role of the comic strips, and green for the responses to situated writing. This method was used for the artifacts, the field notes and the first questionnaire. For the second questionnaire, which was online, all the answers

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were downloaded in a word document, and the same color code was utilized by highlighting relevant excerpts. Finally, the categories and subcategories of analysis emerged from the collected data. This process consisted on the establishment of relations among information in order to illustrate the outcomes of the pedagogical intervention, in relation to the questions and objectives of the research.

Categories of analysis

Considering that the aim of this research project was to describe the role of the creation of comic strips in the promotion of writing in seventh grade students as well as analyzing students' responses to writing when it is understood as a situated practice, a hierarchical scheme was made in order to present the categories and subcategories and the relations among them and the objectives of the study.

The first and second categories, *The supportive role of the creation of comic strips when promoting writing and the encouraging role of comic strips in the English class*, emerged from data in relation to the first objective. These categories displayed the two roles that the creation of comic strips had not only regarding the promotion of writing, but also in the perception that students had towards the English class and the impact of this practice in another skill: reading.

The data obtained that were mainly employed to support these categories were samples of artifacts which showed a sort of comparison between the first and the last cycle applied. Data were also used from the field notes and the questionnaires in order to comprehend students' perspective towards the intervention and the outcomes in another skill: reading.

The third category: *portraying my mind through comic strips* emerged from data in relation to the second objective and sought to present the significance that writing about

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quotidian situations has for students. The data utilized for the analysis of this category was obtained from the fieldnotes and questionnaires in order to understand the way students addressed the act of writing about their reality and how they could portray their thoughts, feelings, and experiences.

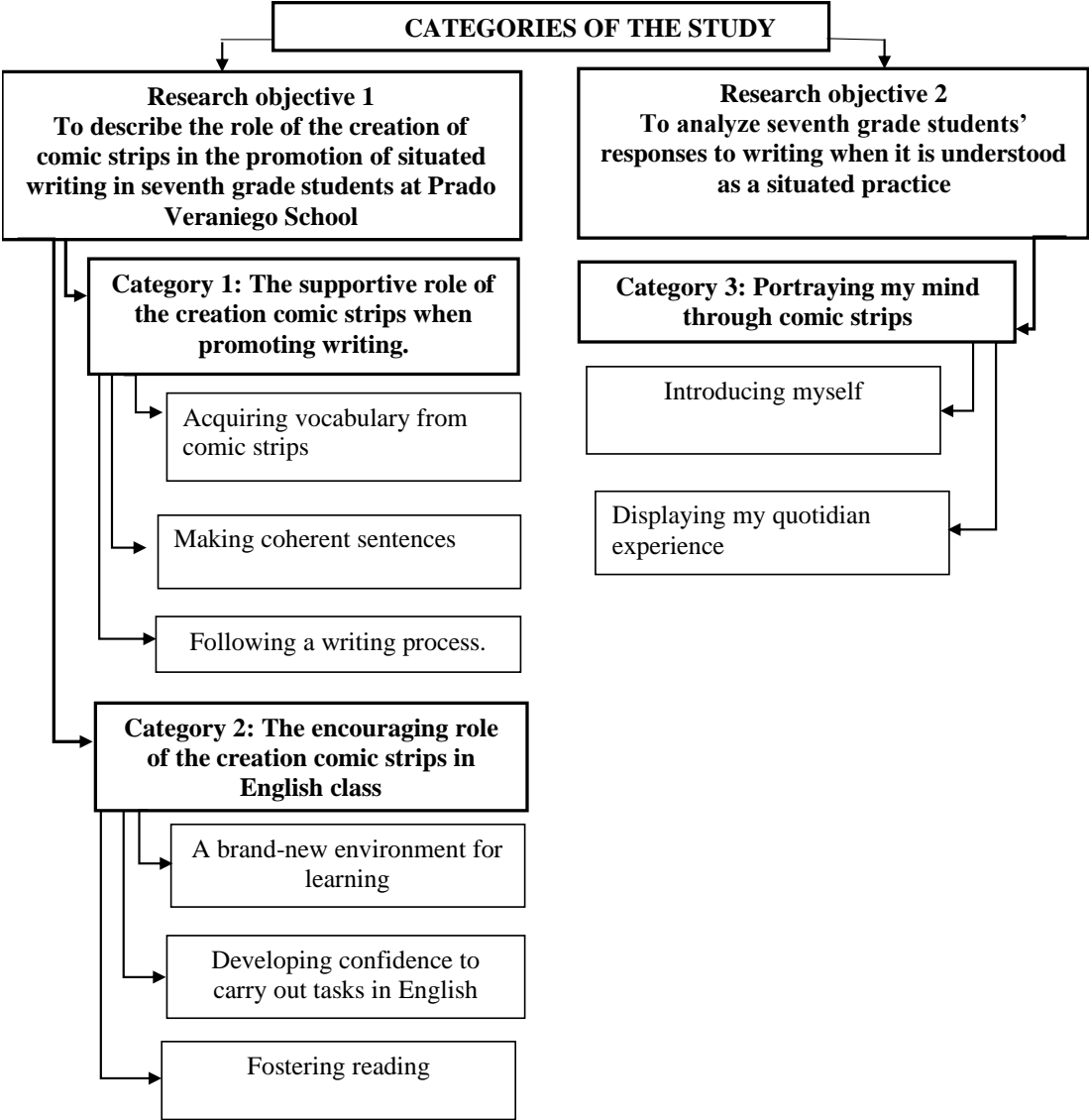


Table 3. Categories of study

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Category 1: The supportive role of the creation of comic strips when promoting writing.

This category displays the role that the creation of comic strips had for students to develop their writing skills. They provided a sample for students in terms of vocabulary and structure not only in form, but also in content. The analysis of collected data revealed their progress in the acquisition of different elements that they did not master at the beginning of the pedagogical intervention. These are: the acquisition of vocabulary, the use of coherence in simple sentences and the use of the learned writing process. The data used to support this category were field notes, artifacts and the second questionnaire.

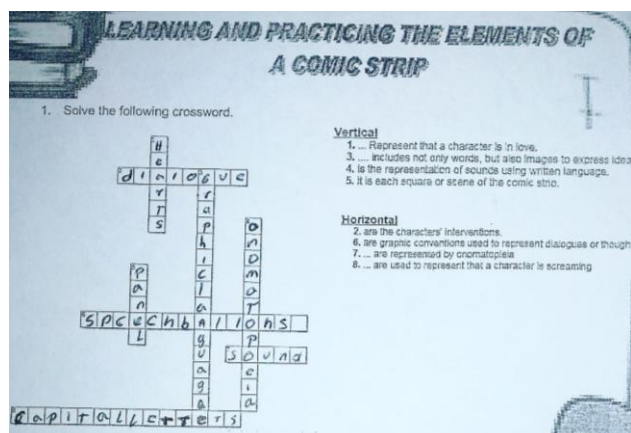
Acquisition and use of vocabulary from comic strips. This sub-category refers to the lexical expansion that students had throughout the intervention. It is important to highlight two important meanings of vocabulary. The first one is understood as the specific set of words concerning the comic strip. The second one is the vocabulary explained by Ma (2009) as the knowledge of words and their appropriate use according to a context.

Data revealed that students had a lack of vocabulary at the beginning of the first cycle as they used to talk about the comic strips with a less academic lexicon. The following excerpt of the field notes shows the problems students had to refer to specific concepts related to the comic strips.

Once students started the practice workshop in which they had to observe a comic strip and discuss some questions with their group, I noticed they were a little bit confused with the names of the elements of the comic strip that I had just explained. They still were calling “squares” to the panels and they did not know what the word “character” meant, so I approached them to offer some help.

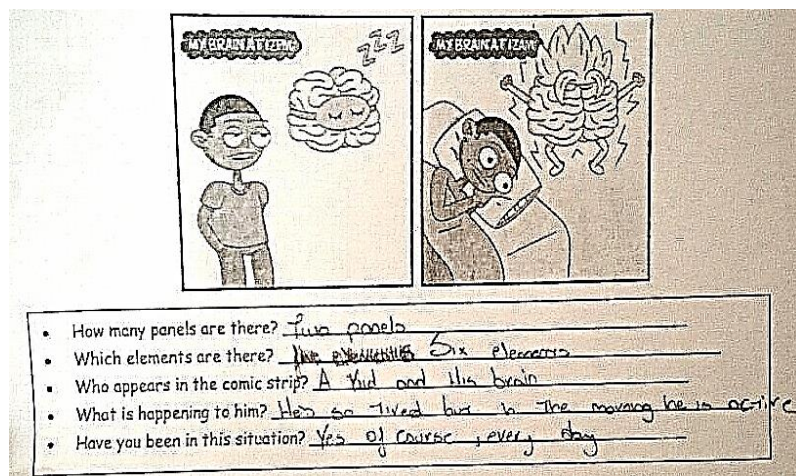
[Field note N° 22, September. 2019. Lines 22-27]

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[Artifact Student 14. Cycle 1, lesson plan 3. October 1st 2019]

Data illustrate that in fact students learned vocabulary about the comic strip: elements (speech balloons, onomatopoeia and graphic language) and parts (panels, caption and dialogue) by means of the different activities that were developed throughout the classes in the intervention. They used these words when referring to the comic strips or asking questions about them.



[Artifact Student 24. Cycle 1, lesson plan 2. September 17th, 2019]

Data also revealed that students learnt the vocabulary and they were able to use it in class. In the second questionnaire, when students were asked about the knowledge that they learnt about comic strips, most of them said that they knew the main topics and vocabulary

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explained in class as the definition of comic strips, the parts and elements and their importance for communicative purposes.

¿Qué conocimiento adquiriste en cuanto a la escritura de comic strips?

S2: La definición y las partes

S6: Los elementos y las partes

S8: Los elementos, la definición y la importancia

S10: Las partes y los elementos

S11: Los elementos y las partes

[Second questionnaire, May 2020]

In regard to the second element of this sub-category: vocabulary of daily situations, data evidenced that they presented a predisposition not only towards English as a foreign language, but also towards writing. One of the reasons was their lack of vocabulary. They needed to know several words in order to carry out the tasks that required simple written dialogues, descriptions and explanations. Thus, when they were asked for the most difficult skill for them. The following answers were found:

¿Cuál consideras que es la habilidad más difícil?

S5: Escribir porque me equivoco en todas las palabras

S12: Escribir porque no se muchas palabras en inglés

S19: Escribir porque no se casi ninguna palabra y las que se las escribo un poco mal

S22: Escribir porque cuando quiero escribir algo no se qué palabras usar

S24: Escribir porque es difícil aprender tantas palabras

[First questionnaire. April. 2019]

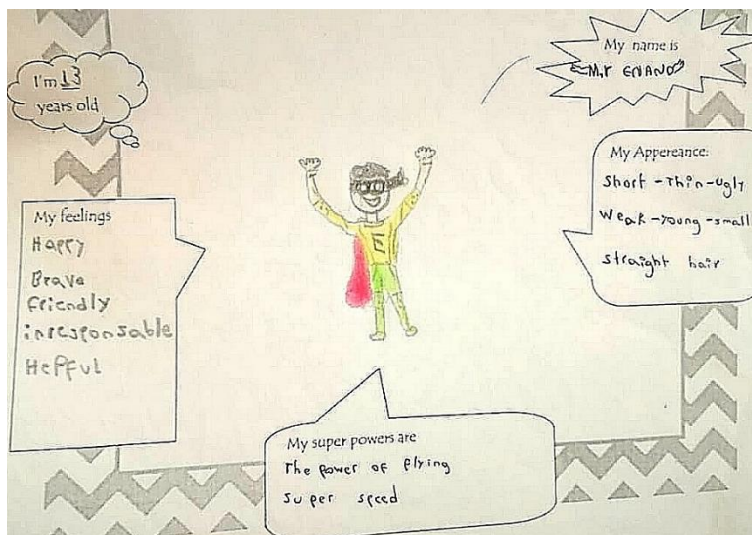
WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

Data gathered showed that students' lexicon started to increase as they worked on and participated in the activities and games that include new words in different topics that were important in quotidian life. The following excerpt of a field note supports the previous statement:

During the likes game, the whole group was participating and trying to guess the words. Most of them were using the words in English to refer to the different food groups that exist. Then, in the middle of the game, the snacks arrived, and students started to call the components of it in English: Orange, Milk, Strawberry, Bread, cookie.

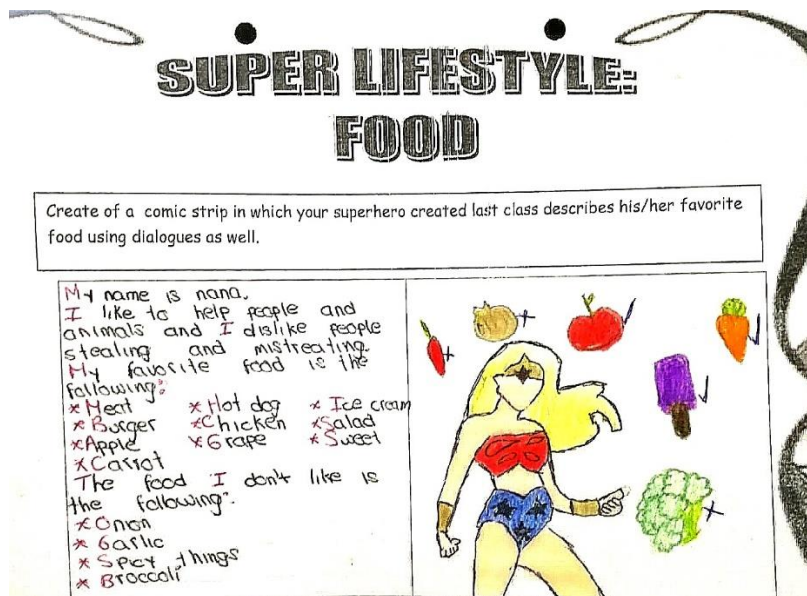
[Field note N° 26, September. 2019. Lines 22-27]

Data showed that by the end of the second cycle, the predisposition towards the English class and writing changed and students expressed that they learned new words through the creation of comic strips. Throughout the pedagogical intervention, the activities had an important element which was the supply of topics that included basic vocabulary for students. In addition, students mastered adjectives, emotions, basic information to describe themselves and others, preferences in terms of food and hobbies, and verbs related to their daily routine.

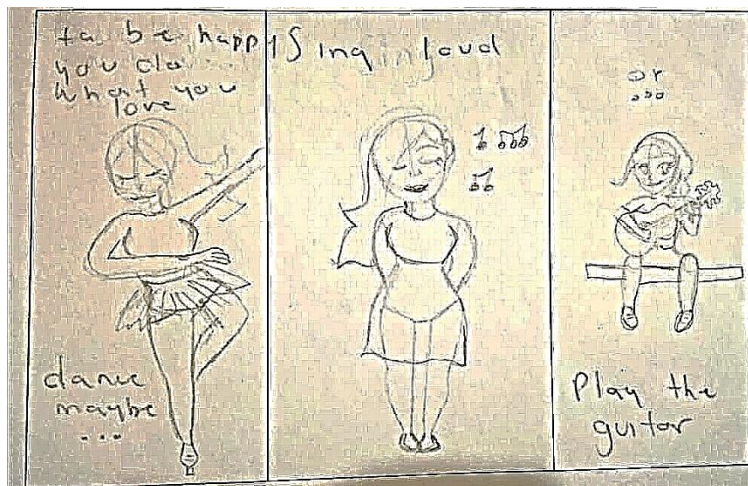


[Artifact Student 17. Cycle 2, lesson plan 4. October 22nd, 2019]

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[Artifact Student 05. Cycle 2, lesson plan 5. October 29th, 2019]



[Artifact Student 10. Cycle 2, lesson plan 6 March 09th 2020]

Data revealed that students mastered the vocabulary of the topics that were explained in class as it can be observed in the previous data samples. The first one corresponds to an activity related to adjectives. The second one was obtained from an activity related to food vocabulary in which they had to talk about the healthy lifestyle of a superhero previously created. And the third one was obtained from an activity in which students had to show their own hobbies.

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Additionally, in the second questionnaire, students were asked about the reasons why they liked to create comic strips. They were asked the following question:

¿Te gustaron los Comic strips que hiciste en clase? ¿por qué?

S1: si me gustó porque los dibujos me ayudaron a entender palabras nuevas

S3: Si Por Que Me Gusta Mucho Dibujar y Aprendí Algunas Palabras Nuevas Como Verbos y Dichos

S8: si porque se aprende vocabulario.

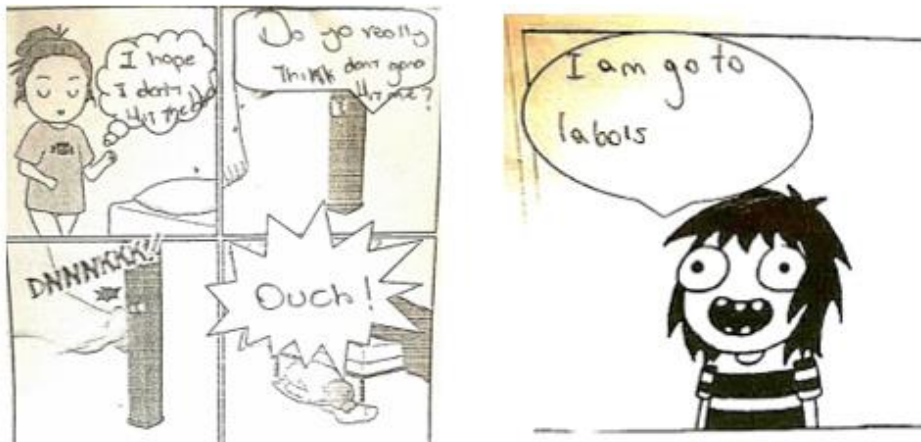
S6: porque tuve más vocabulario para usar en la clase por ejemplo en el plan lector para entender el libro y porque podía usar las palabras en las actividades.

[Second questionnaire, May 2020]

Data remark students' perspective about the knowledge acquired during the intervention. They liked comic strips because, as they were writing, they could explore and learn new words. At first, one of the biggest limitations for them to feel confident enough while writing and reading was the lack of lexicon. As they acquired more vocabulary, they addressed better written production and reading tasks. Their interest increased as well as they could understand and recognize sentences from books and texts in other areas.

Making coherent sentences. According to Slawson, Whitton, & Wiemelt (2011), coherence implies ideas logically organized and linked so that they can make sense. In this research, the type of written material expected from students was coherent and simple sentences and dialogues. It means, that they could be easily understood by a reader. Data collected revealed students' development of this writing skill throughout the intervention by means of the activities related to descriptions, explanations and even dialogues that made sense. It was obtained from students' artifacts, field notes, and the questionnaires.

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[Artifact Student 3. Cycle 1, lesson plan 1. September 3rd, 2019]

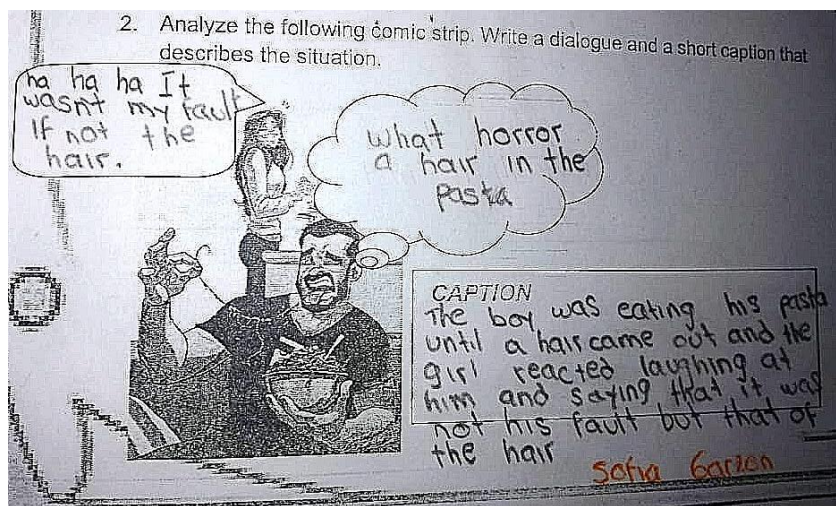
Data illustrated the type of sentences that students used to write at the beginning of the intervention. They did not have sense and the construction of meaning was difficult for a reader since they did not even have basic grammar structures. The following excerpt of a field note supports the idea:

The first answers for the workshop were hard to understand since they write incomplete sentences in English as they would in Spanish. They do not use subjects at the beginning of each sentence and when they try to mix two or more sentences to create a sort of paragraph, it does not make sense.

[Field note N° 23, September. 2019. Lines 15-19]

Data illustrate that students started to make a bigger effort on the answers of the pre-writing activities and in the captions of the comic strips they did. They started to take care of the organization of the idea within a sentence to make it coherent. They could even write short dialogues and paragraphs jointing sentences.

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[Artifact Student 13. Cycle 1, lesson plan 3. September 17th 2019]

Data display the progress that students had. It also shows short sentences that make sense and can be easily comprehended by a reader. The artifact was part of a pre-writing exercise in which students had to observe the situation and invent a dialogue and a caption.

Following a writing process. Harmer (2004) states that the writing process has four main steps: *planning, drafting, editing and final draft*. In the first one, the topic must be chosen and the ideas about it must be collected and analyzed. In the second step, the writer creates the first version of the product. In the third step, the writer revises the product and corrects any mistake. And finally, in the last step, the product is presented or published. This process was taught and carried on throughout the pedagogical intervention. The collected information revealed that students used this process most of the times to create their comic strips. It was important in order to clarify what students were going to write, how many panels they were going to design, and which situation was going to be portrayed. The data were obtained by means of field notes and artifacts.

Some students are having difficulties to create their comic strip because they are not following the steps, they started writing without planning. I approached to S17 and I

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asked her if she had doubts and she asked me more time because she started drawing before having a clear idea of what the story was going to be. I told her to bring the complete work next class.

[Field note N° 22, October. 2019. Lines 37-42]

Data evidenced the importance of the writing process for any type of written work.

Students were reminded each class to follow the steps and there were special activities for such purpose. For example, in the planning section there was always a brainstorm, and students used to do several drafts to present the best at the end of the class.

In addition, data illustrated the relevance that students assigned to the writing process to have successful comic strips. The artifacts are from planning activities, in which students had to do lists of elements to write about, according to the topic they were given. The following artifact is from a drafting and editing activity. Students presented and explained their comic strip to their partners.

TIME	ACTIVITY
9:00	I wake up and get up
9:30	I have breakfast and brush my teeth
10:00	Take a shower
10:40	do homework
11:30	Have a lunch
12:10	make ready my things and go to school

[Artifact Student 13. Cycle 2, lesson plan 6. October 22nd, 2019]

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2. A Superhero has some characteristics that include Strengths, weaknesses, abilities and threats. Fill the following chart with the information of your own

Strengths	Weaknesses
I am a loyal, happy friendly, honest, sincere hilarious, sensitive and I care for others	disrespectful, irresponsible racy, angry
Abilities	Threats
strong reason	I do not want to change my mood is not the best.

[Artifact Student 05. Cycle 1, lesson plan 4. October 22nd 2019]

Data collected evidenced that students followed all the steps in the process of writing since they realized that each process has a different function and is helpful for the development of a good written work.

Category 2: The encouraging role of the creation comic strips in English class

Shernoff (2013) states that in a learning environment, all the elements as peers, tasks, attitudes and evaluation interact and create a sensation of well-being. Hence, positive emotions develop students' engagement and attachment to school classes. This category refers to the encouraging role that the creation of comic strips played when motivating students to have a new perspective about their English class through a different class atmosphere. It displays two elements which are related to each other: the learning environment that comic strips provided for students a comfortable place to study and consequently the development of confidence to carry out not only writing tasks, but also in other skills.

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A brand-new environment for learning. This sub-category refers to the influence in the class atmosphere that the creation of comic strips had. The data showed the perspective that students developed towards their English class during the implementation of the pedagogical intervention. During the first session of cycle 1, students were not interested in the class. They were distracted in explanations and their attitude was not the best towards the proposed activities. The following excerpt from a field note were studied in order to establish a source of this problem.

As soon as the videos, they seem to lose all the interest and concentration in the class. S18 claimed that she felt tired and that she did not want to write because the activities were going to be boring and besides, she did not know much English.

[Field note N° 22, September, 2019. Lines 11-13]

Data revealed that one of the factors that affected students' perspective about English class was tasks because they considered them boring. With the usage of pictures, videos and workshops that involved activities such as drawing, playing and creating jokes about their own experiences, students developed a different perspective about the way English could be learned. The following excerpt of a field note, remarks this situation:

As soon as I started to provide the instructions for the development of the workshop in which they had to analyze comic strips and then create their own, students started to feel curious and started to ask questions about the way to solve it. The same student (S18) asked several times if that was the activity for the English class; I answered that in affect that was the task and she started to develop the questions.

[Field note N° 22, September 2019. Lines 40-44]

Data revealed that student's point of view changed meaningfully about the English class when they realized that it could be a fun space to learn. Games motivated students to participate

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and to enjoy learning during the rest of the activities. The use of videos, and the comic strips presented to students developed motivation in them, they felt engaged to the class. An excerpt from the second questionnaire supports the prior statement. Students were asked about their favorite activity throughout the pedagogical intervention:

¿Cuál fue tu actividad favorita del proyecto? ¿por qué?

S3: la vez que jugamos a concursos y los juegos con la comida

S6: los videos y cuando jugamos loteria porque eran chevres

S9: Me gustaron los juegos como el de actuar porque nos divertimos. Me gusto tambien crear el superheroe y el debate que hicimos sobre los villanos en la vida real. Tambien estuvo bien cuando exponiamos nuestros trabajos.

S10: los videos que se ponian al principio de las clases porque eran chistosos y yo los podia dibujar como los de los simpsons o los de anime

S11: No Estuve En Tantas, Pero Me Gustó La De La Rutina y Cuando Jugamos a Adivinar Los Verbos De La Rutina y del Tiempo Libre

S12: Me gustó mucho cuando hicimos el juego de la pista de obstáculos y que después había que armar el comic.

[Second questionnaire, May, 2020]

The data revealed the positive impact that comic strips had on students in relation to their English class. For them, comic strips represented a new form of learning a foreign language. It was an easier and funnier way to learn doing activities they liked, and they were not used to doing in this class such as drawing, creating characters or watching cartoon videos. It also represented an opportunity for students to understand better other tasks in English. The following excerpt from the second questionnaire, illustrates the change that students' perception towards English class suffered throughout the pedagogical intervention. They were asked if they perceived in a different way the English class and why.

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¿Es diferente la forma en la que percibes ahora la clase de inglés? ¿por qué?

S1: si porque no sabia que se podia aprender con comics y porque siento que es mas facil aprender

S3: siempre ha sido mi materia favorita, pero con las clases estaba bien hacer cosas diferentes como motivaciones para seguir aprendiendo.

S4: SI PORQUE VEO INGLES CON MAS INTERES

S5: si porque siento que es más fácil

S6: si porque nunca la había visto ingles así

S11: Si Por Que Yo creí Que No iba a Entender Nada Por Que La Clase Era Toda En Ingles, No Como En Mi Otro Colegio, Pero Si Entendí Y Me Gustaban Las Actividades, Los Juegos y Los videos.

S12: si, porque eran diferentes las actividades que hicimos. Fue bueno hacer algo diferente para aprender como ver videos de programas de televisión y dibujar con palabras cortas.

[Second questionnaire, May 2020]

The previous excerpt remarks students' new point of view not only about their class environment that gathered different elements in order to make the class space more dynamic and entertaining, but also it changed their own learning as they discovered that a foreign language can be learnt in different ways that may involve fun activities that make the process more enjoyable.

Developing confidence to carry out tasks in English. This sub-category refers to the confidence and motivation that students developed to write in English when creating comic strips. As was said before, students had a predisposition to solve different tasks in foreign language. Written activities were one of those because of their lack of vocabulary and grammar structures. But data revealed that there was another important factor that affected their performance, which was their fear to fail. The following excerpt from the first questionnaire

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supports the prior statement. Students were asked about the skill that was most difficult for them to develop.

¿Cuál es la habilidad más difícil de desarrollar? ¿por qué?

S4: Escribir porque todo lo que escribo me queda mal

S6: Escritura y lectura porque es muy difícil saber cuándo está quedando bien

S12: Escritura porque nunca me va bien en esa

S14: Escribir porque tampoco se me da en español

S19: Escribir porque no se casi ninguna palabra y las que se las escribo un poco mal

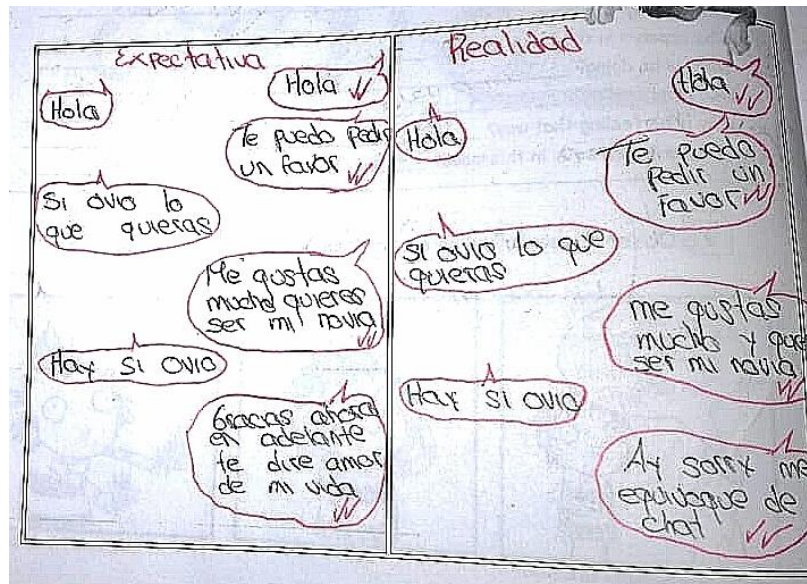
[First questionnaire. April. 2019]

Data illustrated that students' lack of confidence in their own skills to learn to write made them feel extremely insecure of trying to develop the activities completely in English. At the beginning of the first cycle, most of them did not even made an attempt to write in English. They only did their part in Spanish; the reason was that they did not feel able to communicate in English. The following excerpts from fieldnotes confirms the previous statement.

I asked again S25 to write in English the dialogues on the comic strip, but he refused arguing that he would better write in Spanish because that was the only way he was sure that I would understand his idea.

[Field note N° 27, September. 2019. Lines 16-18]

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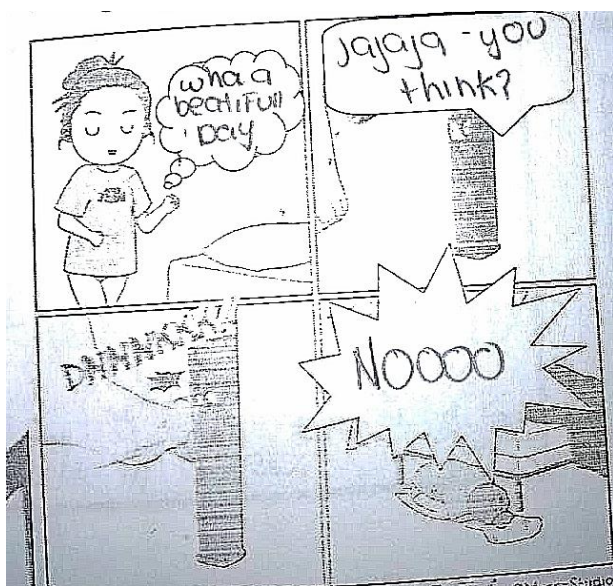
[Artifact Student 06. Cycle1, lesson plan 1, September 3rd, 2019]

Data revealed that students felt more comfortable when they discovered that making mistakes was part of the process of learning. Throughout the first cycle, students realized that the written tasks had not to be perfect, so they started to make attempts to write in English. Most of them stop worrying for the grade of the task that depended of the quality of the delivered activity. Instead, they focused on trying to write short sentences in English.



[Artifact Student 16. Cycle 1, lesson plan 1, September 10th, 2019]

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[Artifact Student 22. Cycle1, lesson plan 2. September 17th 2019]

Data showed that students improved their confidence levels and they started to take risks writing longer sentences to describe situations. As they were writing more, they needed more lexicon and more structures, so they started to feel interested in topics related to grammar and vocabulary in order to write better and more complete texts or sentences. They constantly asked for those topics in English class. The consequence was an increase on their confidence to develop tasks in English. In the second questionnaire, when students were asked if the creation of comic strips based on daily situations helped them in any other area or process, data collected showed that students' confidence was one of the areas that was positively affected by the pedagogical intervention.

¿Te ayudó en otra área la creación de comic strips?

Si tu respuesta fue Sí, explica en qué área(s) te ayudó la creación de comic strips.

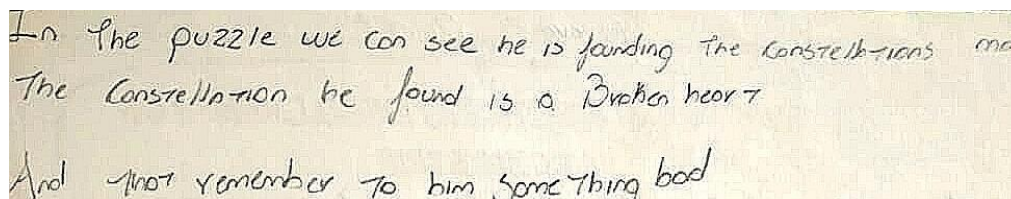
S1: a sentir más confianza cuando hago tareas y trabajos en inglés.

S3: para no tener pena de escribir ni de hablar ni tanto miedo de que me quede mal.

S7: en ser arriesgada para dibujar y escribir así no sea perfecto, al menos intentar.

[Second questionnaire, May 2020]

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In the puzzle we can see he is founding The Constellations and
The Constellation he found is a Broken heart
And not remember to him something bad

[Artifact Student 6. Cycle 1, lesson plan 3. September 24th 2019]

In conclusion, realizing that mistakes were opportunities not only to improve an area in which there is not much security and confidence, but also to learn, was a reflection for students. They developed confidence to write and to carry out different tasks in English.

Fostering reading. This subcategory refers to the influence and importance that the creation of comic strips had in other areas and skills. The analysis of the data revealed students' opinions and thoughts towards the creation of comic trips based on daily situations encouraging and promoting the development other areas throughout the pedagogical intervention. The data was collected from the questionnaires and some field notes.

In the second questionnaire, students were asked about the skills that they thought that were developed during the intervention. Data revealed that most of them expressed that writing was the most influenced area. However, they said that there was another area that was improved, which was reading. As most of the activities involved reading comic strips in the class to observe and learn vocabulary and structure, students were most of the time in contact with this practice. The following excerpts from the second questionnaire support the previous statement.

Explica de qué manera se desarrolló la(s) habilidad(es) que seleccionaste.

S1: creo que ahora puedo entender cosas que me ponen en la clase de inglés y antes no podía como cosas que hay en el libro que usamos

S4: Con el nuevo vocabulario era más fácil comprender los textos de los libros y con las exposiciones se quita un poquito el miedo a hacer el ridículo hablando mal.

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S6: Leer Por Que Antes De Hacer Los Dibujos leíamos y mirábamos Algunos Comics además Miré Algunas Páginas Sobre Eso y seguí Leyéndolos. Escribir Por Que En Los Dibujos había Que Poner Descripciones o Conversaciones o Pensamientos.

S8: Leer y escribir: porque aprendí muchas palabras nuevas y entiendo un poco más el libro de inglés y el de plan lector. Hablar: porque ya no me da tanta pena hablar en frente de mis compañeros.

S10: porque tuve más vocabulario para usar en la clase por ejemplo en el plan lector para entender el libro y porque podía usar las palabras en las actividades.

S11: lectura porque reconozco algunas palabras y frases en los libros y actividades de inglés y escritura porque se más palabras ahora y las puedo usar en las tareas.

[Second questionnaire, May 2020]

Data showed that students developed curiosity towards reading during the pedagogical intervention. As dialogues and captions were simple and easy to understand, students discovered a tool to learn English and the felt happy to understand the meaning of words there. The following excerpts from field notes are examples of their motivation and interest in regard to reading comic strips.

Students were excited about the comic trips they read in the class. S22 asked me if I had one which was longer to keep reading. Meanwhile, some other students asked me for the names of the pages where they could find more. Of course, I provided them the names of web sites where they can find comic strips.

[Field note N° 24, September. 2019. Lines 22-25]

While the raising flag starts, S14 and S16 approached to me to tell me that they checked at home the pages on social networking that had comic strips. Take added that the comics are so funny and that they understand some scenes better now

[Field note N° 26, October. 2019. Lines 13-15]

While they were reading the book with the head teacher, some of them asked for unknown words and some students provided de answers and some words were part of the vocabulary they have seen in the activities.

[Field note N° 26, October. 2019. Lines 13-15]

The previous data samples evidences students' improvement in reading, as they were able to understand texts. They also made suggestions of vocabulary and meaning for their partners in

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regard to the topics that were explained during the intervention. It also illustrates that comic strips were a resource to engage students not only when writing, but also when reading. Students' curiosity to read comic strips at home is also remarkable since it shows their genuine interest on this tool.

Category 3: Portraying my mind through comic strips

Lilis (2001) addresses writing as a situated exercise in which language is jointed with the social context of individuals. This practice portrays the reality of a person or a group of people providing clear images of cultural and social experiences of the writer. Thus, this category refers to students' responses when creating comic strips about their daily situations.

Data collected revealed the positive reaction to this exercise since it was a meaningful space to express their emotions and to show their reality. In the second questionnaire, they were asked what comic strips were useful for. Most of them expressed that they were useful for the expression of ideas and experiences, and also to represent their reality.

Introducing myself. This subcategory refers to students' responses towards writing about themselves as individuals. Data illustrated that students were engaged when they had to talk about themselves. Likewise, it was a meaningful exercise as they had to re-discover and recognize aspects that are part of them as human beings.

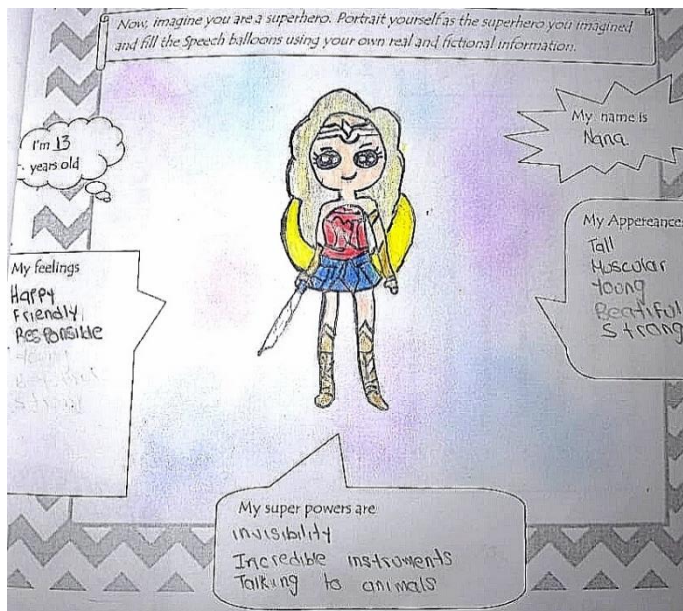
Data evidenced that at the beginning of cycle 1, students presented difficulties to recognize their own features in simple exercises. When they were asked to provide information about their partners, they could immediately answer from their perspective, but when it came to themselves, they could not carry out the task easily. The following excerpt from a field note supports the previous statement.

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I told them to think about three characteristics that they could recognize about the partner next to them and they started to provide adjectives. Then, I asked them to write three characteristics of their own personality and they took much more time for this simple task. S22 said: -Yo no tengo nada bueno, profe, dígame usted.

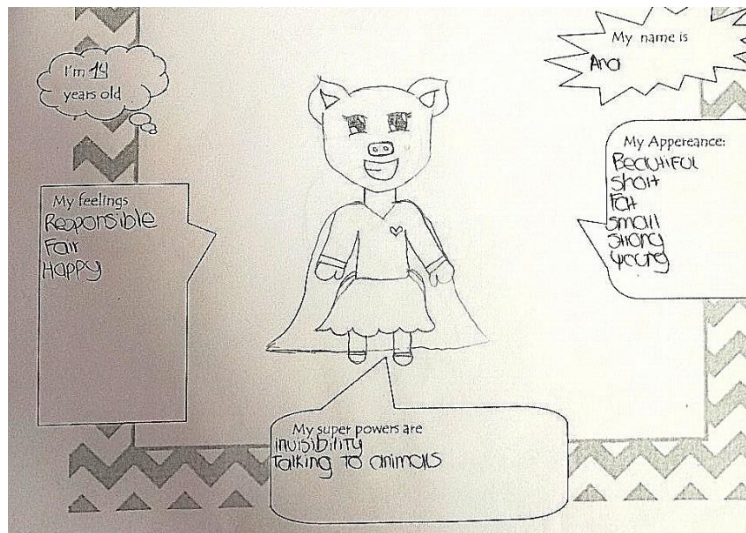
[Field note N° 27, October. 2019. Lines 13-15]

As students felt more comfortable to talk about other people, a new strategy was implemented: to talk about themselves with a new identity: a superhero. When they started to create this character, they could describe it easily and set behaviors, emotions and features from their own personality.



[Artifact Student 6. Cycle 2, lesson plan 4 October 15th, 2019]

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[Artifact Student 20. Cycle 2, lesson plan 4. October 22nd, 2019]

The previous demonstrates that students developed self-awareness of themselves as individuals who are able to recognize the positive and negative aspects of their personality. Data evidenced that they also developed awareness towards their opinion as part of the beliefs that configure their thought. The following excerpt from a field note is an example of the prior statement. They were asked in class about the problems they would solve in the world if they could become the superhero they created.

I asked them which were the main problems they would solve in the world if they could be only for one day the superhero they created. Immediately, they started to participate. S5 said he would punish the corrupted people and politician, S9 said she would catch thieves all the time. In that moment S19 and S25 raised their hands and said that not all the people who steal are bad, some of them just have needs. The rest of the group divided in two smaller group: people who agreed with S19 and S25 and people who do not. They started to talk since the perspective of their superhero to defend their position.

[Field note N° 25, October. 2019. Lines 35-41]

Data evidenced that students were comfortable enough to present their opinion about a discussion topic and to present arguments taking into account the topic of the class. They

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considered their opinion as part of their individuality. They could display their feelings, thoughts and points of view throughout the pedagogical intervention.

Displaying my quotidian experience. This subcategory refers to the responses that students had when creating comic strips about daily situations. Data revealed that students presented a positive response in this exercise, since they were comfortable portraying situations they had been through. In the second questionnaire, students were asked if they considered that the comic strips they read and wrote were related to their daily life.

¿Consideras que los comics strips que leíste y que hiciste se relacionan con tu cotidianidad? ¿Por qué?

S4: si porque eran sobre las cosas que me gustan y las que hacia

S6: Sí porque los que leímos y escribimos eran sobre nosotros mismos en la casa y en colegio.

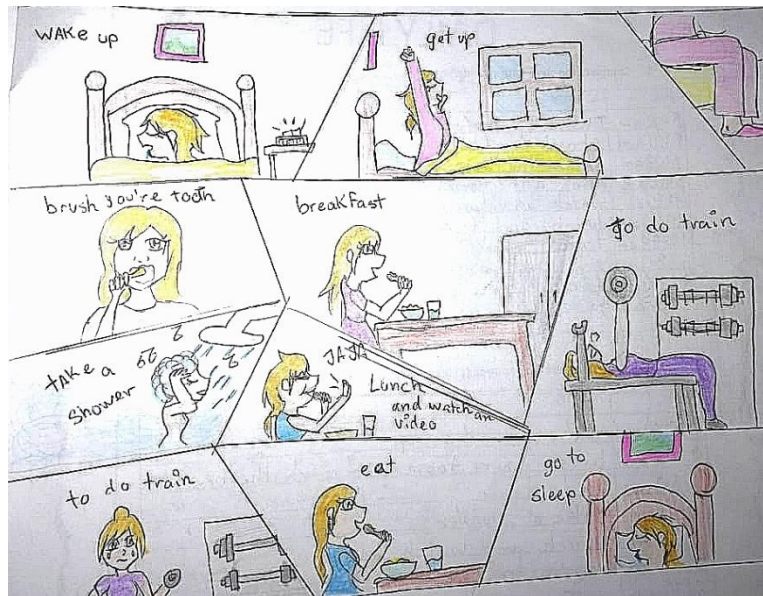
S7: si porque podíamos leer situaciones parecidas a las que nos pasan en la vida y teníamos que dibujar cosas que nos pasan y nos han pasado en la vida diaria.

S8: si porque los que vimos en clase se parecen a lo que he vivido y porque hicimos algunos que eran de cosas que nos han pasado de verdad.

[Second questionnaire, May 2020]

Data revealed that students were interested in portraying simple actions not only at school, but also at home. One sample of this is the following excerpt, in which students displayed daily events of their lives such as their daily routine. They could compare routines and realize the differences and similarities in regard to lifestyles.

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM



[Artifact Student 18 Cycle 2 lesson plan 6. March 02nd 2020]

Data showed that students recognized themselves within their environment. They expressed awareness towards problems in society such as crime, violence, and corruption. Through the creation of their superhero, they established the role they would like to play when facing the reality of the world.



[Artifact Student 22 Cycle 2 lesson plan 6. March 09th 2020]

To conclude, data illustrates students' affinity to represent the quotidian events of their lives, especially the ones that happen at home and at school. In some tasks they were asked to present their routine or to portray situations that had made them feel uncomfortable or that they

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did not like, and they showed interest in those topics by writing their comic strips. Their voice was also present in them when writing about problems in society.

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

CHAPTER VI

Conclusions and implications

This chapter displays the conclusions of this project taking into account the findings described in the previous chapter. Moreover, the implications of the study for the educational community, for the institution in which it was developed, for the participants and for the researcher will be explained. Finally, the limitations of the study and some suggestions for further research will be exposed.

Conclusions

The current research aimed to promote writing as a situated practice through the creation of comic strips based on daily situations. There were two research questions that guided this project. The first one was what is the role of the creation of comic strips in the promotion of situated writing in seventh grade students at Prado Veraniego School. The second one was: What are seventh grade students' responses to writing when it is understood as a situated practice? Along with them, there were two objectives. The first one was to describe the role of the creation of comic strips in the promotion of situated writing in seventh grade students at Prado Veraniego School. The second was to analyze seventh grade students' responses to writing when it is understood as a situated practice in Veraniego School.

In relation to the first objective, the data analysis evidenced that the creation of comic strips played two roles when promoting writing; the first one was supportive. The research study revealed the development of diverse elements in writing as the acquisition of vocabulary, coherence in simple sentences and the application of the studied writing process, which involves four steps: planning, drafting, editing and final draft. Thus, it could be observed that writing was

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

promoted by creating comic strips provoking an improvement of students' writing skills. Firstly, data showed that at the beginning that they had a lack of quotidian vocabulary, a very limited perception of sense when making simple sentences and an inexistent writing process.

Nevertheless, by the end of the project, data demonstrated that students were able to use a variety of new words in simple sentences and they also were able to use appropriate terms when referring to comic strips' elements. Moreover, they were able to write simple but coherent sentences which made sense for a reader. In addition, students learnt a series of steps to organize their ideas, and they were able to use this writing process when creating comic strips.

The second role of the creation of comic strips was encouraging in terms of motivation for students. The data analysis showed that they embraced a different perspective towards their English class due to the motivation they had throughout the intervention. There were two elements that were essential on this process which were a brand-new environment for learning and the development of confidence to carry out tasks in English. At first, students had a predisposition towards their class, they were not engaged to it and they felt insecure to write. Data illustrated that by the end of the intervention, students discovered new resources and activities to learn English as games, readings with images and the creation of comic strips. Moreover, they felt more confident to write and to do tasks in foreign language. Indeed, they lost the fear to make mistakes and they perceived them as part of the learning process which can become opportunities to improve failures.

In relation to the second objective, data revealed students' positive reactions to writing when it is understood as a situated practice. There were two elements that depicted how meaningful this exercise was for them. The first one was the engagement students developed

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

when writing about themselves. They had the opportunity to have a personal encounter with their inner preferences, emotions, and thoughts. In addition, they could recognize positive and negative aspects of their personality. Moreover, they shared some of their beliefs with others it, which provoked a state of awareness of themselves as individuals different and unique in school and home spaces.

The second element was the portray of the quotidian world they live in. Students had the chance to write about events that have happened in their lives. In this way, data revealed that students felt comfortable presenting their experiences, especially the ones that are related to school. They could depict simple daily situations as falling in public, an emotional disillusionment, fear for exams in class, and fights with friends and relatives. Furthermore, students wrote about their daily routines and could compare their lifestyles with others'. In addition, they could express their opinions in regard to the society they are part of in topics such as corruption, poverty, or hunger. In fact, students were motivated to write about their lives and share their experiences with their partners.

Implications

There are some implications that arose from this research. These are related to teaching English in EFL classrooms, the institution where this project was carried on, the participants of the study and the pre-service teacher who had a researcher role as well. First, it is important to highlight that English as a foreign language is not the end of the learning process but a means to build and depict learners' reality. Thus, this research project frames language practices as situated in accordance to the context where they are developed. Consequently, the participants of

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this study applied situated writing in comic strips to develop their writing skills, bearing in mind their thoughts, state of mind and experiences.

Second, in order to apply the project, there were some implications from the institution. Bearing in mind that the explanations and activities were carried out with audiovisual resources such as videos, images, and presentations, it was important to have availability of technological tools. The institution always supplied this important need through the facility of computers, projectors, speakers, and the multimedia room. Moreover, time in English class was an important element to develop activities. In addition, a free teaching environment was relevant as well which could complement resources and topic that students were taking.

Third, it is important to highlight as well as two implications for the participants. One of them, related to an emotional component is a good attitude to learn. As the pedagogical intervention was developed in a merely EFL environment, basic lexicon and some formal structures of the language were required in order to be able to comprehend explanations and conversations. It is also important for the adequate development of the writing tasks. As a consequence of the development of the project, students could acquire new vocabulary to supply the first requirement and they kept an appropriate attitude towards the intervention which made them to feel more confident when solving the proposed tasks.

Finally, the pre-service teacher and researcher generated implications for the research as well. The first one is the establishment of students' needs. It is important to clarify the strengths, weaknesses, and opportunities in terms of language and self-development that students already had, the ones that students need to acquire and the ones that they would like to have. Taking into account the prior, it is easier to establish what students need and to design an appropriate

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intervention. Moreover, it is relevant as well the clarification and comprehension of students' context in order to understand their states of mind. Furthermore, pre-service teachers require organization of time and class planning. Those are essential elements for the good development of the project. In addition, a good attitude in each session is an important factor in order to create a meaningful and motivating environment for teaching and learning. Finally, it is important to remark the need of creativity for the design of activities in order to display engaging proposals to students.

Limitations

Throughout the application of this project, four limitations were found. Those were teachers' strikes, a pandemic, the number of class hours and students' proficiency in foreign language. All of them affected the intervention by reducing the time for the development of tasks and planned activities. As a consequence, there was an unfinished cycle by the end of the project.

During the second semester of 2019, several teachers' strikes, and protests affected the course of this project. Most of them were carried out on days when this project was being developed and the school was closed for one or two days. There were difficulties to recover the lost time, mainly because of another limitation: the number of hours allowed to apply the project per week (only 84 minutes) was not enough. Therefore, those limitations combined created a complication to carry on the activities. Nevertheless, as this project could be applied until mid-March 2020, some of the lost sessions could be recovered.

In addition, on late-March 2020, not only Colombia, but also the rest of the world suffered the consequence of a pandemic. That was obligatory isolation which lasted about three months. It consisted in a voluntary confinement for all citizens and the restriction of any massive

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contact. Thus, schools were not opened, and the intervention had to stop. This was a limitation in matters of time since about one whole month of application was missed.

Finally, there was one more limitation for the development of this project, it was students' proficiency in foreign language. As it was stated before, at the beginning of the intervention, students presented a lack of vocabulary and structures, it complicated the process of communication between the researcher and them. Though this was solved throughout the intervention as students acquired more vocabulary and felt able to express basic ideas about their thoughts and requirements.

Further research

This research project was focused on encouraging writing as a situated practice through the creation of comic strips. Data evidenced that writing was the main developed skill throughout the application. However, reading was influenced as well. Therefore, it would be fascinating if new research projects were focused on other language skills that can be stimulated considering daily situations as a source of topics for writing. Moreover, comic strips in the classrooms can be studied as a resource to foster creativity and a new perspective of reading. Likewise, it would be interesting if the creation comic strips based on daily situations were implemented with other population, since the current research was developed in eighth grade.

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ANNEXES

Annex 1 First Students' questionnaire

 UNIVERSIDAD PEDAGÓGICA NACIONAL
 COLEGIO PRADO VERANIEGO I.E.D.
ENCUESTA 705

Apreciado estudiante, esta encuesta busca conocer tus procesos de aprendizaje en lengua extranjera y tener un acercamiento a tu contexto y a tu cotidianidad. Recuerda que no hay respuestas incorrectas y que puedes expresarte con naturalidad y honestidad.

DATOS PERSONALES

Escribe las respuestas en el espacio correspondiente.

1. ¿Cuál es tu nombre? (Por el que te gusta ser llamado).
Sofia Garzon

2. ¿Cuál es tu edad?
13

3. ¿En dónde vives?

LOCALIDAD	BARRIO
<u>Suba</u>	<u>Ciudad Jardin Norte</u>

4. ¿Dónde naciste?
Bogota, Colombia

Marca con una (x) en la tabla según corresponda

5. ¿Con quién vives?

Mamá	Papá	Hermanos	Abuela	Abuelo	Ti@s	prim@s	Sobrin@s	Otros
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					

6. ¿Qué medio utilizas para movilizarte colegio-casa y casa-colegio?

Caminando	Bicicleta	Motocicleta	Carro	Sitp	Colectivo	Transmilenio	Bici-taxi
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

7. ¿A qué dedicas el tiempo libre?
A jugar, escuchar musica, hacer tareas,

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

ACERCAMIENTO A LA LENGUA INGLESA

Escribe las respuestas en el espacio correspondiente.

8. ¿Cuál es tu materia favorita? ¿por qué?
Biología porque habla mucho del cuerpo humano
9. ¿Estudias inglés por fuera del colegio? ¿Dónde?
No
10. ¿Te gusta el inglés? ¿Por qué?
A veces porque me queda un poco difícil
11. ¿Consideras importante aprender inglés? ¿por qué?
Si porque podemos hablar en varios idiomas en países que no ablan español
12. ¿Escuchas música en inglés? ¿Cuál es tu artista preferido?
Si Michael Jackson
13. ¿Ves contenido multimedia en inglés? (series de televisión, series de Netflix, videos de YouTube, películas y cortos animados). ¿Cuáles?
No
14. ¿Te gusta leer?
Si me gusta leer libros de acción

Marca con una (x) tu respuesta y justícala en el cuadro que está en blanco.

15. ¿Con cuál de las siguientes habilidades sientes mayor dificultad en inglés? ¿Por qué?

☒ Hablar ☒ Escribir
☐ Escuchar ☐ Leer

Hablar porque se me dificulta
y escribir porque me
equivoco mucho

16. ¿Con cuál de las siguientes habilidades sientes mayor afinidad en inglés? ¿Por qué?

☐ Hablar ☐ Escribir
☒ Escuchar ☐ Leer

Escuchar porque entiendo
Rápido

17. ¿Qué actividades en inglés disfrutas más?

☐ Hablar ☐ Escribir
☒ Escuchar ☐ Leer

Escuchar música y
algunas películas

¡Gracias!

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

Annex 2 Online questionnaire

Nombres, Apellidos

11 respuestas

PAULA ANDREA ESPINOSA PRECIADO

Katerin Peñuela

Avril Yubana Barreto

Duvan Hernández

Ariana Correa

Juan Antonio Moreno

Sofía Katherine Garzón Ramírez

Mariana Galvis

Valery Reina

¿Te gustaron los Comic strips que hiciste en clase? ¿por qué?

11 respuestas

si me gustó porque los dibujos me ayudaron a entender palabras nuevas

Si me gustaron mucho porque fue una forma diferente de aprender vocabulario. Además siempre me ha gustado leer historietas. No estaba seguro de si me iba a gustar escribirlos pero si fue buena actividad.

Si

si porque es algo nuevo para mi

si porque en mi otro colegio no habian cosas asi

no porque no me gusta dibujar y no sabia que poner en los cuadros

Si Por Que Me Gusta Mucho Dibujar y Aprendí Algunas Palabras Nuevas Como Verbos y Dichos

¿Consideras que los comic strips que leíste y que hiciste se relacionan con tu cotidianidad? ¿Por qué?

11 respuestas

si porque era sobre mis experiencias del colegio y de la casa

si porque eran sobre mi

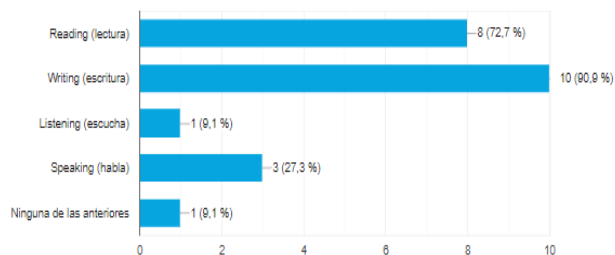
unos si y otros no porque unos pueden pasar y los otros son muy fictis

Si Por Que Varios Eran Sobre Lo Que Me Ha Pasado En El Colegio o Sobre Como Me He Sentido

si porque eran sobre las cosas que me gustan y las que haria

¿Cuál de las siguientes habilidades sientes que mejoró?

11 respuestas



Colegio y curso

11 respuestas

Prado Veraniego 805

Prado Veraniego - 805

Prado Veraniego

PRADO VERANIEGO IED 805

IED Prado Veraniego- 805

Colegio: Prado Veraniego IED
Curso: 805

Prado Veraniego/805

¿C

11 respuestas

la vez que jugamos a concursos y los juegos

los videos y cuando jugamos loteria porque eran chevres

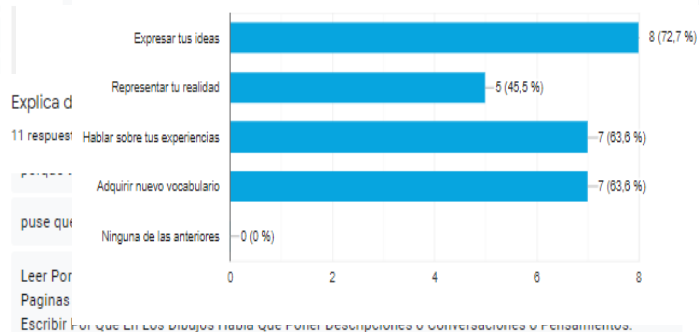
No Estuve En Tantas Pero Me Gustó La De La Rutina y Cuando Jugamos a Adivinar Los Verbos De La Rutina y del Tiempo Libre

los videos que se ponian al principio de las clases porque eran chistosos y yo los podia dibujar como los de los simpsons o los de anime

me gusto mucho crear la superheroe porque se parece a mi y porque aprendi muchas palabras nuevas cuando tuvimos que hacerle los gustos y las caracteristicas.

¿Para qué te ayudaron los comic strips que hiciste en clase?

11 respuestas



Explica d

11 respuestas

Explica d

Explica d

Leer Por

Páginas

Escribir Por que En Los dibujos habia que poner descripciones o conversaciones o pensamientos.

porque aprendi a usar el presente y otras palabras

Leer y escribir: porque aprendi muchas palabras nuevas y entiendo un poco más el libro de inglés y el de plan lector.
Hablar: porque ya no me da tanta pena hablar en frente de mis compañeros.

porque tuve mas vocabulario para usar en la clase por ejemplo en el plan lector para entender el libro y porque podia usar las palabras en las actividades.

lectura porque reconozco algunas palabras y frases en los libros y actividades de ingles y escritura porque se más palabras ahora y las puedo usar en los tareas.

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

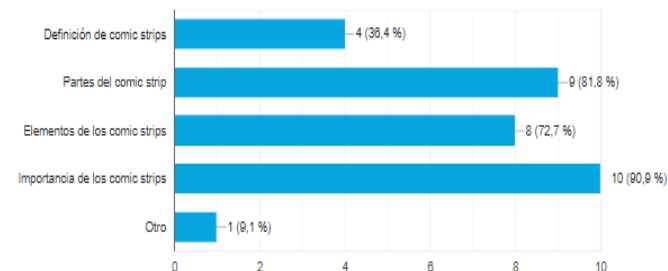
¿Es diferente la forma en la que percibes ahora la clase de inglés? ¿por qué?

11 respuestas

no porque siempre me ha gustado pero igual las actividades que hicimos me gustaron tambien
si porque nunca la habia visto asi
no porque lo siento igual
Si Por Que Yo Crei Que No iba a Entender Nada Por Que La Clase Era Toda En Ingles, No Como En Mi Otro Colegio Pero Si Entendi Y Me Gustaban Las Actividades, Los Juegos y Los videos.
si porque siento que es mas facil
siempre me ha gustado la clase pero ahora me gustan más las actividades porque las entiendo
si, porque eran diferentes las actividades que hicimos. Fue bueno hacer algo diferente para aprender como ver videos de programas de television y dibujar con palabras cortas.
sí, me gusta más el inglés y trato de estar más pendiente en la clase para aprender más

¿Qué conocimiento adquiriste en cuanto a la escritura de comic strips?

11 respuestas



Si tu respuesta fue "otro" en la pregunta anterior, menciona el conocimiento que adquiriste.

2 respuestas

NO PUSE OTRO
las clases de globos de las esenas

¿Te gustó crear comic strips en la clase de inglés? ¿por qué?

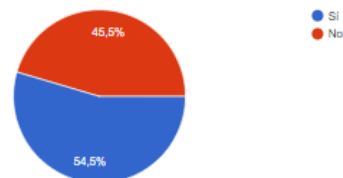
11 respuestas

SI DESARROLLA MIS HABILIDADES

si porque nunca habiamos hecho algo así en clase
si porque no lo habia hecho antes
no porque me sentia perdido
Si Por Que Es Una Forma Diferente De Aprender Ingles
si porque me gusta mucho dibujar y poner lo que los personajes dicen
Sí porque eran sobre lo que a mi me pasa en la casa y en el colegio y con el superheroe era lo que me gustaria hacer y ser si tuviera poderes.
si porque eran algo diferente y aunque no me quedaban tan bien. era divertido

¿Te ayudó en otra área la creación de comic strips?

11 respuestas



Si tu respuesta fue Si, explica en qué área(s) te ayudó la creación de comic strips

6 respuestas

me ayudo a interesarme en leer
para no tener pena de escribir ni de hablar ni tanto miedo de que me quede mal.
en ser arriesgada para dibujar y escribir así no sea perfecto, al menos intentar.
a tener mas interes por aprender ingles.
a mejorar en mis dibujos y estar pendiente en la clase
a sentir mas confianza cuando hago tareas y trabajos en ingles.

WRITING COMIC STRIPS: A SITUATED PRACTICE IN AN EFL CLASSROOM

Annex 3. Diagnostic test

UNIVERSIDAD PEDAGÓGICA NACIONAL
COLEGIO PRADO VERANIEGO I.E.D.
PRUEBA DIAGNOSTICA

UNIVERSIDAD PEDAGÓGICA NACIONAL

COLEGIO PRADO VERANIEGO I.E.D.


READING SECTION

FACT FILE: Say no to bullying

Bullying can happen to me or you or anyone. Millions of children around the world are bullied every year, but there are things that we can all do to help.


What is bullying?
Bullying is when someone makes you feel bad or hurts you again and again. Bullying can happen at school, out of school or online. Bullying includes:

- calling people mean names
- laughing at people
- telling lies about people
- taking someone's things without permission
- not letting someone play in a group
- hitting people.




What is cyberbullying?
Cyberbullying happens online and includes:


- sending mean messages
- sharing photos without permission
- not letting someone be part of an online group.



What can you do?
If someone is mean to you, tell an adult that you know and like. For example, talk to a parent or a teacher. You can block a person who sends mean messages online. Ask an adult to help you. Don't reply.
Talk to your parents or teacher or an adult that you know well if you see bullying or if you are worried about a friend.



Say sorry
Say sorry if you are mean to someone. You can write a message or talk to the person. Think about how to be kind in the future.
We can all help to say no to bullying.



Read the following statements and mark **true** or **false** with an X, according to the text:

a. Bullying can happen at school, out school or online.	TRUE	FALSE
b. Hitting people and not letting someone join in are examples of bullying.	TRUE	FALSE
c. Sending mean messages online is not bullying.	TRUE	FALSE
d. It is a good idea to tell an adult if you see bullying.	TRUE	FALSE
e. To say sorry if you are mean to someone is a bad idea.	TRUE	FALSE

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Answer the following questions. Write an X in the correct choice:

1. What is bullying?
☒ a. When someone makes you feel bad or hurts you.
☐ b. When someone makes you feel good.
☐ c. When someone makes you feel special.
2. Bullying includes:
☐ a. Laughing at people and telling lies about people.
☒ b. Being sad and angry
☐ c. Looking at people
3. Bullying online is called:
☐ a. Superbullying
☐ b. Cyberbullying
☒ c. Interbullying
4. If someone is mean to you:
☐ a. Tell an adult that you know and like
☒ b. Hit the person that is mean to you
☐ c. Hide from the person that is mean to you

WRITING SECTION

Write your daily routine from the time you wake up until the moment you go to bed. Remember to use simple present.

Example: I wake up at 6 a.m,

Wake up	Take a shower	Get dressed	Have breakfast		
	Brush my teeth				
Go to school	Study	Go home	Have lunch	Do homework	Watch TV
		Have dinner	Go to bed		

I wake up take shower get dressed And
have breakfast study y go to school



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SPEAKING SECTION



1. You will choose a number from 1 to 6.
2. There are six questions in the box. According to the number you chose, there is the question you have to answer. Take five minutes to answer and practice it.

1. What is your favorite animal? Why?
2. What is your favorite food? What are its ingredients?
3. What is your favorite subject in school? Why?
4. Who is your favorite artist? Why do you admire him/her?
5. Where would you like to go on vacation? Why?
6. What is your favorite TV or YouTube show? Why?

LISTENING SECTION



1. Listen to the teacher; she is going to tell you the actions that students are doing in the classroom. She will read three times. The first one you ONLY are going to listen. The second one you are going to circle the correct student according to what she says. The third time you will check if you did it correctly.



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Annex 4 Teacher's interview

Date: April 17th 2019		INTERVIEW 1
Interviewed: Elsa Ramírez Interviewer: Tatiana Huertas Zamora		T: Teacher
Hour of starting: 2:55 p.m. Hour of ending: 3:10 p.m.		I: Interviewer
General observations		Comments
1	I: Buenas tardes, profe	14. Los estudiantes no poseen buenos niveles de lengua
2	T: Buenas tardes	
3	I: ¿Cuál es su nombre?	
4	T: Mi nombre es Elsa Ramírez.	
5	I: en la tarde de hoy procederé a aplicar la primera entrevista. Las preguntas	extranjera, esto puede ser un reto a la hora de enseñar.
6	están enfocadas a conocer su percepción en cuanto al grupo 705 así como a	
7	sus procesos de aprendizaje en lengua extranjera. La primera es ¿Cómo ha sido	
8	tu proceso de formación académica?	
9	T: Soy egresada de filología en español e idiomas de la Universidad Nacional y	
10	he hecho una especialización en la universidad del Rosario.	
11	I: ¿Cuál es el mayor reto en la enseñanza del inglés como lengua extranjera?	
12	T: considero que hay dos grandes retos. El primero es lograr cambiar la actitud	
13	de los estudiantes hacia una lengua extranjera como inglés en este caso. Ellos	43. Pese a que los estudiantes están conscientes de sus dificultades, no se dan por vencidos. Trabajan para aprender. Su mayor complejidad está en las habilidades que requieren producción como lo son el habla y la escucha.
14	se frustran constantemente cuando no comprenden un tema o cuando se les	
15	corrige. Ellos quisieran saberlo todo para no equivocarse. El otro reto tiene	
16	que ver con enseñar sin buenas bases en inglés. Por ejemplo, en muchos	
17	colegios los niños empiezan a ver inglés como clase regular a partir de cuarto	46. Los estudiantes tienen mejor relación con el input que con el output.
18	o quinto y no con un profesor de inglés. Cuando llegan a bachillerato y se	
19	enfrentan a una clase completa en inglés, se dificulta todo el proceso y se	
20	presenta un atraso en las dinámicas del aprendizaje.	
21	I: ¿Por qué enseñar inglés?	
22	T: porque vivimos en un mundo globalizado en el que es importante poder	
23	comunicarse entre diferentes culturas y sociedades y el idioma más	
24	reconocido mundialmente es precisamente el inglés. De esa manera al menos	
25	se logra romper la barrera comunicativa para estar en contacto con otros.	
26	Además, hablar otro idioma abre muchas puertas en el mercado laboral.	
27	I: ¿Cuáles son las mayores fortalezas de 705 en términos de habilidades en	
28	lengua inglesa?	
29	T: lectura y escucha. Los niños son muy buenos cuando con estímulos, pueden	
30	interpretar fácilmente un mensaje o instrucción. También su resiliencia.	
31	I: ¿Cuáles son las mayores debilidades de 705 en términos de habilidades en	
32	lengua inglesa?	
33		
34		
35		
36		
37		

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38	T: Escritura y habla. Al momento de producir, es difícil para ellos expresarse,	
39	no cuentan con tanta confianza y bases. Los niños relacionan la producción	
40	complicada y tienen errores de gramática y ortografía.	
41	I: ¿Cómo consideras que es la relación estudiante- maestra y maestra	
42	estudiante? ¿por qué?	
43	T: cuando la relación es buena, los niños empiezan a ver al docente como un	
44	confidente, como un amigo como una fuente de apoyo. Creo que así es la	
45	relación que tengo con ellos.	
46	I: ¿Cómo es el ambiente escolar en 705? ¿Cómo consideras que es la relación	
47	entre los estudiantes?	
48	T: buena, el ambiente en este colegio es sano en los grados iniciales de	
49	bachillerato. Por supuesto no faltan las excepciones.	
50	I: ¿Qué expectativas tienes frente al desempeño académico de 705? ¿Qué	
51	expectativas tienes frente a su desempeño disciplinario?	
52	T: Bueno, en lo académico, espero que los estudiantes puedan adquirir al	
53	menos bases fuertes en segunda lengua, lo ideal sería que pudieran salir con	
54	buen nivel de inglés, pero hay que ser consciente de los factores que pueden	
55	afectar ese fin. Espero que ellos vean la necesidad de aprender otro idioma.	
56	En lo disciplinario que aprendan a escuchar instrucciones y que reciban	
57	sugerencias para el mejoramiento de su aprendizaje.	
58	I: ¿Cómo trabajar con los estudiantes con casos de inclusión?	
59	T: Ese es un tema bastante complejo. Nada más aquí en este curso tenemos	
60	tres niños con retraso mental en diferentes grados. Lo más importante es estar	
61	al corriente de sus necesidades para atenderlas, y cuando es necesario solicitar	
62	ayuda y capacitación para saber cómo conducirse con casos así.	
63	I: ¿Considera útiles los recursos que brinda el colegio para la enseñanza de	
64	lengua extranjera? ¿Cambiaría algo? ¿Por qué?	
65	T: sí, en este colegio desde la intensidad horaria hasta los recursos como	
70	computadores, salas multimedia, los tableros inteligentes y proyectores son	
71	útiles para el desarrollo de clases diferentes con los niños.	
72	I: Muchas gracias por esta entre vista, profe	
73	T: a ti.	
74		
75		
76		
77		

Annex 5 Field notes sample

Field note #14	Grade: 705
School: Colegio Prado Veraniego I.E.D.	Date: April 26 th 2019
Teacher: Elsa Ramírez	Practitioner: Tatiana Huertas Zamora
Number of students: 32	Number of students with special needs: 3
OBSERVATION	INTERPRETATION

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The group has reading activity. The class begins by the teacher giving instructions of the activities on the book "save the forest" Students start to talk about chapter 2 of the book. The chapter that they work in class is chapter 3. They have to read again some parts and then, answer some questions that the teacher is going to give them.	Ss read the book and they seem to enjoy it. The book is appropriate for them because it shows a story about the care that children shows have for nature and for alive creatures.
The teacher writes a workshop on the board with questions they have to answer and draw. Ss write the questions and they organize in groups to work together. S1 comments she does not like to work in groups because people do not works. Other 8 Ss agree.	Some students do not like to work in groups because they feel that they do all the work while other do not do anything.
The teacher tells students to go outside to do the reading activity. They go to a little yard in front of the classroom and sit on tables there to start working. Some Ss listen to music and eat instead of doing the activity. The teacher asks for the homework meanwhile. However, the majority does the activity.	Some students are not interested in the class. They do not always work well in groups, they are messy and noisy. Probably it is because it if Friday and this is one of the last classes. They take advantage of the teacher's distraction to create a mess.
Finally, the teacher delivers the quizzes from the last class and most of them failed. Students started to complain about the results. S4 commented "No entiendo, yosentí que lo tenía bien y mire..." other students said that the teacher did not take into account their process, only the outcome.	Students felt frustrated because they actually studied before the quiz and even with all that effort, they failed.

Field note #10	Grade: 705
School: Colegio Prado Veraniego I.E.D.	Date: April 23rd 2019
Teacher: Elsa Ramírez	Practitioner: Tatiana Huertas Zamora
Number of students: 32	Number of students with special needs: 3
OBSERVATION	INTERPRETATION
Again, the class started with prayers, this time the group asked for homeless people and for people who have suffered the consequences of the extreme winter that is in the whole country. They also asked for their personal problems to be solved.	Students worry about others, they felt compassion, that is what they expressed in during this short prayer. Some of them take seriously this moment of the class; others just repeat what their partners and what teacher say. Some students seem worried for though situations they live at home and at school with their grades.
Students were asked to write a letter for themselves at the beginning of the term, in the first English class. This letter contained their purposes for English class and what they wanted to learn during the term. As this was one of the last classes of the term, students received their own letters and had to read them.	All students that were doing this activity were really engaged to it. Some of them needed dictionaries because they wrote their letters in English and they did not remember very well what the text said. This self-reflexive activity was good for them because they could observe the areas in which they have to improve and the only judgment they receive is theirs. Some letters were well decorated and looked like they took a lot of time and effort, especially girls'.
Once each student received the letters they wrote, they had to analyze it and look for the purposes that they did not achieved and think about the reason why they did not achieve those purposes. Then, they had to write down all these thought and compromise to improve in specific areas they have not done very well, Then, they had to give the letters back to the teacher.	While they were doing this assignment the teacher was telling them that everybody has the right to change and become into the best version of them to live better in community and to be a good person. They seemed motivated and happy. It was almost like if they needed to listen to those words. By the end of this activity, students created a checklist of purposes they want to improve and achieve, and started to comment them with their

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	partners. It was curious that students did not know the vocabulary they used for their letters. When I asked why, 8 students told me that they used Google Traductor to do the letter and the rest received help from relatives. Other had their letter written by somebody else. They said that they cannot write without a model or a pattern only to change words.
Students who had to do recovery work because they failed the subject did not do the letter activity, because actually, they did not write the letter months ago. So they only had to do the activities from the book.	It was curious that the same students who failed the course did not do the letter, some of them seem careless for the class, they did not even completed the recovery work that they were told to do. Almost all the people who failed were boys, there was only a girl in this group.

Annex 6 Artifacts samples



Annex 7. Lesson plan Sample

Date: October 15th 2019/October 22nd 2019

Time: 130 minutes

Objectives

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1. To analyze information about my own characteristics.
2. To identify comic strips which have one panel.
3. To reflect about my characteristics.

PROCEDURES

TIME

In order to introduce the new topic, the teacher is going to ask some questions to the students about their favorite superhero?

1. Do you like Superheroes?
2. What is your favorite Superhero? Why?
3. What does a superhero do?
4. What his/her best superpower?
5. Would you like to have super powers?
6. Which one would you have?
7. Do you think we can do good actions without being superheroes?
8. Which ones? Why?

First, the teacher will show a video from the cartoon Teen Titans Go in which the 15 minutes characters have a battle with the villain. Second, students will answer some questions in regards to the video (See annex 1).

1. Who appears in the video?
2. What kind of superpowers do these people have?
3. Which one was your favorite? Why?
4. How old do you think they are?
5. What do these superheroes do?
6. Would you like to know or to be a superhero?

After that the teacher is going to provide vocabulary about descriptions (adjectives) 10 minutes using a power point presentation. (See annex 2).

Then, the teacher is going to present some images of famous superheroes and she will ask students the following questions: (See annex 3)

1. Who is he/she?
2. What superpowers does he/she have?
3. Is he/she tall or short?

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4. Is he/she fat or thin?

Then, the teacher is going to organize a lottery game in groups about superheroes (See 15minutes annex 4). Each group will be formed by 5 people; they will have a card and little pieces that match the images. The teacher is going to project the images on the board and as soon as they see the superhero in their board, they will put the piece there. The first group that finishes the board will win.

Students will do their workshop which consists on the creation of a superhero that will 50 minutes be they. In speech balloons they will write dialogues for this character that include their inner and physical appearance. (See annex 5)

After that, students will share their work voluntarily.

15 min

The teacher is going to ask some questions to students in order to recall previous knowledge

1. Which are the characteristics that a superhero has?
2. Are superheroes coward?
3. Are superheroes good?
4. Do superheroes have weaknesses and strengths? Which ones?
5. Do you have weaknesses and strengths?

Students will watch a Presentation in which they will learn how to describe themselves (through their superhero) taking into account strengths, weaknesses, abilities and threats.

As a wrap up, students will receive a guideline that includes a group activity and an 15 min individual one in regards to their partners' superheroes and their own superhero (See annex 7). They will make a reflection about themselves.

LESSON PLAN ANNEXES

Annex 1

<https://youtu.be/bm-uwL7t8uE>

Annex 2

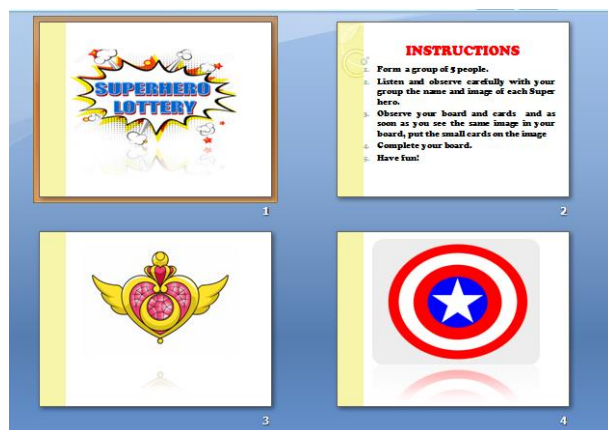


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Annex 3



Annex 4



Annex 5

Abilities	Threats	Strengths	Weaknesses
<ul style="list-style-type: none"> These are the physical activities which you do the most and you are very good at. These are like your superpowers. Example: I am a fast runner, I am a strong person, I am a good reader, I am the best soccer player. 	<ul style="list-style-type: none"> These are the problems you may find to correct your weaknesses. Example: I do not want to change, I do not care, I feel insecure about myself, My mood is not the best, I am sad. 	<ul style="list-style-type: none"> These are your best inner qualities Example: I am loyal, helpful, lovely, responsible, happy, friendly, tender, sweet, intelligent, respectful, punctual, honest, sincere, hilarious, sensitive and I care for others. 	<ul style="list-style-type: none"> These are your worst inner qualities. Example: I am not helpful, indifferent, intolerant, disrespectful, irresponsible, unfriendly, unpunctual, lazy, angry, dishonest, insincere and I do not care for others.