

Writing based activities: A strategy to promote
argumentative writing skills within
writing as situated practice.

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ABSTRACT

This action research was carried out in IED Rafael Bernal Jimenez with 66 ninth grade students who are aged between 13 and 15 years old. This study exposes how the implementation of writing as a social practice could be a successful way to teach a foreign language. It also aims to identify the impact of a set of writing-based activities might have in the fostering and improvement of argumentative writing skills in EFL classroom. As well as to characterize the responses of the students once they use these activities by taking into account the social situations. These objectives were established due to the fact students learnt isolated vocabulary during the English class. Nor written and spoken interaction, nor interest on the foreign language are encouraged in the classroom. That is why this research study uses the implementation of writing-based activities as a social practice to promote written expression and written argumentation among students. Finally, it is important to mention the pedagogical proposal was carried out by two cycles of intervention.

RESUMEN


Este proyecto de investigación-acción se llevó a cabo en el IED Rafael Bernal Jiménez con 66 estudiantes de noveno grado en edades entre 13 y 15 años. Este estudio expone cómo la implementación de la escritura como una práctica social podría ser una forma exitosa de enseñar un idioma extranjero. También tiene como objetivo identificar el impacto que un conjunto de actividades basadas en la escritura podría tener en el fomento y la mejora de las habilidades de escritura argumentativa en el aula de inglés como lengua extranjera. Además de caracterizar las respuestas de los alumnos una vez que utilizan estas actividades teniendo en cuenta las situaciones sociales. Estos objetivos se establecieron debido a que los estudiantes aprendieron vocabulario aislado durante la clase de inglés. Ni la interacción escrita y oral, ni el interés en el idioma extranjero se fomentan en el aula. Es por eso que este estudio de investigación utiliza la implementación de actividades basadas en la escritura como una práctica social para promover la expresión y la argumentación escrita entre los estudiantes. Finalmente, es importante tener en cuenta que la propuesta pedagógica se realizó mediante dos ciclos de intervención.

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2. Descripción
<p>La Monografía es una investigación acción realizada en el colegio Rafael Bernal Jiménez con los estudiantes de noveno grado. Durante este proceso, lo que se pretendió fue lograr que los estudiantes escribieran párrafos de forma argumentativa en inglés como lengua extranjera usando ciertos componentes como estructura y forma, coherencia, y el contexto como herramienta. Aspectos que los motivaron al momento de escribir en inglés. En ese caso, los estudiantes fueron expuestos a diferentes actividades básicas de escritura. Gracias al uso de distintos medios de recolección e intervención se logró recoger datos y evidencias que conllevaron al desarrollo y mejoramiento de las habilidades escritas de argumentación entre los estudiantes. Se demostró un avance positivo en los estudiantes, ya que muchos evidenciaron un incremento en el vocabulario de lengua extranjera y fueron capaces de expresar sus ideas articulando los componentes descritos arriba.</p>


3. Fuentes

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4. Contenidos

El presente trabajo está dividido en seis capítulos:

Capítulo I- Introducción: En esta primer sección se describe la población, se desarrolla el problema y los objetivos, se plantea el estado del arte que sirve como soporte de la investigación.

Capítulo II- Marco Teórico: Este capítulo describe los soportes teóricos en los cuales se basó y desarrolló el proyecto.

Capítulo III- Metodología de Investigación: Esta tercera sección describe el enfoque investigativo, el tipo de estudio realizado, los métodos de recolección de datos y las categorías a analizar en el proyecto.

Capítulo IV- Propuesta Pedagógica: En este capítulo se describe la teoría del enfoque pedagógico y también los resultados esperados, roles de estudiante, profesor y salón de clase. Los ciclos de la intervención y recursos.

Capítulo V- Análisis de datos: Teniendo en cuenta las categorías dadas en el capítulo 3, y los soportes teóricos de capítulo 2 se desarrolla este capítulo, analizando categoría por categoría y evaluando los indicadores; arrojando las conclusiones dadas en el proyecto.

Capítulo VI- Conclusiones: Este capítulo es el que da respuesta a la pregunta de investigación y a los objetivos dados en el capítulo uno.

5. Metodología


Este proyecto fue desarrollado bajo la metodología de investigación acción, por consiguiente, sigue los pasos de esta; sin embargo, el proyecto tuvo que desarrollarse en un tiempo más reducido de lo normal dadas ciertas circunstancias y se desarrolló de la siguiente manera:

1. Observación y desarrollo del problema: La observación se llevó a cabo en menos de 5 intervenciones; se identificaron los diferentes factores que ayudaron a reconocer el problema de investigación.

2. Planeación: Considerando el problema identificado durante la observación, se planeó y estructuró un plan de intervención de dos ciclos con 4 sesiones en cada ciclo.

Propuesta e intervención: Durante las siguientes 8 o 9 sesiones del proyecto, se realizó la intervención de acuerdo al problema observado en las primeras sesiones; diferentes actividades fueron desarrolladas para dar resultados a la investigación.

3. Análisis: Ya teniendo datos recolectados se llevó a cabo un análisis, se usaron los “artifacts” como herramienta de recolección. Se evaluaron los indicadores y a su vez las categorías.

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4. Conclusiones: Finalmente y de acuerdo a toda la información recolectada durante las sesiones, se dio respuesta a la pregunta de investigación del proyecto.

6. Conclusiones

Teniendo en cuenta el objetivo general y los objetivos específicos, se logró concluir que los estudiantes de noveno grado lograron no solo mejorar sino también implementar sus habilidades de escritura argumentativas en la clase de inglés. Esto se logró mediante el uso de actividades basadas en escritura y la utilización del contexto como herramienta de aprendizaje.

Los productos de los estudiantes fueron sorprendidos y significativos puesto que se logró evidenciar que los estudiantes se sintieron motivados a desarrollarlos de la mejor manera. En ellos, los estudiantes incluyeron los conceptos enseñados como marcadores léxicos de opinión, la correcta utilización de la estructura de párrafo y por supuesto contenido con coherencia en el cual fueron capaces de expresar sus ideas de manera organizada y lógica.

En términos de la intervención pedagógica fue posible concluir que las actividades, el procedimiento y el enfoque para alcanzar los objetivos eran adecuados. El enfoque seleccionado nos permitió darles un proceso para que la enseñanza y el aprendizaje de inglés sean más apropiados e interesantes para ellos.

Finalmente, los estudiantes respondieron atentamente a la implementación de la escritura como una práctica social situada. En nuestra opinión, podemos concluir que el uso de su contexto inmediato fue la herramienta que permitió el éxito de esta investigación, una vez que se sintieron familiarizados con los temas empezaron a escribir con mayor facilidad. De esa manera, este enfoque puede ser utilizado como una forma innovadora de enseñar inglés como lengua extranjera debido a que no solo aumenta las habilidades lingüísticas en ellos, sino también las sociales y de comportamiento.

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CHARACTERIZATION

Context

This research was carried out in *IED Rafael Bernal Jimenez*, a public school located in Bogotá. It was situated in the district 12 *Barrios Unidos*, in *12 de Octubre* neighborhood, exactly in Cra 53 No. 75-17. The school belongs to the *Secretaría de Educación de Bogotá*. The main economic activity that surrounded the school was the small industry, it means that there were many cellars, furniture stores, and shoe factories. It was possible to find stationery shops, some parks, and SITP stops. It was bounded on the west and on the north with a residential area where the majority of the institution students lived. The above aspects became the neighborhood in a mixed zone. According to the location of the institution, there was not an important avenue very close to it. However, just a few streets on the south was located the 72nd Avenue and on the east the NQS avenue which are two main streets that allow the students the access to the institution.

The school's *Proyecto Educativo Institucional* PEI (2015) was oriented to “education with human transcendence for leadership in science and technology”. This orientation allowed a better performance to students in a globalized and competitive world. Consequently, the school's mission was based on educating competent people, managers of a project of life through the humanistic thinking and technological knowledge that will turn them into generators of a new critical and transformative society. Also, as it can be seen in the mission and vision, the institution had an emphasis on the humanistic and technological aspects that students could develop. By the way, development of these fields was highly important due to the society was immersed in a lack of values and no worth for human life.

Regarding the pedagogical approach, the school IED Rafael Bernal Jimenez fostered meaningful learning. It consisted of making the learning of any subject significant through the experiences that students could have. In other words, the teacher's labor was to articulate the new knowledge with prior knowledge of students, taking into account cultural and social background. Then, students were able to relate the content of daily activities with their own life or their community.

Population

The specific population for this research was ninth grade (902- 903). We obtained the information from this grade through a general survey made in the 902 group/class. It was applied in the middle of the last year 2018 during the second week of September; however, in the case of 903 group, the information was extracted intrinsically during the classes developed in the same period of time, Throughout observation. On one hand, 902 group was composed of thirty- four students: seventeen girls and seventeen boys. On the other hand, 903 group was composed by thirty-seven students: fifteen girls and twenty-two boys. The students' ages were between thirteen and fifteen years old. This difference between ages was due to some learners had not approved previous scholar period. Most students lived near the school and some other lived in nearby neighborhoods. Hence, most of the students belonged to the economic stratum three. Furthermore, in general terms, their families were composed by the common family nucleus: Father, mother and some other kindred. There are some cases in which the family was formed just by a single mother or father and some other relatives. Additionally, they liked spending their free time on physical activities, play some instruments, listen to music and just some others liked to read or write. Regarding the foreign language, they said they like English language but they do not practice it.

In general terms, the students were familiar to the dictate activities during the classes, they rarely talked in English during the lessons. It was possible to identify students of this grade in Rafael Bernal Jimenez did not usually express their ideas in English through the oral neither written way. We observed during the interventions, they preferred to make writing exercises, either the development of worksheet exercises by organizing short sentences into their notebooks taking into account the current topic of the class.

Throughout the field notes developed between the second period of 2018 they seemed to be uninterested on the English topics, it was difficult to catch their attention by speaking in English, given that they did not understand the instructions so, they were dispersed. Sometimes, they promoted the noise and disorder and the head teacher suggested to reorganize the classroom and use Spanish language at intervals. However, we started to teach them some expressions and commands in English, such as: *May I go to the bathroom please? Teacher, I have a question, what is the meaning of...? how do you say...? And Teacher come here, please. In order to start using the language during the classes.*

After that, we applied a short test on one of the groups (902) where they confirm they are not interested on English so much, but if they could make something in English they would prefer to do it in a writing way. On the other group (903), teacher makes them introduce themselves in English, they were nervous and in most of the cases they only say their names; however, once they wrote about themselves they tried to express more ideas like their ages and preferences in a simple way as evidenced in the **Field Note I** (See Annex 3)

Diagnosis

In order to develop an appropriate characterization of the students and their performance inside the English class, it was necessary to carry out an observation period in both groups (902-903) between the first and second weeks of September of 2018. In that period of time it was possible to apply a couple of instruments such, writing exercises and field notes.

In general, it was possible to identify a set of problems in regards to academic issues, especially on writing skills in both courses. Regarding 903 group, during the observation period, students did not feel comfortable when writing activities were proposed. They expressed “Nooo profe, no sabemos escribir en inglés” while a writing exercise was developed in class. Some others expressed “Nooo teacher, no nos gusta ese juego de escribir en el tablero” Besides, there was a group of students that did not get interested on the class specially on the writing activity exclaiming that they did not like and know English. They felt they were going to make a fool of themselves by writing on the board. It was evidenced in the **Field Note I of September 4th of 2018** (See Annex 3). However, through observation, we could identify the interest of a little group had on English language even when they did not use it so much. Given that, they played and tried to use the vocabulary they knew by participating in the game proposed by the head teacher, even more; they tried to help their partners.

During the second class on September of 2018, it was possible to identify that a group of students of 903 did not finish the written activity. They claimed they were not good at writing and they decided to stop trying to write, as evidence, those students only wrote the first line and the rest of the worksheet still had the blanks. It was registered in the **Field Note II** (See Annex 3). At the end of the class, in a spontaneous conversation the practitioner tried to get close to the

students that had this particular case, once she asked why they did not finish with the activity, students manifested, they would like to improve their skills in English but they did not know how. Besides, they did not like to be on the school, they preferred other types of scenarios such as parks, home, internet. In regards to the 902 group were used two instruments to identify the problem: Diagnostic exercise and a field note.

In that way, it was possible to identify within the **Field Note III on September 11th of 2018** (See Annex 3) that the teacher did not usually make them write, the writing process was not productive and meaningful due to students were just repeating and copying what was written by head teacher. They were learning isolated vocabulary; it was shown through the artifacts required by the head teacher: alphabet soups. This kind of exercises did not allow them to increase and improve their written skills, they were not processing information and producing a text by own thinking. Even, within the diagnostic exercise shown below they evidenced that they did not know how to use that vocabulary and structures. Additionally, the general classes were usually developed with worksheets where students only needed to fill the gaps.

The **Diagnostic Exercise** was applied on **September 14th of 2018** (See Annex 2) It was designed in order to make a diagnosis about the writing skills on 902 students. It consisted on describing any situation or concept learned during the English class. It was made in that way due to students did not have any approach to written exercises. The topic was free in order to make them feel comfortable and confident at the moment to write. The reason to ask something related to the English class was to make the exercise simpler and related to their immediate context.

The results of the diagnostic exercise on 902 group demonstrated several difficulties on writing skills, related to grammatical structure, coherence, misspelled words and word order and

use. as it can be evidenced in the following excerpts: “(...) *and my father whift us to the park Simon Bolivar and us buy ice cream.*” (**Diagnostic, writing exercise, student 1**). At this point it is important to be aware that students did not know how to use adequately basic vocabulary they have learned in class such as the pronouns and the object pronouns. “*Description is abouth the my best vacations: It happened in the age 2017, in the month Dicember [...]*” (**Diagnostic, writing exercise, Student 2**). In this case, there were some other difficulties such as misspelling and in general terms vocabulary use. “*The school is big has two patios a court from football has a cafe, the school is color orange [...]*” (**Diagnostic, writing exercise, Student 3**). In this case, it was possible to notice the use of Spanish, subject omission, use of wrong words, no punctuation use, so the idea was not clear. “*I was homewor in the house, I play a xbox every the days, homework in the English class, I the soup of letters in the class*” (**Diagnostic, writing exercise, Student 4**). These students revealed a main problem with grammar structure and coherence in his writing, there was verb omission and misspelled words. “*I am went even conser de megalan in Simon Bolivar with friend went even sang Niki Jam*” (**Diagnostic, writing exercise, Student 5**). In this exercise, there was a lack of grammar structure and sense, the student seemed to be unclear about the coherence and correct word spelling and meaning. Finally, “*The lounge it is square has desks it's conformed teacher, they study [...]*” This student showed a lack of grammar awareness, wrong use of punctuation, the writing had not coherence, there is addition of pronouns. To sum up, related to writing skills, the students had problems with the appropriation of grammar structures, the use of some prepositions, wrong use and order of words, misspelled words, wrong use of punctuation, words omission. They seemed to get the idea, however at the time to write, all the mistakes mentioned above did not allow to give coherence to the writings.

In terms of attitude towards English classes; we observed that the teacher in both groups (902 - 903) had a good relation with her students. During the classes the teacher usually made some comments that students answered in a positive way. For example, in one occasion they were discussing about a specific situation lived with another teacher and they seemed confident talking to the English teacher about it. It was a discipline problem related to the math's teacher. She solved the inconvenient and the students assumed the situation in a positive way. It was mainly important because the English teacher propitiated the use of the target language in a situated situation, in that way, students felt comfortable and confident to express themselves due to it was a situation close to them and their context.

According to the attitudinal field, (in regards to the flaws ninth grade students have in learning EFL) throughout the writing exercise, at least 5 of the 903 students manifested they did not consider themselves good writers, neither in English nor in Spanish, and at least three of them gave up the development of the writing exercise. The practitioner asked the reason to one of them and during a conversation he claimed they were not interested; they did not want to fail or do something that ridiculed him in front of their partners.

Respecting the behavior aspect, in general terms the students were used to communicate in a rude way among themselves and to raise the tone of their voice in the classroom, consequently the focus of attention was affected and those who were interested in the topics did not manage to listen and/or develop and achieve the class activities. **Field Note I of September 4th of 2018** (See Annex 3)

Finally, it was important to clarify why the other abilities (speaking, listening or reading) were not considered to state a problematic. During previous interventions with other grades we both noticed that the processes of teaching and learning English language did not go deeper. Activities and material did not allow meaningful learning on students. Teaching the foreign language was limited to a traditional pedagogy which not involved the students' needs and interests, it just focused on isolated vocabulary, on the formal aspect of the language and memorizing verbs and structures. In that way, students did not motivate themselves to learn EFL, they did not find useful or interesting the language. Therefore, students did not feel confident to talk in the target language, they did not feel comfortable listening music or just reading a text, even they did not understand simple instructions in English due to the process that have been carried out along the classes and time in the school.

Therefore, writing became the best option to overcome those troubles mentioned above. Writing allowed students to express more fluid and confident without the fear to be ridiculed by their classmates. When students write texts, they have the opportunity to think what they are going to write, they can use writing strategies as pre-writing, writing and post-writing in order to create a coherent text which communicates and expresses their thoughts and ideas.

Finally, the pedagogical approach implemented by the school did not allowed that students develop nor speaking, nor reading, nor listening skills, so that writing can consolidate the basis to develop those skills. Writing process permitted students commit mistakes and correct without interrupt the communication. In addition, writing activities could be enriched by the isolated vocabulary that students were learning during the observation period. In terms of

argumentative writing, they could express their opinion in an organized and structured way, it was a tool to develop coherent speeches and conversations in a future.

Problem Statement

Concern about argumentation it was necessary to understand what argumentation means in the context of this research. Taking into account Frans H., et al (2014, p. 65) argues “Argumentation theory, or Argumentation, is the interdisciplinary study of how conclusions can be reached through logical reasoning; that is, claims based; soundly or not, on premises”. Besides, George, Bloome, & Hirvela, (2015, p. 2), state that “argumentation is a set of social practices deeply embedded in our daily life and all social institutions in which we all participate”. Moreover, the production of argumentative texts, understood as a discursive modality that produced certain types of texts used to defend a thesis and persuade an interlocutor about a specific affirmation, it was a capacity that every person who was trying to advance and have better results in its academic process must have developed.

This was because the performance of this skill in the use of techniques or strategies of production in argumentative texts depended on the credibility and soundness of what was said, when it was intended to achieve the adhesion of an audience to the theses we presented either in a writing or oral format. According to that, we decided to develop the argumentative abilities with ninth graders in Rafael Bernal Jimenez; since we considered this as an important part of the student training of any Colombian citizen; even more so when it was stipulated within “Plan Nacional de Desarrollo” in the section of “*Ministerio de Educación Nacional*” (MEN, 2006) which states that the country must achieve bilingualism. However, during the diagnostic process, we noticed that students did not feel comfortable with the English language in an oral way.

Nevertheless, it was reflected through their behavior in one of the field notes (developed at the beginning of the research process) their preference for writing rather than oral skills.

“they have to create some sentences in regards to the verbs they already learnt in previous classes. Then share the sentences with their partners. All the students finished with the exercise. One by one practitioner is asking them to say their sentences louder, they refuse many times or read their sentences lower. After that practitioner start making them go to the board and write instead of read at least one example of the sentences they already wrote, they pass to the board and wrote the sentences without any objection” **Field Note I** (See Annex 3)

Furthermore, the problematic with writing skills was also caused by a lack of social situated practice. Despite the fact to be the mother tongue or the foreign language; it should be taught within a social framework; Chapeton & Chala (2013, p. 31) claimed “Writing is social because it takes place within a social realm. It arises from the writer’s need to communicate, learn, or express”. Taking into account the previous statement we considered the social relations and framework an important fact for making the language learning meaningful for students. Thus, the field notes evidenced that contents and activities inside the classroom not always were framed in social situated aspects that articulated the new knowledge about the target language with the students' social and cultural background. In that way, nor experiences, nor the interest, nor likes and dislikes of the students were taken into account to be linked with the language contents in order to foster curiosity and interest towards EFL. Therefore, we thought the implementation of this framework in the English classes could make the language significant for the students.

Literature review

At this point is going to be presented the state of art. In that way, ten different research studies were reviewed, each one of these is conceptually related and present significant information for the current research project.

Project	Institution	Researcher	City, Country	Published
EFL argumentative essay writing as a situated-social practice: A review of concepts	Universidad Pedagógica Nacional	Pedro Antonio Chala Claudia Marcela Chapetón	Bogotá, Colombia	2012
The use of portfolios as a methodology to improve writing skills	Universidad Pedagógica Nacional	Yenny Pinilla Piza	Bogotá, Colombia	2005
Desarrollo del “writing ability” en estudiantes universitarios	Universidad Pedagógica Nacional	Josina Myrie	Bogotá, Colombia	2007
Undertaking the Act of Writing as a Situated Social Practice: Going beyond the Linguistic and the Textual	Universidad Distrital Francisco José de Caldas	Pedro Antonio Chala Claudia Marcela Chapetón	Bogotá, Colombia	2013
The Role of Genre-Based Activities in the Writing of Argumentative Essays in EFL	Universidad Nacional de Colombia	Pedro Antonio Chala Bejarano, Claudia Marcela Chapetón	Bogotá, Colombia	2013
Fostering the Development of Written Argumentative Competence in ELT from a Critical Literacy Approach	Revista Colombiana de Educación	Diego Sánchez-Peña	Antioquia Colombia	2018
Writing Using Blogs: A Way to Engage Colombian Adolescents in Meaningful Communication	Universidad Distrital Francisco José de Caldas, Colombia	Gloria Rojas Álvarez	Bogotá, Colombia	2011
Teaching and learning argumentative writing in high school English Language arts classrooms	The Ohio State University Columbus, OH,	George E. Newell, David Bloome, Alan Hirvela	Columbus, OH, United States	2015
Multiliterate and Multilingual Writing Practices and Identities	National Council of Teachers of English	Skerrett, Allison	Illinois, Estados Unidos	2013
Engaging ESL Students in the Writing Classroom through the Multiliteracy Approach.	University Sains Malaysia	Ganapathy & Kaur	Penang, Malaysia	2013

Table 1 Research projects. Literature review.

According to the idea that was presented before, the first proposal we decided to include on our research was *EFL Argumentative essay writing as a Situated-Social Practice: review of concepts* by Chala and Chapetón (2012) that displays a discussion on the theoretical trends that see EFL argumentative essay writing as a situated social practice. The main concepts shown in

this article constitute the basis for a research-based proposal that enclose argumentative writing from an innovative social, situated, and genre-based perspective and that can be considered as an alternative to encourage EFL essay writing as a social practice in and beyond the classroom bounds. We took into account this research since we consider the argumentative writing as an important skill that needed to be reinforced within the ninth grade. Given that, the diagnosis reflected not only showed us the interest of the students in the writing skill but also because we considered that writing was also a good and dynamic tool in the process of create their own product.

Secondly, Yenny Pinilla (2005) displayed in her research *The use of portfolios as a methodology to improve writing skills* that writing is more than organize letters in a correct order to say something for the writer him/herself and for other people. Moreover, she considers writing involves a whole thinking process that makes people discover and articulate ideas. In concordance with what Pinilla said, we as researchers discovered during this process the importance of make writing significant for students. They felt more confident while they write about themselves. Which is a complex thinking exercise of reflection and production.

Besides, within *Desarrollo del “writing ability” en estudiantes universitarios*, Josina Myrie (2007) allowed us to see the teacher’s perspective; given that, she expresses that teachers expect their EFL students are in capacity of communicate themselves in a clear and coherent way through their writings obeying the structures of that language; without this implying reaching the same level of perfection of their native language. As we mentioned before we try to make the writing process significant for students; plus, we urged them to learn the structure of the argumentative paragraph out of respect for the language we were teaching and in order to make

the children express their ideas in a clear and precise manner. Although, we never had the main objective of making students able to argue in written form as an English-speaking person would.

Further, *Teaching and Learning Argumentative Writing in High School English Language* George E., Bloome & Hirvela (p. 8) claimed “focused on the teaching and learning argumentative writing in grades 9-12, this important contribution to literacy education research and classroom practice offers a new perspective, a set of principled practices, and case studies of excellent teaching. They illustrated teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences, ideas, and texts”. Basically, we selected this research because we notice while we share our EFL knowledge with the students we were learning as well; we understood that teaching and learning is a construction from the context that was taken into account as a social factor through our process and it was related closely to the research mentioned before.

The fifth research reviewed was developed by Chapeton & Chala (2013). They carried out the project titled *Undertaking the Act of Writing as a Situated Social Practice: Going beyond the Linguistic and the Textual* with a group of undergraduate students of Modern Languages. “The main purpose of this study was to identify and describe how the students approached argumentative writing when it was understood as a situated social practice.” (2013). This research gave us clarity on our intention of improve on the creation of argumentative texts based on the student’s social background and experiences to express their opinion or viewpoints in regards to issues that concerned for the author and audience. Also, we took writing as situated action, closely related to the students' personal background. Approaching writing from this perspective can allow learners to express their ideas in a more self-reliant way.

Following with the previous authors, the next research corresponds to a degree work written by Chala & Chapeton (2013). The project titled *The Role of Genre-Based Activities in the Writing of Argumentative Essays in EFL* was developed with a group of pre-service teachers of the Universidad Javeriana. The study looks for approach writing from a communicative perspective in which students are able to express their ideas and opinions in a meaningful way. In this way, writing is viewed as a process instead of a product; we noticed during this process that argumentative writing becomes more meaningful when it is approached from a situated perspective, and when students can identify with their texts either because they belong to the society or because they feel interested in the topics. Chala & Chapeton research gave a sustenance to the current project because, it handles concepts that were useful and were used in the classroom such as argumentative writing and situated practice.

The seventh article studied to the current project is titled *Building Multiliterate and Multilingual Writing Practices and Identities*, authored by Skerrett, A. (2013). The article states the development of multiliteracies and multilingual writing practices and identities. The teacher has the responsibility to guide the process of exploring a writing pedagogy through Multiliteracy practices. This article includes the interviews of young students and their teachers, classroom observations and literacy artifacts produced by the adolescents. These students' products demonstrated their ability to write once they were immersed in something they actually knew, regarding to their social contexts and community. In that order, we considered social context and activities beyond school could reveal the way in the students learn. This important advance in the knowledge of how develop the English writing skills in adolescents throughout their social practices, could helped us in this process to create supportive learning environments for our students.

The next research considered for our literature review is developed by Ganapathy & Kaur (2013). The research is titled *Engaging ESL Students in the Writing Classroom through the Multiliteracy Approach*. This paper presents the findings of a case study of teaching writing by an ESL teacher using the multiliteracy approach. The findings also showed that the students' continuous writing performance improved as they experienced activities (Information and Communication from their context) in various stages of writing. Findings also revealed that the students' engagement in the process of writing was instrumental in developing their ideas for their essays and simultaneously promoted their motivation during the writing lessons. This contributed for this research in the consideration and importance of the context, during the learning process that, -as it was mentioned previously-, is closely linked to the teaching process.

Besides, *Writing Using Blogs: A Way to Engage Colombian Adolescents in Meaningful Communication* by Rojas (2011) was the seventh article we took for the development of this research. Within this article that belongs to an action research developed in ninth graders it showed the written production of students in the blogs when posting entries and communicating through them. They highlight the approach to writing as a process carried out by the students as active subjects, as permanent learners. For us as researchers it is important this article, since it made us recognize students not only as passive recipients of knowledge, but creators of their own mechanisms for working, sometimes self-directed and sometimes working collaboratively since they also need to relate them with others by taking into account their society which is changing constantly.

Another interesting research related to the argumentative writing is the one developed by Sánchez & Chapeton (2018) called *Fostering the Development of Written Argumentative*

Competence in ELT from a Critical Literacy Approach. This research aimed at describing and analyzing the impact that the implementation of argumentative writing activities through a critical literacy approach may have on 4th semester pre-service teachers' argumentative competence development. It was revealed that participants grew as argumentative writers as they were able to take a clear position and weigh their claims. In our case this research not only gave us a guide in terms of the usage of some argumentative writing based activities in the classroom with the students; but also the way she is calling teachers attention to reflect on the necessity of promoting argumentative writing skills either with teachers or students during the learning-teaching process.

According to the previous studies, we realized that learning process is a very complex term, which has been developed during this project. We have focused on our pedagogical practice into the English learning as a foreign language. Throughout our teaching process we discovered different opportunities for improving the level of English students have. This research allowed us to comprehend the intention and the specific point of view we had in regards to the process of learning English as a foreign language.

Taking Schmidt (1995) as reference; there are two main points of view into the foreign language learning. The first one is the most traditional one and stresses the importance of conscious understanding. In this view, mistakes in a foreign language are the result of either not knowing the rules or not paying attention. The second point is that language learning is unconscious or subconscious. It means that students can achieve a high level of proficiency without any explicit focus on the language itself.

We took into account the previous two sheds in order to guide our teaching process and comprehend how it worked into the real students' context. Since we observed the way the

students related to certain class topics; we identified they did not pay attention to all of the topics if they were not related to their personal interests so, as a consequence they did not understand the rules. On the other side we noticed once they were exposed to certain topics from their immediate context instead of talking about grammatical rules or English class itself; they felt more confident and tried to share their opinion by using their previous knowledge in English and using (without realizing it) the rules that were explained in previous sessions.

Rationale of the study

In 2004, the MEN launched the now-familiar *National Bilingual Programme (Programa Nacional de Bilingüismo)*, which was designed to run from 2004 to 2019 with the cooperation of various international partners, the MEN identified students' and teachers' English language levels and created a requirement English language policy. The main objective was: "To have citizens who are capable of communicating in English, in order to be able to insert the country within processes of universal communication, within the global economy and cultural openness, through internationally comparable standards" [Own translation] (MEN, 2006)

According to that, and taking into account the diagnosis and analysis of data made on the 9th graders of Rafael Bernal Jimenez we considered it was possible to achieve MEN's aim through the implementation of meaningful activities and framework which will allow better learning involving students on the process of expressing their ideas in English, moreover, the writing skills.

For that reason, we proposed the writing based activities that allowed students to implement their vocabulary, basic lexical markers and the paragraph structure throughout the

argumentative writing learning process. It was implemented within a social as a situated practice framework which means that writing is social given that it occurs within a social sphere Chapeton & Chala (2013). And also, it developed the critical and reflective thinking on ninth graders; with the aim of approach the tools properly and improving the writing argumentative skills.

Besides, according to New London Group (2000) that states if educators rethink and stop privileging the traditional written text, standard forms and create opportunities for students to a different discourse, the participation of students in public, community and economic life will be ensured. So then, we found it would be useful not only for students within the school Rafael Bernal Jimenez, but also for the possible impact in the community.

General research question

How do ninth-grade EFL students respond to the implementation of writing-based activities in order to promote argumentative skills development within a framework of writing as situated practice at the IED Rafael Bernal Jimenez?

General research objective

- To determine the way EFL students respond to the implementation of writing-based activities to promote argumentative skills within a framework of writing as situated practice at the IED Rafael Bernal Jimenez.

Specific research objectives

- To characterize students' written argumentative texts when responding to the writing-based activities within situated practice framework in the EFL classroom.

- To compare 902 and 903 students' written argumentative performance by the use of writing-based activities approached through the situated practice framework.

CONCEPTUAL FRAMEWORK

In this chapter, we expose the theoretical framework in order to understand the basis of this research in terms of theory, the development of written and argumentative skills in EFL environments that illustrated and gave a deeper understanding of our research focus.

Argumentative skills

Argumentation is the analysis unit that was developed during this research. This unit was composed by three different categories: Paragraph structure, Coherence and Writing as situated practice. All of these categories were supported by three theorists in order to give validity to the research project.

Firstly, it is necessary to understand what argumentation means in the context of this research. According to Frans (2014, p. 65) “Argumentation theory, or Argumentation, is the interdisciplinary study of how conclusions can be reached through logical reasoning; that is, claims based; soundly or not, on premises”. In addition, George, Bloome, & Hirvela, (2015, p. 2) state that “argumentation is a set of social practices deeply embedded in our daily life and all social institutions in which we all participate”.

Secondly, it is important to clarify argumentation in writing format; since it implies extensive instruction in critical thinking manifested in an organized and permanent way; unlike argumentative in orality, writing can remain in time so then, it has the advantage of being revised, corrected and reorganized multiple times. According to Weston & Morrow (2012, p. 11) “Give an argument means offer a set of reasons or tests in support for a conclusion”. He

displayed a set of rules in order to make arguments more organized and credible for achieving to a conclusion that strengthens a possible hypothesis. The main rules are:

The first step in constructing an argument is asking: What am I trying to prove? Then it is possible to start with the next clues:	
* Depart from reliable premises.	* Use a single meaning for each term.
* Be concrete and concise.	*Present your ideas in a natural order.
* Depart from reliable premises.	

Table 2: Rules for argumentation on writing

In our particular case, we took the first four rules during this teaching process. Besides, argumentation retakes not only the social practices students experience in their daily life but also the activities done in the school as a social institution because in different areas of knowledge such as Spanish or Math students are asked to use their logical reasoning to draw conclusions. We also understood argumentative writing skills are important to be considered because they are the basis of the proposal, students must be able to retake their daily experiences and use them in arguments well organized leading to a conclusion that supports their thesis in a written format, Wentzel (2018).

During the process we proceed with some of the rules established by Weston but we let students to use their own vocabulary even if they wanted to translate their feelings within their paragraphs. Also, we presented the argumentation just as an expression of themselves in a writing format composed by three parts. “the topic sentence, supporting ideas and concluding sentence”. Regarding the authors’ ideas reviewed above (Frans H., et al., 2014); (George E., Bloome, & Hirvela, 2015); (Wentzel, 2018) we can state that argumentation as interdisciplinary

study allowed to articulate different fields -academic and social- in order to reach logical arguments and conclusion taken from an idea or experience close to the students' reality. In that way, for this research, we considered these authors to draw a proposal in which students could develop and improve their written skills through the use of their social context, daily life and formation institutions.

For this research, argumentation retakes not only the social practices students experience in their daily life but also the activities done in the school since it is a social institution. So then, it was important to reinforce their logical reasoning to draw conclusions. In that way, argumentation skills will take the main paper on the classes, in which students were able to postulate their ideas and thoughts while they justified and supported them logically.

Paragraph Structure

Argumentation skills on writing require not only giving solid and logic reasons to support an idea or thought but also it is necessary to consider three main categories: the textual structure -that for this project was focused on paragraph structure-, coherence and writing as situated practice.

According to Hogan (2011, p. 61) "Paragraph writing for English classes requires that you know and use various writing patterns. Some writing patterns or paragraphs follow a prescribed and formal structure (...) the topic sentence, the supporting and development sentences and the concluding sentence". In addition, Archibald (2001, p. 18) "Paragraph is a group of words that tells one main idea. A paragraph may have three kinds of sentences. The topic sentence tells the main idea. The supporting sentences give more detail about the topic

sentence. The concluding sentence sums up the main idea of the paragraph.” Finally, Hogan (2011) also explains that the topic sentence starts the paragraph, states the focused topic or the opinion about the topic, and indicates the writing pattern. The supporting sentences give details, these must be completed sentences that give clear, sufficient and specific information about the topic sentence and as the final sentence in the paragraph, the objective of the concluding sentence is to end the discussion, close off the discussion by summarizing the supporting ideas that reinforce the topic sentence.

In regards to the authors’ definitions, we consider that paragraph structure becomes in the skeleton of the argumentation skills format when writing. Although the category denotes simplicity, it is the concept that allows organizing correctly the ideas that students want to develop. Argumentation takes sense due to the student’ idea or opinion is presented, then it is supported with logic examples, details or reasons, and finally concluded with a sentence that sum up and close the topic. Using the correct structure: Topic sentence, supporting sentences and conclusion, the students will consolidate the argumentation skills.

We noticed that this category was present into the classroom every time they wrote a text or paragraph, it was contextualized through videos, paragraph examples and teachers’ explanation. They understood the structure as the skeleton of the argumentation. The writing patterns were learned by exemplification and practicing step by step, giving them controversial topics, which generated an opinion to be supported with arguments and finally concluded. The whole process became into an opinion paragraph well organized and supported.

Coherence

As it was mentioned before, coherence was one of the categories from the argumentative unit was used as a construct of our research. According to Slawson, Whitton, & Wiemelt (2011) Coherence is achieved when the ideas and sentences are linked and flow together smoothly. Furthermore, Gernsbacher & Givón (1995, p. 241) claimed “coherence is not much about chaos, but about coordination. Its solution is a collective rather than individual achievement”. In addition, Hogan (2011) argued that the supporting sentences are organized in sequential manner to move the reader from the idea to the next, the student create coherence when arrange the ideas in an order sequence of time or importance.

Basically, taking into account the authors, we understand the coherence concept as a collaborative process in which own ideas, the context, others ideas and arguments take a role and they are organized into a structure and joined logically. The idea with the implementation of this concept is deepen on the content of the argumentative skills they are supposed to develop during the sessions. It means that the readers of the students understand what they want to express. In other words, that the paragraph they write make sense.

During our practice, we considered the learning was a natural process, it was something cannot be forced if the result that is being looking for the most harmonious possible; so, during the process of recovering certain information, we noticed some of them (that worked together) were able to talk and express their ideas in a coherent way through the text even when they did not know or understand all the grammatical rules or vocabulary. Also, it was possible they asked between them how to write some expressions or the idea of the activity.

Writing as situated practice

The final category supported the analysis unit is writing within a context or as situated practice. According to Ramirez, cited by Chapeton & Chala (2013, p. 31) “Writing is social because it takes place within a social realm. It arises from the writer’s need to communicate, learn, or express” They also state that two main aspects make texts situated: First, the writer’s own experiences, beliefs, and feelings, which are built and shaped through contact with others; and second, those inherent to individuals such as age, gender, or race. Besides, New London Group (2000) states that only if educators rethink and stop privileging the traditional written text and standard forms of a language and create opportunities for students to a different discourse, and to produce such discourses in the classroom, the participation of students in public, community and economic life will be ensured.

Given that, we as teachers in formation understood writing as situated practice such as a process that involves the immediate context in which the students were immersed and they use it such as input to express themselves. There were many aspects that may influence the process of writing in them, like their reality, experiences, likes and dislikes, feelings. Those aspects allowed the students to feel more comfortable to start writing a text, in this case a paragraph. Therefore, writing process was more effective and clearer when students use these aspects to communicate. We have noticed that in the classroom all these previous aspects work such as a tool to motivate students to write in English rather than topics which were not close to them. Therefore, students were able to express their ideas and thoughts using logic arguments instead of simple premises. So then, according to the authors, they established solid conclusions about their reality, experiences and feelings.

In brief, the tasks used allowed students to write by using argumentative principles, within a paragraph. They expressed their own understandings about given topics, such as their city and school; but also, about certain problematics related to those places taken from their own context. Besides, they used their knowledge for explaining points of view, showing their understanding of the context and structure that they could use to express themselves in written form.

RESEARCH METHODOLOGY

The purpose of this section is to describe the research paradigm, type of study, data collection instruments and procedures, data analysis methodology and ethical issues to understand how the research was implemented.

Research Paradigm: Qualitative Research

Due to the intention of this research was to identify the impact of using a set of writing-based activities with social content in order to improve the ninth graders' writing skills. We considered during this process that research is an intensive and purposeful search of knowledge and understanding of social, linguistic phenomena.

This research aimed to discover the underlying motives and desires, using in depth, artifacts and field notes. A qualitative research is “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” Creswell (2014, p. 32). In addition, Kumar (2014, p. 159) says that “this kind of research is responsible for studying the human behavior, their motivation, attitudes and opinions” Besides, for Kalmbach Phillips & Carr (2010, p. 26) qualitative methods understand knowledge as “fluid and subjective”

In that way, qualitative research permitted to understand the human considerations into a phenomenon. Its main idea was to gather up all the aspects that turn the knowledge into a subjective and fluid, it means, transform behaviors, feelings, attitudes of a social problematic. Therefore, we as researchers should consider these aspects in order to understand each point of view, ways of thinking and guide the students in order to create awareness about the phenomena or problematic while they understand their environment in a meaningful way

According to Burns (2010, p. 196) “Action research is an essential tool that empowered teachers to find their own answers to their own questions”. In this way, during our research process, we found out that once we got a better comprehension of the presented problems in the case of ninth graders on Rafael Bernal Jimenez School; the actions we took aimed to enhance better practices in students in order to improve their argumentative writing skills. Over this experience we discovered the more we were interested on the students processes the better they respond.

In this way, the action-research comprised a spiral of cycles that according to Kemmis , McTaggart, & Nixon (2014) are “observing, planning, acting and, reflecting, re-planning new action and observation, further reflection and so on” (p. 112). For that reason we implemented two cycles during this research. They were developed in order to follow the four phases we mentioned before: observing, planning, acting, and reflecting (**See Table 2**). During these two cycles we designed four lesson plans per cycle; where we aimed to connect the previous students’ concepts with the new topics directed towards the development of written abilities of the ninth graders in Refael bernal Jimenez school.

PLANNING BASED ON CYCLES

Observing	Planning	Acting		Reflecting
2018-2 (August-September) Obj: We aimed for discover the problematic present into the classroom with a serie of observations Instr: We used field notes and diagnostic: writing exerixices	2018-2 (September) We planned two cycles in which the students should improve their argumentative writing skills through the use of writig based activities. Besides, they are provided with some situations that allows to create social reflections through writing as a social practice.	Cycle 1 Sep 19 – Nov 14 It consists on three lesson plans which aim for acquiring and understanding the structure of the paragraph. Besides, learning the argumentation concept. It also looks for recognize others' opinion, stablsh own criteria and explore the own environment.	Cycle 2 Feb- 18– Abr 29 It consists on three lesson plans which aim for using writing strategies in order to enhance their writing skills, producing entire and coherent paragraphs. It also looks for identify how Bogotá influence students' life. Further, to develop self-awareness about themeselves and others.	2018-2 / 2019-1 We use the triangulation method to analyze and reflect about the process, identifying strenghts and weaknesses through the use of one data collection instrument. Instr: We used artifacts.

Table 3: Planning based on the cycles

Besides, the process of improving written skills guided us to implement writing based activities through social situated practices in order to increase the response of students in the problematic. It allowed us to obtain a better response, given that; students felt connection with the activities and exercises since they were thought as the tool to attach students experiences to the ninth grader learning process. According to that, Dewey (1929) cited by Corbin & Strauss (2015) state that “All reflective inquiry starts from a problematic situation, and no such situation can be settled in its own terms” (p. 19).

To conclude, this study consisted on the analysis of the students' responses when they were immersed in a serial of writing-based activities linked with a set of social practices for improving argumentative writing skills. However, the intention with this research, was not only to identify the response of the ninth graders towards the linguistic field but also, plan and implement some activities for improving the students' knowledge within a determine competence meanwhile it was linked with a process of constant reflection to achieve a change within the EFL classroom.

ANALYSIS UNIT: ARGUMENTATION			
CATEGORIES	INDICATORS	DATE SESSIONS	INSTRUMENTS
<u>STRUCTURE AND FORM</u>	<ul style="list-style-type: none"> Students use lexical markers for expressing their opinion ideas. Students identify the parts of the paragraph and they are able to use them correctly. 	September 19 – 26 / 2018 October 3 – 10 / 2018 March 4 – 8 / 2019 April 10 – 27 / 2019	Artifacts: Paragraph (school spaces) and brochure
<u>COHERENCE AND CONTENT</u>	<ul style="list-style-type: none"> Students are able to link the ideas in order to fairly communicate in a fluid and organized way. Students are able to implement arguments as supporting ideas in order to justify the main idea of the text. 	October 3 – 10 / 2018 November 7 – 14 / 2018 March 25 – 29 / 2019 April 10 – 27 / 2019	Artifacts: Paragraph (school spaces) comic and brochure
<u>WRITING AS A SITUATED PRACTICE</u>	<ul style="list-style-type: none"> Students understand the context in order to use it as a tool for expressing their ideas. Students comprehend the problematics in their immediate context and express it critically into a text. 	October 24 - 31 / 2018 November 7 – 14 / 2018 March 11 – 15 / 2019 March 25 – 29 / 2019 April 10 – 24 / 2019	Artifacts: Paragraph (school spaces), comic and brochure

Table 4: Categories of Data Analysis

Data Analysis Methodology

The data analysis emerged from the categories' construction from the real learners' performance. It was made within the two courses at the end of the first cycle, in the middle and the end of the second cycle. Considering the production data developed in that period of working and from the analysis of EFL theory, it was built the three categories with their respective indicators.

Beginning with those three categories the triangulation was made with just one instrument applied in three different moments. Burns (2010) states that triangulation means that a combination of angles on the data will help give us more objectivity. Sometimes, it means collecting more than one type of data. Then you can compare, contrast and cross-check to see whether what you are finding. In this way you can be more confident that your reflections and conclusions are supported by the data and not just by your own presuppositions.

Also, triangulation permitted us to give credibility and support the analysis categories and indicators. Once the information was gathered it was organized resulting on a triangulation with the Textual structure, Coherence and Writing as a situated practice –being part of the analysis unit, Argumentation- evidenced by learners during the process aiming for obtain results from the students' performance. Apart from the data sources Denzin (1978) Cited in Burns (2010) proposed other different types of triangulation. For our case the triangulation method to be used was “time triangulation” which referred to data collected in different periods of time. The instruments were: artifacts of written production. The first artifact was the result of the cycle one, the second artifact at the middle of the cycle two and the last one was the final result of the cycle two. The analysis was made by categories contrasting in two ways: **1.** The inner evaluation per group. **2.** The comparison between the two groups

Data Collection instrument

In this section, we presented, described and justified the use of the data collection instrument which were artifacts and the procedures for data collection specifying the way it was done in order to analyze and interpret the information gathered from the participants. Burns (2009) states that action research is the interaction of two ways of activity that are “action” and

“research” (p. 289). We took advantage of this principle so that; we applied a set of artifacts; in order to experience a communication between the action that we had to take, and the investigative values that preceded the action.

Artifacts.

Creswell (2009) pointed out advantages and limitations of artifacts. First, the language and words of the participants can be contacted at any time. In addition, they represented data that participants put together, and they saved time and cost of transcribing. In addition, (Merriam & Tisdell, 2015) defines documents as “an umbrella term that refers to a number of written, visual, and physical material relevant to the study at hand” (p. 162). In our research, the artifacts were done and developed by the students in three different moments within two different cycles. It was possible to make them express their own ideas in regards to their personal context by taking into account their point of view by an argumentative paragraph.

As a result, there were collected three main artifacts during the two cycles (a paragraph, a comic and a brochure). They wrote and they draw, in order to express their opinion about spaces they had in their school and the perception they had in regards to their city. Once the artifacts were gathered, the three main categories of our research emerged (Textual structure, Coherence / Content and Writing as a social practice). Resulting on a triangulation process applied in three different moments considering just one instrument that was mentioned before.

Ethical Considerations

In terms of the ethical considerations we had a set of obstacles related to the context, the schedules of the school, and also in terms of the revision of our project in its different stages. It is important to mention that through the research trial we experienced different problems related to

the diagnosis of the students, given that for different reasons we had to raise the project more than once with two groups with ages, English level and interests totally different. It caused that the diagnosis was obtained from the immersion in the classes evidenced in the first field notes instead of surveys.

Another fact that is important to highlight as a possible inconvenient were the different schedules and the way in which the school develops pedagogically. Since in several occasions the students had pedagogical days or school visits or simply there were reforms in the schedules, which prevented the taking of data and application of some activities. However, it is also important to mention that the head teacher was always receptive and collaborative with our intervention and the several changes school developed.

Regarding to the pedagogical intervention, at the very beginning we wanted to work on oral skills. However, since the school approach is traditional, they do not focus the English classes on the speaking skills, but they usually work with worksheets and sometimes they use audios. The school has an immersion classroom in order to promote students to speak in English nevertheless, students manifested during the sessions they did not like to go there, since they felt they did not learn so much. So then, we considered relevant change the focus of our proposal so that it would be realistic and significantly it would contribute to the students even if it was not devastatingly innovative.

Last but not less, it is essential to note that the development of our proposal was carried out under the respective legal terms, within which it is established that any activity carried out or performed with the students was duly authorized by their parents through the written consent

provided to the students. So that, we applied the written consent to both groups 902 and 903 in order to develop our project in the most truthful, ethical and respectful way possible.

PEDAGOGICAL PROPOSAL

The current chapter aimed to establish all the different aspects that we have used along the interventions in order to provide an outline. In that way, the pedagogical approach, class strategies, vision of learning, teacher's and students' role and evaluation of the pedagogical proposal will be defined. Besides, this chapter pretended to outline the procedure and instructional design which includes the cycles, a set of contents, and objectives of the implementation within the proposal.

Pedagogical Approach

As we know, there are several methods available to learn and teach a foreign language. Many of these methods or approaches state the way to foster the process of learning a language. In this particular research, Practice, Presentation and Production (PPP) was the useful approach to develop the learning process and to increase the awareness in students about their own skills when written productions were proposed within the classroom.

PPP is defined as an approach to teach language items which follows a sequence of presentation, practice and then a production of an item Tomlinson (2011) as cited as Criado (2013). This approach counts with three phases in order to develop a lesson plan. An initial *presentation* phase in which the teacher controls the teaching/learning process. This presentation can take a deductive or inductive mode. Then, there is a *practice* phase which still reflects a teacher control in the sense he is checking every time the correct understanding of students of items presented in the first phase. Finally, the *production* stage which aims at increasing linguistic use through autonomous and creative activities (Criado, 2013).

This intervention was also guided by some conceptions or visions that enrich and give viability and solidity to the pedagogical intervention. For us, the language itself is a complex skill that goes beyond the linguistic field, it is a system that build identity in a community and it defines people's thoughts, expressions, knowledge and behavior. In that way, Tudor (2001, p. 65) states "The language is not only used to achieve some communicative goals but also to build up personal relationships, express our emotions and aspirations, and explore our interests". We used language as a resource that allowed not only communicate, but also promote social interaction and critical perspective in students. Additionally, learners can express what they feel, think, make comments or critics about their culture and society through the use of argumentative paragraphs.

In that sense, classroom became in a multiple and dynamic space where human beings constituted it. Tudor (2001) also states that a classroom is not a space to reproduce and repeat knowledge in a controlled learning environment. Additionally, Tudor (2001) affirms Language teaching is conducted among individuals interacting with one another in a specific socially defined framework, i.e. in a classroom, school (...) In this way, context influences what takes place in classrooms in a variety of ways." Therefore, we understood the classroom as a social space in which students interact with themselves and teacher; they also take advantage about their community situations meanwhile they use a foreign language, specially its written form.

Bearing in mind the previous concepts, we stated the vision of learning in our interventions. According to Dias & Dias (2004) learning is a social process which involves understanding other people and possessing the ability to relate to them. We considered language as a way of expression and communication, being a tool for learning process in which students

were able not only to understand and interact with others but also to build and share knowledge through the implementation of meaningful activities.

Regarding the content, material and activities the experiential learning took a role in our research in order to aim meaningful learning. According to (Tudor, 2001), the experiential learning comprehends the idea of learning by doing in which activities that must be focused on communicating messages and materials have to be authentic. According to this definition, students were exposed to content which belong to their immediate context and experiences. The activities were related to exploring spaces and problematics. It allowed to produce more solid and strong messages that communicate their ideas.

In addition, the activities were joined with the writing process approach that not just focused on the product itself, but also in the process to achieve that product. By spending time with learners on writing phases, a process approach aims to get to the heart of the various skills that should be employed when writing. Harmer (2013) Finally, the material used on the interventions were authentic and significant for student, Therefore, videos, texts, audios, images, places, were used as a tool for improving students learning process and motivate their participation. Finally, it is highly important to mention that students' products, it means the artifacts, were made with own materials doing the exercise authentic for them.

Regarding the teacher role, we considered he/she has multiple roles into the classroom, teacher is a leader and facilitator of the learning process of EFL. However, we stated us as a motivator and resource.

“One of our principal our principal roles in writing task will be to motivate the students, creating the right conditions for the generation of ideas persuading them of the usefulness of the activity” we need to tell students that we are available and be prepared to look at their work as it progress, offering advice and suggestions in a constructive way” (Harmer, 2013, p. 261)

In addition to that, students are an active and autonomous participant of the learning process within the classroom. Next to the teacher, both cooperate to build knowledge, clarify doubts and produce the artifacts. They should be ready to work individually or in groups. Besides, the main objective they have is fairly communicate their ideas in written format.

Evaluation was understood as a permanent process, not only focused on the result, but also on the content and process. In that sense, artifacts allowed to evaluate it. For that reason, feedback took an important role on our research. Harmer (2013) argue that giving feedback on writing tasks demands special care, teachers should respond positively and encouragingly of what students have written. However, it is important create awareness about their mistakes. Lastly, regarding the possible results, our research aims to develop and enhance writing skills on ninth graders from IED Rafael Bernal Jimenez. Writing based activities will a tool to achieve this objective. Considering this, the researchers and project itself will encourage learners towards learning EFL and motivate them to use written English. Besides, the implementation of the Writing as social practice framework looks for stimulate students to promote their social awareness, it means, learners will be able to build own considerations and ways of thinking towards their reality. Taking into account the aspects mentioned above, they will be not only able to learn and acquire a foreign language and its linguistic field but also they will be capable to use it in a real context. The possible results of our project point to educate and form integral people useful for a society which is changing constantly.

Intervention Phases

Cycle 1 / Discovering writing skills: This cycle was developed in the second half of the 2018, it means between September and November. It had three main objectives that were: recapping and organizing the basic structures forms in order to learners started to acquire the language and the argumentative paragraph concept and its parts; in which students were able to create a topic sentence, supporting ideas and conclusions based on their close experiences. In that way, this cycle was related to an initial approach to the writing process in an argumentative way. They used their contexts and personal experiences in order to communicate their points of view about real, controversial and interesting topics such as the use of cellphones, addiction to cellphones and the benefits of their school spaces. It was important to generate confidence and interest by using their immediate context in order to make them able to start stablishing an own criteria or opinion about their environment. However, this stage of the process was implemented more deeply throughout the second cycle.

In order to realize what was mentioned above, students were provided with some writing based activities such as: the development and creation of phrases by using opinion expressions (lexical markers), creation of posters, creation of conversations. A lot of authentic material were used to enrich the learning process. As a result, or product of this cycle was planned, structured, and written a short argumentative or opinion paragraph in regards to benefits of some school spaces as snack bar, playground, dining room, and some others. This final product became in the first artifact gathered to be analyzed due to it evidenced all the learning process students carried out during this cycle.

Cycle 2 / Being a writer: This cycle was developed in the first semester of 2019 between February and April. This cycle had the aim to deepen the argumentative writing skills considering the features of Bogotá as a tool that motivates them to assume the role of writers while develop self-awareness about their city. They also used writing strategies in order to start creating a paragraph. In order to achieve social awareness through the situations and problematics that the city offers day to day students were provided with some writing-based activities and material which they articulated with their lifestyles, experiences, emotions, likes and dislikes. Those activities and material were what's app chatting exercise, announcements creation and some Bogotá photos, videos and texts.

In order to remind the content learnt the previous year and cycle, teachers made a recap of the paragraph structure and lexical markers useful for their products. It was done through videos and some collaborative and simple writing exercises. At the middle of the cycle was required the second main artifact to be analyzed. It was a comic in which the students wrote their opinion about Bogota. It could be. At this point, we reinforced constantly the paragraph structure and the lexical markers through the activities and material mentioned above. Once this artifact was collected, we continue with the explanation of the writing strategies that allowed them enrich and improve their writing skills.

At the of the cycle was required the final artifact to our data analysis. It was a brochure in which students gave their opinion about positive and negative aspects of their city. Students used planning, writing and post-writing before submit the final artifact. This artifact had to enclose all the aspects learnt during the two cycles. In that way the time table was designed and presented. (See annex 4).

Lesson Plan

Lesson planning forms a model when refers to teaching EFL. Each class we as teachers followed a pattern with the objectives to be developed during the session. This sample of lesson plan was totally related to the pedagogical approach we adopted. It allowed to identify and outline the categories and indicators to be used in the data analysis. It described the elements for each class such as: institution, hour, date, population, junior teacher, objectives and evaluation. The lesson plan was divided into three parts or phases: Presentation, Practice and Production. (See Annex 5)

The following table showed the way the phases or cycles were distributed and organized in order to reach the objectives proposed in the first chapter. This table was a tool to follow the process, activities and materials to use within the class.

Cycle	Estimated time	Topics	Social literacy goals	Materials	Objectives
1 Discovering writing skills.	Sessions: 2 (4 hours) Sep 19 – 26	1. learn the paragraph parts.	Recognize other's opinion. Understand the creation steps through my environment. Be able to start stablishing an own criteria or opinion.	Readings, newspapers, board, photos.	-To recap and organize the basic structures forms in order to learners start to acquire the language. -To acquire the argumentative paragraph concept and its parts. -To recap and organize the basic structures forms in order to learners start to acquire the language. -To create a topic sentence, supporting sentences and conclusions based on their close experiences. -To create a first argumentative paragraph.
	Sessions: 2 (4 hours) Oct 3 - 10	2. Knowing the opinion paragraphs.		(Videos) Readings, picture books.	
	Sessions: 2 (4 hours) Oct 17 – 24	3. I become a writer		School places Billboards	
2 Being a writer !	Sessions: 2 (4 hours) Feb 18 – 28	4. Bogota: A possible topic.	Identity each student such an individual, citizen, with feelings, thoughts and ideals. Understanding context (city) as a social component of	Drawings Flashcards Video-tale Strategies to write	-To develop self-awareness about their city. -To identify how the context might influence students' life -To create a comic giving the opinion in regards their city. -To use writing strategies in order to start creating a paragraph. -To create a brochure about negative and positives aspects of Bogota.
	Sessions: 2 (4 hours) Mar 04 – 15	5. I accept the writing adventure		Comic Pictures Videos Controversial topic	
	Sessions: 2 (4 hours)	6. Bogota in my opinion		Students' knowledge	

	Mar 18 – Apr 5		life. Show a social criterion through a controversial topic.	Pictures Brochure	
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Table 5: Phases and Cycles of the pedagogical process

DATA ANALYSIS PROCEDURE

During this chapter, we have collected all the analyzed data through a number of artifacts that were produced in our interventions. These permitted us to find clear and concrete evidence that supports what our research pointed out. In order to fulfill with the objectives above, there were implemented some changes and modifications due to the different aspects that intervene along the research. Some of those aspects were related to time, teaching troubles, and institutional EFL approach.

In terms of limitations it is necessary to clarify that at the beginning were supposed to improve oral skills through a set of materials such as photos, role play and literacy as situated social practice. However, the institutional approach for teaching EFL did not allow to continue with this research idea. In other words, the approach implemented by the school is traditional and decontextualized, due to students were learning just isolated vocabulary in English. For that reason, we had to adjust the study to give it viability. In addition, we had time limitations, because the school presented several District activities that interrupt the class development. These situations were surprising and unexpected. Therefore, the lessons and the activities had to be modified many times.

On the other side, the research and students' achievements were unclear and unexpected at the beginning due to they did not find interesting the EFL and they were not immersed in meaningful activities which awake liking for the language. However, along the pedagogical intervention and production phases was possible to notice that students get interested on the language, on the topics, the materials and the activities we offered. It is highly important to mention that the use of language into a context, it means, learning a language into a situated

social context was the trigger to motivate participation and confidence among the students to use the English language.

In addition, we selected triangulation method; Burns (2010) proposed other different types of triangulation. For our case, the triangulation method to be used was “time triangulation” which referred to data collected in different periods of time. The instrument was: artifacts of written production; they were selected based on the real classes we developed and the decision we made in terms of the process of the intervention. Since during the classes we were focused on the correct implementation of the writing activities, we modified the attention to field notes, interviews or surveys which were planned at the very beginning of the research process. We did not heed them since we considered they were not accurate for the analysis we were expecting for related to argumentative writing.

Hence, we decided to make artifacts the main instrument of our research, using them in three different moments due to the fact, we wanted to give most of our attention in the progress, process and product of the students (their writings). The first artifact was the result of the cycle one, the second artifact at the middle of the cycle two and the last one was the final result of the cycle two. The analysis was made by categories contrasting in two ways: the inner evaluation per group and the comparison between the two groups.

In conclusion, despite the limitations and modifications that research suffered along the process, the students’ responses towards the writing activities were successful. Besides, along the time they got comfortable with the foreign language. The achievements so far showed the appropriate and surprising use of English by most of students, in fact, there were many students

who expressed their motivation and intention to follow studying the English after we displayed the classes.

STRUCTURE AND FORM

Use of lexical markers for expressing their opinion ideas (902). The data analyzed below correspond to the course 902 in which were applied and selected three artifacts in three different moments along the development of the cycles. The artifacts demonstrate how the students recognized, learned and produced new content in regards to the structure and form of an opinion paragraph. The artifacts used were an opinion paragraph, a comic and a brochure.

To begin, the artifact (**See Annex 6**) showed below is a paragraph about the students' opinion in regards some places or spaces at the school. It was the result of the first cycle on November 5th of 2018. The artifact demonstrated that 902 students identify and learn the lexical markers of opinion while they used a correct structure to develop the idea. It is highly important to mention that they usually did not write in the foreign language and they did not have a relation with opinion expressions. **Students 1 and 2** wrote:

We think, the playground of the school is a peaceful place. Because the students can coexist with their friends and the environment. Also, the students can do physical activities. In conclusion, the playground is good for all students.

The second artifact (**See Annex 6**) which was applied and collected at the middle of the cycle 2 on March 4th of 2019 was a comic in which students express their ideas about their own city, Bogotá. This artifact demonstrated that 902 students acquired the concept of *opinion expressions* or lexical markers and used them into a written conversation. They used some of them to express their opinion as is evidenced by **Student 3**, she wrote:

Ch1: I like weather of Bogotá !

Ch2: oh cool

Ch1: Hmm, what do you like about Bogotá

Ch2: I like culture I think that is funny and in my opinion I love their tourist places... But pollution is very bad and trash... I don't like this of my city.

The third artifact (See **Annex 6**) was the result or product of the cycle 2 on April 3rd of 2019. It was proposed such as brochure in which 902 students should wrote two paragraphs giving their opinion with reasons about why other people should visit and should not visit Bogotá. The artifacts showed that students use the markers autonomously because teacher did not give the instruction of use it.

Student 4 wrote:

"In my opinion, you should visit Bogotá. For its culture and what shows around you, Bogotá has too many places and sites which has a great advantage of being important and cute places. Monserrate and the bike bran are places that one can enjoy with the family and look at how management and culture of Bogota. In conclusion, you should visit Bogotá as it is a city of too much culture and beauty".

Student 5 wrote:

"I think you should not visit Bogota because it is a city is very unsupporte and has a very pollution environment despite the many green areas. It a bad transportacion which is transmilenio. In conclusion, it is an unsafe city with terrible transport and there is a lot of pollution.

Identify the parts of the paragraph and they are able to use them correctly (902).

The artifacts showed below demonstrate the way 902 students recognized, learned and apply the correct parts of an argumentative paragraph. Through the first artifact that was applied on November 5th of 2018 we found that some students made mistakes in order to apply the correct structure of a paragraph. Instead of using the parts they wrote a list of the benefits of the school's playground as is evidenced by the **students 6 & 7** wrote:

*The backyard is a sharing area.
-Do exercise*

-Talk with friends

-Play, eat

In conclusion, we must take care to the wellness of the students.

The second artifact which was applied on March 4th of 2019 evidenced that 902 students tried to use a kind of structure using a lot of opinion expressions, and writing their ideas about a *Bogota in an organized way*. However, it was not possible to identify clearly the parts of a paragraph. In that way, learners demonstrated that understood the way an idea has to be developed in order to give a communicative intention. **Student 8** wrote in a comic:

I think that Bogota is very bad. In my point of view that Bogota trash is a serious problem. Delicuation is a serious problem in Bogota that we have to solve. I think the good thing of Bogota is that they are starting to recycle. The positive of Bogota is that it is used by the bike. I believe that Bogota has many tourist sites such as museums.

Regarding the final artifact applied on April 3rd of 2019 the 902 students showed that were able to identify and produce a paragraph using the correct structure of an opinion paragraph. It is highly important to mention that they wrote a draft before the final result. Most of them introduced the topic, then developed the topic giving some reasons and finally they concluded the idea such as learners evidenced below:

Student 4 wrote:

“In my opinion, you should visit Bogotá. For its culture and what shows around you, Bogotá has too many places and sites which has a great advantage of being important and cute places. Monserrate and the bike bran are places that one can enjoy with the family and look at how management and culture of Bogota. In conclusion, you should visit Bogotá as it is a city of too much culture and beauty.”

Student 8 wrote:

“I think that Bogota has variety of negative aspects like: The trafic, the transport, la insegurity, the pollution bad, the indigenes, the bad organization. In conclusion, the aspects for which I have just mentioned before is because Bogota should not be visited.”

Use of lexical markers for expressing their opinion ideas (903). After analyzing the artifacts from the 902 grade, we started with the data analysis from 903 course, showed below. The same artifacts were applied and were selected in three different moments as well. The artifacts demonstrated how the students recognized, learned and produced new content in regards to the structure and form of an opinion paragraph. The artifacts used were an opinion paragraph, a comic and a brochure.

The artifact (**See Annex 7**) was the result of the first cycle on Nov 8th of 2019 demonstrated that 903 students did not use connector words. They neither use the lexical markers of opinion. Even though, they tried to express their opinion into the paragraph. It is highly important to mention that they usually did not write in the foreign language and they did not have a relation with opinion expressions before.

Student 1 wrote: *“The restaurant is a help for the students Because it is a economic help for some parents that have not resources The restaurant is good Because the food is healthy for students”*

Student 2. *“The dining room is important Because is good for people when familys have problems so family overcome crisis and buy other things”*

The second artifact (**See Annex 7**) which was applied and collected on March 11th of 2019 at the middle of the cycle 2. This artifact demonstrated that unlike the previous artifact; 903 students were able to learn the concept of *opinion expressions* or lexical markers and used them into a written conversation. They used some of them to express their opinion as is evidenced by two students that worked together in this activity. **Students 3 and 4** wrote:

Ch1: [*“I prefer go to Transmilenio”*]. **Ch2:** [*“I think this is the worst half of bus because contaminates the environment”*].

The third artifact (**See Annex 7**) was the result or product at the end of the cycle 2 on April 12th of 2019. It was proposed such as brochure in which 903 students should write two paragraphs sharing their about *why people should visit and should not visit Bogotá*. The artifacts showed that students were able to use the lexical markers; also, they tried to use different connectors apart from “*because*” in order to develop their arguments as it is shown below:

Student 5 wrote:

“My point of view is that Bogotá shouldn’t be visited given that’s it is a bit likely. Since there are several delinquents and people. But bad people is also in politics. In conclusion Bogotá would be a bit bad to visit for the danger there are”.

Student 6 wrote:

“In my opinion you should not come to Bogotá. Because, it is full of pollution and there are crimes. In conclusion, Bogotá is dangerous in terms of violence”.

Identify the parts of the paragraph and they are able to use them correctly (903).

The artifact that was analyzed in this indicator was the one developed during the end of the first cycle on Nov 8th of 2019. The artifact demonstrated that 903 students did not identify at all the parts of the paragraph in a proper way; they only pointed out the main ideas they had towards their context without any pattern, even though they tried to express their opinion with a communicational intention. Below, there is an example of that artifact:

Student 7 wrote: *I think that the Pailor Systems serves a you the student toward make beter them work that oftereff the teacher in class and likewise toward improve our capacity mental*And with the year beech enough improvement*

As it was mentioned during the previous part of the analysis, the second artifact which was applied and collected on March 11th of 2019 was a comic in which students expressed their ideas about their own city problematics. Then, the next examples of the artifact demonstrated that unlike the previous artifact; 903 students were able to establish a difference between the argumentative paragraph parts throughout it:

Student 8 wrote:

My thinking to better city is a community with services and health because, it is more important for the community's development

Student 9 wrote:

I think that the city have so much trash in the streets because it is never clean. My conclusion is that city have so much pollution caused by trash

Finally, as it was stayed before; the last artifact was applied on April 12^{ve} of 2019. Students designed a brochure where they expressed two different points of view. During the lesson, 903 students wrote two paragraphs sharing their opinion in the most organized way by keeping in mind the order of every paragraph part. It is important to stand out students did not use a lot of dictionaries and they developed a short draft before bring the final product. The two samples below showed that they finally identified and used the structure correctly.

Student 10 wrote:

"I consider that you should visit Bogotá because, it has the second place in biodiversity. Many people don't care about it but it is important since nature gives us everything, from the clothes you put to the cellphone you use. In conclusion, Bogotá is very good to visit and to know more about its history".

Student 11 wrote:

"I consider that you should visit Bogotá because, there are many monuments. In my opinion you should visit Bogotá since, there are many parks. I think you should visit Bogotá give that, there are many shopping centers. As a conclusion, Bogotá has many place to visit".

Differences and similarities between 902 and 903. In general terms there were not notorious and significant differences between the two courses due to they seemed to get interested for the foreign language while the lessons were developed. During the pedagogical intervention was possible to notice that students were engaged to the process of learning EFL, the approach, the topics and the material used by teachers brought closer the learners to the language.

Regarding the category analyzed above, students evidenced almost the same progress. 902 students understood and used faster the concept of *opinion expression* than their 903 classmates as it is evidenced in the first artifact. The second and third artifact demonstrated that both courses already applied the lexical markers to express their opinions about the problematics of the city. It was achieved due to the writing strategies and activities we used during the interventions. However, the third artifact of 902 showed that they acquired and applied the expression autonomously in contrast to 903 learners.

In regards to the second indicator, the first artifacts evidenced that both courses had difficulties to organize their ideas in a correct argumentative paragraph structure. It demonstrated that they wanted to express their ideas but they did not know how. Then, the second artifact showed that 903 were able to include a paragraph structure into a comic in contrast to the other course. Finally, the brochure showed that 902 and 903 identified the parts of a paragraph and used it successfully. Both courses wrote a draft before writing the final paragraphs, however, 903 seemed more interested on writing and using different connectors from “because”. To conclude, it is important to mention that the use of the same approach, lesson structure and material allow that students had a similar progress.

According to what we have quoted in our theoretical framework “the speech markers have a pragmatic function that consists in guiding the conversation, (...) these markers serve to structure and organize the discourse issued by speakers in their conversations” Curiel (2015, p. 44). Additionally, Cassany (2002) states that they should be used in all written text, and are usually placed in the important positions of the text (beginning of paragraph or sentence). Therefore, what can be seen so far, shows that 903 students were not able at the first artifact to use it pragmatically, while 902 students did it. Once, 903 were aware of the mistake they putted into the text giving organization to their ideas. Both groups used correctly at the beginning of the paragraph or sentences such Cassany argued above. As a matter of conclusion, we can affirm that students achieved this indicator at the final of the cycles.

Regarding the Paragraph Structure category that we stated in the conceptual framework, Hogan (2011) affirms that paragraph writing for English classes requires that you know and use various writing patterns. Some writing patterns or paragraphs follow a prescribed and formal structure (...) the topic sentence, the supporting and development sentences and the concluding sentence. In that way, both groups did not follow the formal structure and had troubles to use the writing patterns at the final cycle 1. However, the end of the cycle 2 proved that they identified and were able to express their thoughts through a clear topic sentence which tells a main idea, also they used supporting sentences giving details, and concluded the paragraph summing up the main idea. To conclude, it is possible to see that 902 and 903 students had an improvement in terms of paragraph structure and fulfilled with the indicator.

COHERENCE

Students are able to link the ideas in order to fairly communicate in a fluid and organized way (902). The artifact #1 evidenced that a couple of students of 902 were not able to link the ideas in organized way with a communicative purpose. They just make a list of ideas that did not fairly communicate their opinion. **Students 1 & 2** wrote:

The backyard is a sharing area.

-Do exercise

-Talk with friends

-Play, eat

In conclusion, we must take care to the wellness of the students.

The artifact #2 evidenced that 902 students linked and organized the ideas in a better way. They seemed to start understanding the coherence into a text, in this case into a comic text. Therefore, their texts have an intention to communicate their postures towards city aspects in a fluid way. However, some of them made grammar mistakes that affect the text sense.

Student 4 wrote:

- *My opinion is that people do not know voting is bad.*
- *I think that people do not know that they pollute the air.*
- *... But also has many tourism sites.*
- *Some tourist of Bogota is the colpatría and monserrate.*

Student 5 wrote:

- *Hello Pipe I tell you that on Saturday in the center of the city we were robbed with my mom.*
- *In my opinion I think that the insecurity of the center is very serious.*
- *Yes Pipe my mom was very scared.*

Furthermore, the third artifact #3 showed that students fairly communicate their ideas in an organized way. They evidenced they were able to link their opinion with reasons and examples resulting in a coherent paragraph. In addition, they used correctly the paragraph structure resulting on a solid text.

Student 6 wrote:

I think you should visit Bogotá. Because is a nice city, because offer us culture and history. Also is the center of the country, have variety parks and conserve her history. In conclusion Bogota is a good place for visit.

Student 7 wrote:

In my opinion it is good to spend your vacation knowing Bogota. It has a variety of culture, tourist sites, typical meals and dances, people are nice. In conclusion it is good because people who visit Bogota will have more knowledge about Bogota, its culture, dances, food.

Students are able to implement arguments as supporting ideas in order to justify the main idea of the text (902). To evaluate this indicator were used the same quantity of artifacts. The first artifact analyzed showed that 902 students were able to give some arguments in order to support or justify the main idea wrote in the paragraph. Regarding this, **Student 8 & 9** wrote:

We think that snack bar is useful for students and teachers of RBJ. Because the snack bar is a space where is possible eat and talk with friends. Also, the snack bar is a place we can buy what we need to eat at rest time. In conclusion we can say that the snack bar is in function of selling food to students and teachers of the school.

Bearing in mind the second artifact was possible to identify that students used arguments to justify and give solidity to their opinion. They were able to include it into a conversation required by the comic. The supporting ideas were clear and they communicate the ideas correctly. Some grammar mistakes were evidenced. In that way, **student 10** wrote:

- *Hey bro, do you think that live in Bogota is bad?*
- *Why?*
- *This because the city have a lot of problems like the traffic, the pollution and the corruption.*
- *I think that Bogota have many god thinks. This can be great jobs, many resources, also, Bogota have a good education system.*

To conclude this indicator, the third artifact showed that students understood how to link the ideas in organized way, using the correct structure and establish strong arguments in order to support the idea they wanted to communicate about Bogota. Although, some of them demonstrated some grammatical mistakes, it did not affect the coherence of the text. **Student 11 and 12** wrote respectively:

In my opinion, you should visit Bogotá. For its culture and what shows around you, Bogotá has too many places and sites which has a great advantage of being important and cute places. Monserrate and the bike bran are places that one can enjoy with the family and look at how management and culture of Bogota. In conclusion, you should visit Bogotá as it is a city of too much culture and beauty.

In my opinion, they should not visit Bogota. Because it has a lot of contamination, people do not care about the environment, there is a lot of indigenous and there are people who to steal, murder other people. In conclusion it is not good to visit Bogota because there is a lot of insecurity and pollution.

Students are able to link the ideas in order to fairly communicate in a fluid and organized way (903). After analyzing the artifacts from the 902 group, we started with the data analysis from 903 group. During the first artifact, students were not able to share their opinion by linking their ideas in order to communicate themselves in an organized way. They did not use connectors, they had problems with spelling and it is not evident any specific pattern for identifying what type of grammar structure they tried to implement.

Student 1 wrote:

*"I think that the Pailor Systems serves a you the student toword make beter them work that oftereff the teacher in class and likewise toward improve our capacity mental*And with the year beech enough improvement.*

Later, during the second artifact, students applied new vocabulary by taking into account some basic grammar rules such as the subject at the beginning of every single

sentence, punctuation and they kept the sense of their communicative intention. As the next example: **Student 2:**

I think soccer is good because enclose people. I think soccer is good because we see the football match

Finally, in the last artifact unlike the previous activities, the students of 903 not only used new vocabulary, but also appropriated connectors in the right places, thus giving order and meaning to their written discourse. It was important to stand out students did not use a lot the dictionaries. **Student 3** wrote:

In my opinion you must come to bogotá to visit some great places such as: Monserrate, Guadalupe and the center. In conclusion, Bogotá has very good places to go to visit with beautiful views.

Students were able to implement arguments as supporting ideas with a correct structure in order to justify the main idea of the text (903). For this indicator we took into account the consideration that Coherence is achieved when the ideas and sentences are linked and flow together. As it was possible to see in the next artifact, this student omitted some grammatical rules, spelling and moreover the content does not show a sequence or an order of ideas. **Student 4** wrote:

It is important Because is good Have money saved Because we can shop a food and others

On the other site, student # 5 was able to write more than one supporting sentence in order to reinforce his topic sentence. Besides, this student identified the correct way to use the connectors in the appropriate place of the paragraph and add a conclusion. However, the use of vocabulary and punctuation is still poor throughout the paragraph. **Student 5** wrote:

In my opinion I like the tranquility of my house because I can rest in peace and I can relax. In conclusion I can say that in my house I can be myself

As a contrast, the final student gathers in a logical way the main ideas of what a coherent and organized text should have under the indicator where students are able to implement arguments as supporting ideas with a correct structure in order to justify the main idea of the text and use more than one connector. This student not only avoided the spelling and punctuation problems as most as possible, but also applied the argumentative paragraph structure using a topic sentence, three supporting ideas and one conclusion.

Student 6 wrote:

I consider that you should visit Bogotá since, it is beautiful and places are big, there are birds and big trees. In my opinion I love Bogotá given that, is where I came from. As a conclusion, Bogotá is a very complete and beautiful city for all its riches.

Differences and similarities between 902 and 903. There were not strong differences in the performance of both courses regarding the category analyzed above. Students demonstrated to be motivated towards the English learning while the cycles advanced. In fact, they evidenced similarities in their progress.

Related to the first indicator, it was clear that nor 902 neither 903 students understood how to link their ideas in organized and fluid way in order to communicate their posture in the first artifact. The second artifact showed that they were able to fairly communicate their ideas, however there was a difference, 902 students had troubles with spelling while 903 used good punctuation and grammar but giving unlinked arguments. In terms of establishing solid, organized and logic content, the third artifact showed that both courses achieved successfully the indicator.

The second indicator showed some differences during the pedagogical process in both. From the beginning, 902 students were able to implement arguments to support their ideas but 903 students were not able to link the ideas with a communicative intention. Second artifact analysis evidenced that 902 students had problems with spelling, it did not affect the coherence of the text a lot; meanwhile 903 students wrote logic arguments to justify the main idea of the comic. Finally, third artifact showed that both courses used solid and justified content into a correct paragraph structure in order to support the main idea they wanted to develop. It was possible through the implementation of writing strategies such as planning, writing and re-writing.

To conclude this category, students demonstrated almost the same progress in terms of coherence within a text. The differences were more related to grammar and spelling instead of solid and logic content. The data showed that while the lessons advanced, they were able to link their ideas and organized it to fairly communication.

According to our theoretical framework, Slawson, Whitton, & Wiemelt (2011) Coherence is achieved when the ideas and sentences are linked and flow together smoothly. In addition, Furthermore, Gernsbacher & Givón (1995, p. 241) claimed “coherence is not much about chaos, but about coordination. Its solution is a collective rather than individual achievement. So we might state so far, that both courses at the first artifact did not know how to link the ideas and sentences to give coherence to the texts. Then, the following artifacts showed that they were understanding how to connect the ideas, how to coordinate them in a collective way. Students made some spelling mistakes however it did not affect the logic content of the paragraphs.

Besides, Hogan (2011) argued that the supporting sentences are organized in sequential manner to move the reader from the idea to the next, the student create coherence when arrange the ideas in an order sequence of time or importance. In that way, 903 were not able to use the arguments in sequential manner to move us from one idea to another at the first artifact. They did not give sequence of time or importance between their ideas. In contrast, 902 students understood how to use the supporting ideas that enrich the content of the paragraph. It is important to mention that 902 had a lot of spelling problems without affecting the coherence of the text. At the final artifact, they demonstrated how to link, organize and flow the ideas and arguments in order of importance creating coherence into their final paragraphs.

WRITING AS SITUATED PRACTICE

Students understand the context in order to use it as a tool for expressing their ideas (902). Artifact # 1 showed that 902 students understood their context, such as a tool to express suitable their point of view, their school, a topic very related to them. They mentioned the importance of a specific place into the school and the benefits they found on it. **Students 1 and 2** wrote:

We think, the playground of the school is a peaceful place. Because the students can coexist with their friends and the environment. Also, the students can do physical activities. In conclusion, the playground is good for all students.

Taking in mind the second artifact was possible to identify that 902 students used different information about what they knew regarding their city to create a posture. They approached their context to communicate their ideas. Into the comic, the student offered different aspects she considered are positive and negative. **Student 3** wrote:

Positive and negative aspects of Bogota.

Offers great job opportunities. It has a large number of tourist sites. I has a wide variety of parks. Offers us diversion, gastronomy and culture. / The poor mobility of the city. It is a city with high levels of stress. The pollution of the city. The insecurity. The cost of living.

The final artifact evidenced the way students identified and used their context to express their feelings and thoughts towards the aspects that represent Bogota. They used correct paragraph structure and coherence. It also worked as a reflection about the negative aspects to be improved in our city. It is important to clarify that they made some spelling and grammar mistakes. **Student 4** wrote:

I think you should not visit Bogota. Because it is a city very unsupporte and has a very pollution environment despite the many green areas. It a peso transportacion wich is transmilenio. In conclusion it is an unsafe city with terrible transport and there is a lot of pollution.

In my opinion you should visit Bogota as it is a large city full of apportunities and many tourist areas despite her bad fame is a city with many tourist areas such as La Candelaria, monserate, parquet de los novios, La Calera, etc. In conclusion, is a large city full of tourist areas and many opportunities.

Students comprehend the benefits and problematics in their immediate context and express it critically into a text (902). In order to evaluate this indicator, the artifact # 1 evidenced that they (902) did not identify the benefits of their context. They neither were able to express it critically. They mentioned important aspects as a list, however they did not contextualize it and organized into a correct structure. **Students 1 and 2** wrote:

The backyard is a sharing area.

-Do exercise

-Talk with friends

-Play, eat

In conclusion, we must take care to the wellness of the students.

Regarding the second artifact, it showed that students comprehended the problematics of the city and were able to express it into a comic. There was no reflection on

this, they just wrote what they thought were the main problematics and benefits of the city.

Student 3 wrote:

I think that Bogota is very bad. In my point of view that Bogota trash is a serious problem. Delicuation is a serious problem in Bogota that we have to solve. I think the good thing of Bogota is that they are starting to recycle. The positive of Bogota is that it is used by the bike. I believe that Bogota has many tourist sites such as museums.

Finally, the 902 students produced the third artifact which evidenced that they were able to comprehend their immediate context and they used it to express them critically. At this point they were able to make a reflection about the problematics that affect our city and also the benefits they found on it. They took a posture towards their city and created an awareness.

Student 4 wrote:

I think that you should visit Bogota. Because has many tourist places, I like the Gold museum, Monserrate, Guadalupe, the boy friends park, the Simon Bolivar park, the Salitre, they are places that show the culture of Bogota. I also like the cold weather. In conclusion, Bogota has many tourist places that you should visit.

Student 5 wrote:

In my opinion, they should not visit Bogota. Because it has a lot of contamination, people do not care about the environment, there is a lot of indigenous and there are people who to steal, murder other people. In conclusion it is not good to visit Bogota because there is a lot of insecurity and pollution.

In general terms, it was possible to see students were writing more as they progressed between each cycle. What concerns the first indicator: ***Students understand the context in order to use it as a tool for expressing their ideas (903)***. We took into account that writing is social because it takes place within a social realm. It arises once the writers need to express or communicate themselves.

Within the first artifact student tried to share his opinion regarding to the contaminations problems. However, there were not only problems in terms of grammar and spelling but moreover the problem with this production is the sense in relation to the context. Since, it is not clear why pollution is dangerous or problematic for himself. This student is not clear with his explanation. **Student 1** wrote.

“Dot like for the polution I consider that is not like the colution, because have illnesses. I think that is dead.”

After, in the second artifact the student tried to be more clear in terms of the sense. He expressed his way of thinking in his writing and tried to keep in within the text his point of view. He developed a specific posture about his consideration of environmental issues. It is easy to get his own reflection about the context. And also, he proposed the need to find a solution. **Student 2** wrote:

[“I believe that pollution is one of the main problems that occur around the world and it is there when it affects the beings, that community should help to end this and find a solution”]

Finally; during the last moment, the student demonstrated he wanted to provide his writing with sense and organization. He also implemented the structure taught trough the lessons. This student evidenced to be aware about his immediate context, which is the city (Bogotá). This student not only kept the order of the argumentative paragraph, but also he used his immediate context in order to express his opinion. **Student 3** wrote:

I think that you should visit Bogotá, because has many touristic places. I like the gold museum, the Botero museum, Monserrate, The Guadalupe, the Boyfriends park, the Salitre, They are places that show the culture of Bogotá. I also like the cold weather. In conclusion, Bogotá has things good and other bad.

Students comprehend the problematics in their immediate context and express it critically into a text (903). During the first artifact, the student did not use his context in order to express his opinion critically, not even display any reflection about his immediate context. **student 4** wrote:

Dot like for the polution I consider that is not like the colution, because have illnesses. I think that is dead.

Later, they were able not only to show their opinions; but also, they expressed their critical thinking and their reflections through their productions. In the following example, we can see the process of the students when it comes to understand the problems in their immediate context and how they expressed it critically within a text. **Student 5** wrote:

[You should not visit Bogotá because, there is a lot of crime and a lot of pollution, there is also a lot of traffic and corruption and a lot of insecurity is reflected in this city.

Finally, the last student not only expressed one idea in an organized way but also, he displayed a purposed in regards to a city problematic. Once, he answered to the question: *Why you should not visit Bogotá? How to fix some problematics there?* The student demonstrated the knowledge about the need to share any issue with the citizens, he indicated his point of view after a reflection in regards to his immediate context. **Student 6** wrote:

In my opinion the problems can be solved by talking to citizens about these issues.

Differences and similarities between 902 and 903. The process of the students was very similar in this category. They were improving their skills towards the writing as situated practice as the classes progressed. This kind of approach were successful to

motivate students write in the foreign language. The differences are marked by spelling and grammar mistakes.

Regarding the first indicator there were little differences between the groups. In the first indicator, the students of 902 were able to use and interpret their context and express their ideas faster than the 903 students. The second and the third artifact analyzed evidenced the same progress in both cases, they expressed their thoughts, their perspectives towards the positive and negative aspects of their city, which is their immediate context. To mention, it was possible to identify some spelling and grammar mistakes on the 902 products.

Related to the second indicator both groups had similarities in the progress they achieved. At the beginning, they were not able to write and established a critic towards the problematics and benefits of their context, the school. The artifacts showed lists and statements without context and critic posture. Then, the second and the third artifact demonstrated that context is a meaningful tool to motivate students to write and do it in a critical way. It was possible to state that students create an awareness and perspective to their city and school. These aspects make students more committed to their society, own life and people around them.

According to what we quoted on the theoretical framework, New London Group (2000) states that only if educators rethink and stop privileging the traditional written text and standard forms of a language and create opportunities for students to a different discourse, and to produce such discourses in the classroom, the participation of students in public, community and economic life, will be ensured. In that way, our pedagogical

approach and didactic strategies allowed students knew and produced new discourses and postures in regard their school and their society. Once they achieved these discourses, they will be able to opine and participate in all the situations that the life offers to them. They will be confident to talk or write about controversial topics.

Additionally, Ramirez, cited by Chapeton & Chala (2013, p. 31) stated “Writing is social because it takes place within a social realm. It arises from the writer’s need to communicate, learn, or express” They also state that two main aspects make texts situated: First, the writer’s own experiences, beliefs, and feelings, which are built and shaped through contact with others; and second, those inherent to individuals such as age, gender, or race. Therefore, the students in both courses understood the writing as a social process in which they can introduce their personal experiences and thoughts regarding a topic close to them. The artifacts demonstrated and communicated their feelings, experiences and ideas. In fact, they evidenced more interest when contextualized topics were proposed to start writing in the foreign language.

CONCLUSIONS

In relation to the specific objectives proposed on this project was possible to conclude that writing skills were not just improved but also implemented into the EFL classroom. Their responses towards the implementation of writing based activities were successful and appropriate even when they did not know how to write in English language, when they were not motivated to use it and they usually did not use lexical markers or paragraph structures within their traditional classes.

Bearing in mind the data analysis, 902 artifacts were characterized as successful, meaningful and surprising. Through them was possible to identify that during the first cycle a set of previous activities demonstrated that they did not know how to use different opinion expressions and the paragraph structure. However, the product of that cycle showed that they were able to identify, acquire and applied those concepts correctly into a text. Then, the second cycle concluded that students not just acquired the new knowledge but also implemented on their new texts. Into the comic, they used autonomously the lexical markers and expressed their opinion with coherence while the content was meaningful for them and us. Finally, it was possible to conclude that the last artifact at the final of the second cycle was the more productive, complex and significant for them. Due to they wrote two paragraph using writing planning, the lexical markers, the correct structure of an argumentative paragraph in which they expressed their own ideas about their immediate context with a critical perspective. It is highly important to mention that students responded much better to the implementation of writing as situated practice beyond knowing the

paragraph structure and give coherence a text. It motivated them the most to start a writing process.

Taking into account the process with 903 group, for our first objective: *To characterize students' written argumentative texts when responding to the writing based activities within situated practice framework in the EFL classroom.* It was possible to characterize the students' written argumentative texts by checking the artifacts such as: comics, short paragraphs and brochures where they demonstrated their acceptable response to these writing based activities and strategies. During the first cycle they did not know how to write in English not even share their opinions. But progressively, they started using the lexical markers for expressing their points of view and even more, they were able to provide their texts with a definite order. By the end of cycle 2, the students already knew the components of an argumentative paragraph and were able to use this knowledge for expressing themselves respecting to their immediate context. It is important to mention students were more receptive when their context was taken as the main reference in the activities proposed from the situated social practice framework.

In terms of the second specific objective: *To compare 902 and 903 students' written argumentative performance by the use of writing based activities approached through the situated practice framework.* We realized the main response by the two groups was very similar. At the beginning of the pedagogical intervention students were not interested and motivated to learn the foreign language. While the lessons progressed, the students' skills and motivation also did it. In that way, they were able to express themselves by using new vocabulary in an organized way and moreover, they kept the argumentative paragraph

structure. They granted coherence to a text. They used their immediate context to express themselves. It was evidenced during the two cycles developed through this research.

However, the differences came to light during the process instead of the end of it. These differences were not very wide. For example, in the case of 902 group, they understood the instructions faster, since the very first artifact that was applied. They presented what the teacher was expecting for. However, their products were not so elaborated. Meanwhile in the case of 903 students developed the activities out of instructions or they did not present them on time. They took more time to catch the new concepts presented by teacher Karen. The other differences are related to formal content of the language such as spelling and grammar mistakes. The artifacts evidenced that 902 students made more mistakes in relation with the previous aspects than 903 group.

In terms of the pedagogical intervention was possible to conclude that the activities, the procedure and the approach to reach the objectives were suitable. The selected approach allowed to us give a process to them in order to make the teaching and learning EFL more appropriate and interesting to them. Presenting, practicing and producing model was accepted and incorporated by students. They already knew that at the final of each class they will have to write something. This approach was very useful to organize the classes and times. In addition, the activities were meaningful for students due to it motivated them to write. These activities were attractive for them because made them write in other way different to the traditional ways. Some of the activities were: *Chatting, playing stop, making a comic, exploring spaces to write, brochures, etc.*

Also, it was possible to conclude that the implementation of two phases or cycles allowed the students do not lose their interest on the language. This was concluded because the topics and the products were not long at all so they did not get bored or uninterested. The topics and activities proposed changes constantly doing dynamic the pedagogical intervention. Finally, as we mentioned before, the students responded attentively to the implementation the writing as a social situated practice. In our opinion, we could conclude that using their immediate context was the tool that allowed the success of this research, once they felt familiar with the topics they started to write easier. In that way, this approach can be used such as innovator way to teach EFL due to it not only increase the linguistic skills on them but also the social and behavioral aspects.

To conclude this part, it is mainly important to mention that this research and the pedagogical intervention demonstrated us how difficult is to carry out a research study. How difficult is the interaction with and among others, all of them with different thoughts lives and experiences. Besides, it gave us a valuable experience to understand that students can use the English language not only as an academic requirement of the school, but also as a social resource of communication and interaction. Sadly, this is a process that takes many time, effort and materials, so that teachers opt to follow the traditional approaches instead of encouraging new ones.


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APPENDICES

Annex 1: Informed Consent

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 3

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo MILMER ORLANDO CASTIBLANCO P. mayor de edad, identificado con Cédula de Ciudadanía N° 79503158 de Bogotá, con domicilio en la ciudad de Bogotá.
 Dirección: Calle 55 A # 76-36 Teléfono y N° de celular: 3118288845
 Correo electrónico: 20000-11@hotmail.com
 Como adulto responsable del niño(s) y/o adolescente (s) con:
 Nombre(s) y Apellidos: MARIANA CASTIBLANCO ORTEGON Tipo de Identificación: TARJETA N° 1001297663

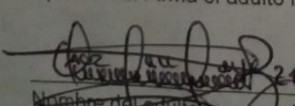
Autorizo expresamente su participación en este proyecto y

Declaro que:

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

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

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Annex 2: Diagnostic: Writing Exercise

Student 1:

UNIVERSIDAD PEDAGOGICA NACIONAL
Escuela de Educación

Joss Nicolas Noguero
B2

DIAGNOSTIC

1. Describe any situation or concept learned in the English class.

My Father, my mother and my sister went to camp to Tolima and my grandmother y my grandfather went to my house and my Father went to the Park Simon Bolivar and we Buy Ice Cream in the Park.

Vocabulary, wrong word

Student 2:

Andres David Pita

UNIVERSIDAD PEDAGOGICA NACIONAL
Escuela de Educación

DIAGNOSTIC

1. Describe any situation or concept learned in the English class.

Description^{is} about the my Best Vacations: It happened in the age 2014, in the month^{of} Dicerber, the first travel in the plane was every experience and when we arive the airport I bought the give of my mom and I don't how write most, ^{we} omit prepositions

Annex 3: Field Note I

	School: Rafael Bernal Jimenez Practitioner: Karen Henao Head teacher: Falconery Velázquez	Field Notes: I Date: 04/09/2018 Hour: 8:15 am Grade: 8 th
	DESCRIPTION	COMMENTS
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24.	<p>The class starts and the head teacher greets the students. All students say "good morning and they will send one by one". The teacher is talking with the practitioner, while the students come and sit.</p> <p>The head teacher organizes the students and asks them to be quiet. Students are seated, she organizes different groups, ask them to put a name to their team. Each of them chooses a different name, the first group will be red and its name is: the unicorns. The second is green, his name is: the goblins. And the third team is the dinosaurs.</p> <p>The three teams are related to the instruction of the practice of using the verbs seen in the previous class and the verbs seen in the bibliographic records with the head teacher, to make two sentences with each verb, they are the minimums, the verbs and must in the past.</p> <p>After the practice of instructions, students make noise, a group of students in the background are talking to each other and the head teacher calls attention to these students. The students settle down, a group at the bottom of the question: what are you doing? Then, the head teacher approaches the group and explains the new activity to be carried out.</p> <p>Students must complete the sentences individually and then share them with their teammates for the final game. At the end of the instruction, she begins to walk through the classroom.</p> <p>She says: you hear, the so-called "profe" and the corrected one asking them to call it Professor, or teacher. The teacher approaches each time the students raise their hands and ask: "Teacher, help me with ...", "Teacher, how do you say...". The head teacher continues with the activity and</p>	<p>1. During this class it was possible to see the students have a positive response to active activities. They feel interested on competitive challenges. Some of them are located in the back of the classroom, sometimes they start to talk between them, but they do not pay attention. However, throughout the class they were attentive and they helped each other.</p> <p>2. Students have problems with their writing skills.</p> <p>3. They get nervous and confused when writing activities are proposed</p> <p>4. They seemed not to be comfortable using their written English.</p> <p>5. They expressed that they do not like and know write in English.</p> <p>6. Sometimes, students are undisciplined because they do not feel interested. They prefer to sit down on the back not only because they do not like English, but also, because they feel they do not know English. Including classes are the ones where nobody notices that it's being included.</p> <p>7. However, there were few students who seemed interested on the idea of writing on the board.</p>

25.	the exercise.	
26.	She asks them if there is any question. Lizeth raises her hand and asks: What do	
27.	we have to do? And again she explains the exercise that must be done	
28.	individually. The head teacher asks to Christian to sit down and be silent.	
29.	The practitioner becomes closer to the desk: one of the students calls her	
30.	"Teacher, I have a question" and the practitioner approaches the student and	
31.	solves his doubts.	
32.	Some of the students at the left of the classroom do not realize the instruction	
33.	given by head teacher.	
34.	Finally, she tells them that time is running out and starts with the game "My	
35.	bus" and explains the game in which each one must be the first. She is delivered	
36.	to a representative of each team and a stopwatch. Then, she explains the	
37.	winning team will be the one which develop the sentences in the best way on	
38.	the board.	
39.	Several students get uncomfortable towards the idea of writing on the board.	
40.	They say "nooo teacher, no sabemos escribir en inglés" others express "nooo	
41.	profe no nos gusta ese juego de escribir en el tablero"	
42.	Teacher explains that the activity is very easy and try to motivate	
43.	Some of them seem to be uninterested and unmotivated.	
44.	Then, two rounds are made. The students are excited and read among	
45.	themselves, they support each other and the euphoric ones wants to see who will	
46.	win. The students are anxious, they pass the markers among themselves faster	
47.	than they can, the lid falls off and they are eager to find it to continue the game.	
48.	The game continues and teacher says: "First point! It's for the black team. "The	
49.	black team has its first point.	
50.	The grammar structure is not correct; however, she gives the point.	
51.	In the second round, students continue with the exercise and stand out more. All	
52.	members of the social network of the city.	
53.	During the activity there are a group of students who prefer do not participate.	
54.	The head teacher arrives to them and ask why they are not participating. They	
55.	exclaim that they do not like the English language.	
56.	She tries to incorporate them to the activity, but they reject her. They said "si no	
57.	sabemos inglés para que pasamos a hacer el ridículo?"	
58.	At the third round one student is writing on the board, but he writes wrongly the	

59	sentence, their classmates disturb him. They give up and pass over the marker.	
60	At the end of having completed four rounds, the winning students are the black	
61	team. The black team has had an extra point, all the elements of the team have	
62	been the first place, the blue team, the second place and the green team of the	
63	third place.	
64	Many of them evidenced problem at the moment to write on the board, they get	
65	confuse or nervous.	
66	The head teacher asks them to sit down, and return the markers, given that she	
67	will display the winning students and give them an extra point in the next	
68	activity. All the students are attentive, and one of them says: "No, teacher, what	
69	kind of prize is that?" She is explaining them she would like to give them more	
70	points and extra help. Because they will need them on future grades.	
71	The bell rings and students organize the classroom. The head teacher requests	
72	they clean in their corresponding rows and pick up all the garbage for going	
73	march to the next class.	
74		

Annex 3: Field Note II

	School: Rafael Bernal Jimenez Practitioner: Karen Henao Head teacher: Falconery Velazquez	Field Notes: II Date: 07/09/2018 Hour: 8: 15 am Grade: 8 th
	DESCRIPTION	COMMENTS
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24.	<p>The class starts with the head teacher greeting students, she is speaking in Spanish. After that students take sit and start talking between them. Head teacher shows them the information regarding to their grades. They start laughing she said: “¡No me parece chistoso saber que van a perder”! They keep the silence. After that; Head teacher introduces the practitioner in front of the students and say they have to stay with the new practitioner because she has to go to the coordinator office. Practitioner starts the class introducing herself and making a diagnostic exercise, the head teacher leaves them for resolving. Students keep the silence, practitioner give them some piece of papers with some questions related to themselves, they had to finish during the class. They started working on that and a group of 4 students do not have the worksheet. They start to talk and laugh between them. Practitioner asks them what they are doing, in English, but they answer in Spanish that the did not understand then repeats in Spanish so then they said they do not have the copies. She says they can resolve it on the notebook even if they do not have the papers with them. Practitioner gives them a piece of paper. They started to go to the desk where the practitioner was, they ask her about vocabulary, and the sentences they wrote in English. A group of three students, at the back of the classroom start listening to music louder. Practitioner goes to their desks and ask them what they are doing. They say they already finished, practitioner asked them for the copies and she noticed they wrote many things and words without problem, sometimes they asked for vocabulary and went to her desk. They nodded with the head and say: “aaaaa pensamos que era solo poner las palabras.” Practitioner explained them they have to finish before head teacher arrives. They started working on their questions, Practitioner said: Me pueden preguntar cualquier cosa de vocabulario. The bell rings and the students who finish bring the activity to the teacher</p>	<p>1. During the class, the students used many rude words for communicating between them. However, they abide the instructions during the classes. 2. Teacher has a connection with the students are not rude with the head teacher. They are respectful when the head teacher is close to them. 3. The classroom is really noisy, they are always talking and screaming even if they are no so far. 4. There are a number of students that do not complete the diagnostic exercise. 5. They wrote just the first line of the diagnostic exercise. 6. They expressed that do not flow the ideas, and they are not good writing on English language 7. They give up and decided not continue with the exercise. 8. There are approximately 4 students who do not have their implements for study in English class.</p>

25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35.	desk. The rest of the students keep the copies with them and go outside to break. Once the break finish the students return to the classroom, the refreshment arrives, students ask if they can distribute it to their partners, practitioner said they have to finish the exercise. Practitioner notices that there are some students that do not work on the exercise. She arrives to them and see that they do not write anything. She asks the reason they have not written. They answer “No somos buenos escribiendo en inglés”. The head teacher arrived to the classroom. She tries to motivate to write giving them some dictionaries, however they seem not get interested. Those students give up and do not finish the diagnostic. Some of them just write the first line of the diagnostic and the rest still empty. Students finished their exercises and they brought them to the practitioner. Before going outside, the classroom they had to collect the garbage they found on the floor of the classroom.	
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Annex 3: Field Note III

<p style="text-align: center;">FIELD NOTE III</p> <p>Place: IED Rafael Bernal Jimenez Observer: Nicolás Gordillo Vargas Teacher: Falconery Velasquez</p> <p>Date: September 11th of 2018 Time: 6:15 am – 8:15am Grade: 8th</p>	
Description	Interpretation
<p>Place description: The classroom is organized in seven lines, with a table for the teacher in front of these; there are two big closets full of books, and finally two big windows to the right and posterior side. These make the class noisy because it is possible hear the playground sounds.</p> <p>Symbology</p> <p>T: Teacher Ss, S1, S2, S3, and so on: Students</p> <p>6:15</p> <p>1. T gets into the classroom. Ss are not paying attention. T greets everyone saying “good morning”. A few Ss answer in English. 2. Then, two students give the snacks for everybody. There are not posters or something related with the target language. T talks in Spanish with some Ss about snacks. Meanwhile T waits stand up next to the door just looking. After that, T takes assistance. There were six students absent. Once snack time has finished, T writes on the board “workshop” with the following instructions: 1. Translate the words to Spanish. 2. Make a mind map “Animals-Mammals-Body” (Ss talk in Spanish</p>	<p>In a general interpretation, it is possible to see a lack of innovation and meaningful learning for the students in the English class. Teacher just replays a traditional approach to teach EFL.</p> <p>1. It shows that classroom is not an appropriate EFL environment. (It is important clarify that the classroom does not have TV or some tools which facilitate the learning process)</p> <p>4.I noticed that teacher uses a traditional method to TEFL. Grammar translation method.</p> <p>5. Teacher focuses activities on vocabulary. It seems that she does not interest in do some meaningful activities. For instance, articulate this with the style life and pets that students could have</p> <p>8.Futhremore, activity is not related with a possible context that students</p>

11.while teacher is writing on the board)
 12. 3. Draw two animals with their parts of the body. 4. Draw an
 13. animal and make sentences with can/can't. So the T gives an
 14. advice in Spanish: "escuchen, el trabajo de ayer no lo hicieron,
 15. trabajos mal elaborados, por presentar, voy a poner cero, sigan
 16. hablando y no hagan el trabajo, están gastando mucho tiempo,
 17. yo no traigo solo sopa de letras, este trabajo es en relación con
 18. la sopa de letras"
 19. In that moment, T explains the workshop in Spanish. When
 20. she is explaining the third point; she says "¿Qué dice ahí?
 21. S1: "Dibuja dos animales con las partes del cuerpo"
 22. So, T says "Trabajan en grupos de dos no más porque se
 23. ponen a charlar. Acá están los diccionarios"
 24. After that, T distributes a quantity of dictionaries. Ss start to
 25. work in pairs, some of them are working on the activity, and
 26. some others just talk with their partner. T walks around the
 27. classroom looking what Ss do. T talks every time in Spanish.
 28. Just in that moment, T says to S2: "Muestreme el cuaderno, no
 29. lo está trayendo. ¿Dónde está el trabajo de ayer?"
 30. S2: "Si lo traigo pero hoy no". Then, S3 asks for the meaning
 31. of **hot blood**. So teacher answer "sangre caliente" but does not
 32. look at her. While T walks, she talks with a student about his
 33. academic efficiency.
 34. S4: "Teacher qué significa bear" T: "Oso"
 36. I notice that there few Ss that search words in the dictionary
 37. and develop the the workshop.
 38. S5: "Teacher qué significa deer" T answers: "¿Dónde está el
 39. diccionario? Siga dejándolo en la casa"
 40. After some minutes, T asks if they finished. Ss answer "no
 41. finish" T corrects them saying "No yet"
 42. S4: "T qué es squirrel" T says "Ardilla"
 43. T complains a student to say vulgarities.

9.could have. She focuses in the linguistic field of language teaching just
 10.vocabulary, articulating it with can and can't.
 11.Teacher does not foster the use of English inside the classroom.
 12. As I said above, teacher uses a traditional way to teach English. She
 11.makes activities of isolated vocabulary with alphabet soups.
 12.Again, teacher uses Grammar translation method to explain the activity
 13.and she does not use the target language.
 14.I could say that teacher fosters cooperative work.
 15.It is important to mention that teacher provides appropriate material to
 16.develop the activity.
 17.Once again, teacher does not foster the listening skill in students
 18.because she talks every time in Spanish. Moreover, students do not
 19.interest to use English language.
 20.I think that teacher does not explain correctly what students ask
 21.something related with the workshop.
 22.There are some students who use properly the material and they are
 23.interested in learning and they try to develop the activity.
 24.It shows that teacher does not explain correctly the students' doubts
 25. This is important. Teacher teaches some ways to express in English
 26.and she corrects the use of language. (Feedback strategy)
 27.It evidences the traditional or isolated vocabulary activity.
 28. It is important to mention the evaluation strategy. Teacher scores or

teacher does not speak in English, and they do not read even the instructions on the board. Perhaps, it happens due to they do not understand the language, they do not interest about it, or they do not feel confident to take the risk of writing, or reading in English.

Annex 4: Timetable

Timetable	Week 1	Week 2	Week 3	Week 4
February (2018)		Observations	Observation	Observation
March	Observation	Survey	Observation	Interview to the teacher
April	Observation	Observation	Observation	Observation
May	Observation	Observation	Observation	Levelling clases
June	End of the clases			
August				Sensibilization and presentation
September Cycle 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
October	Lesson 2	Lesson 2	Lesson 2	Lesson 3
November	Lesson 3	Lesson 3	End of the clases	
January (2019) Cycle 2	Vacations	Vacations	Vacations	Vacation
February	Lesson 4	Lesson 4	Lesson 5	Lesson 5
March	Lesson 6	Lesson 6		

Annex 5: Sample of Lesson Plan

My idea of Bogotá

Subject: English

Date: 11 – 12 April

Class length: 2 hours

Target: 9th graders

Teachers: Nicolás Gordillo - Karen Henao

Resources: Board, markers, teacher voice, brochures, posters, pencils, magic box with the verbs for expressing opinion.

Learning Objectives:

- To identify the process of writing. (Pre-writing, writing, post-writing)
- To apply the process of writing.
- To interpret their reality in order to write a text.
- To write two paragraphs (or more) using the process of writing and the correct structure.
- To create a brochure.

Presentation: Exploration of prior knowledge

<ol style="list-style-type: none"> 1. Teacher will guide a feedback to the students about the last activity related to the comic 2. Then, Teacher will start the class by asking for a little homework. It consists on bringing the definition of brochure and poster. Additionally, students must bring examples of them with any topic. 3. Teacher will write on the board a brainstorming about the students' definitions and ideas. 4. Teacher is going to explain the features of each one (brochure and poster) 5. The teacher will show and explain the examples to the students in terms of structure and content. 	All students	20 min
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Practice – Writing about Bogota

At this point the activity is made in order to recap the concepts acquired by EFL students mainly related to the paragraph structure and argumentative skills. Also, teacher is going to explain the process of writing and its steps (pre-writing, writing, post-writing). They will start the process of writing about Bogota using the 3 steps. Students shall use strategies like brainstorming, planning, drafting. Once they have this done, they will make or write a draft.

<p>Activity:</p> <ul style="list-style-type: none"> - Teacher will make a briefly recap about the paragraph or text structure in order to remember and refresh the students' knowledge. It makes clearer the way they will write the paragraphs. - Teacher is going to explain the process of writing step by step which composed it. - Teacher will make a quick example of writing a paragraph about Bogota while use the strategies of pre-writing (Brainstorming and outlining) - The topic to write the paragraphs will be: Why you should visit Bogota? / Why you shouldn't visit Bogotá? - Teacher will introduce the magic box with the opinion expressions. - So then, students will start the process of writing by doing brainstorming, considering the positive and negative aspects of the city studied on previous classes. - Once they have clear all the ideas, they shall start writing the draft of each paragraph. - Teacher is going to be passing over sites in order to clarify doubts. - Finally, teacher will guide the consolidation of the topic sentence 	<p>All students Individually</p>	<p>45 min.</p>
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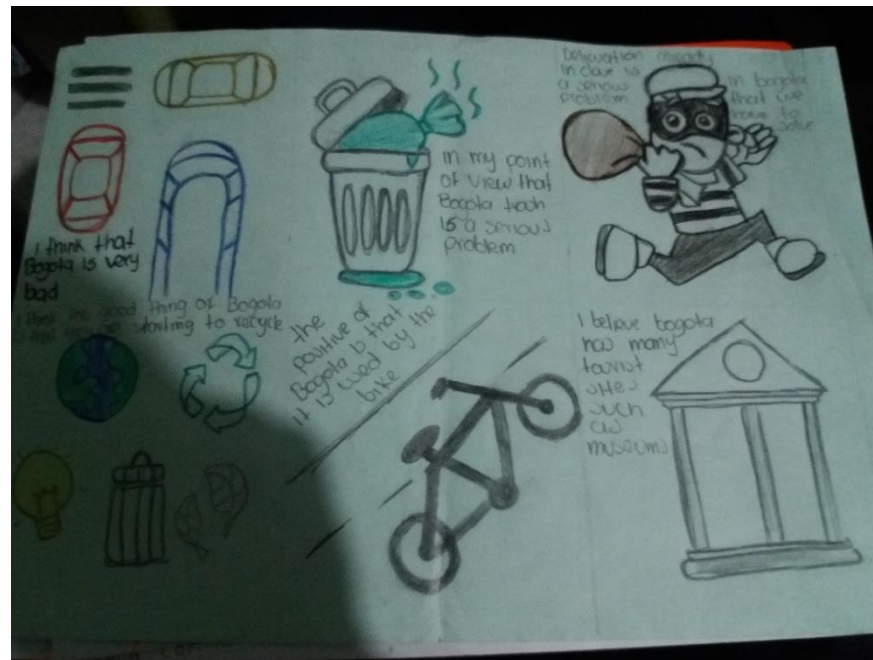
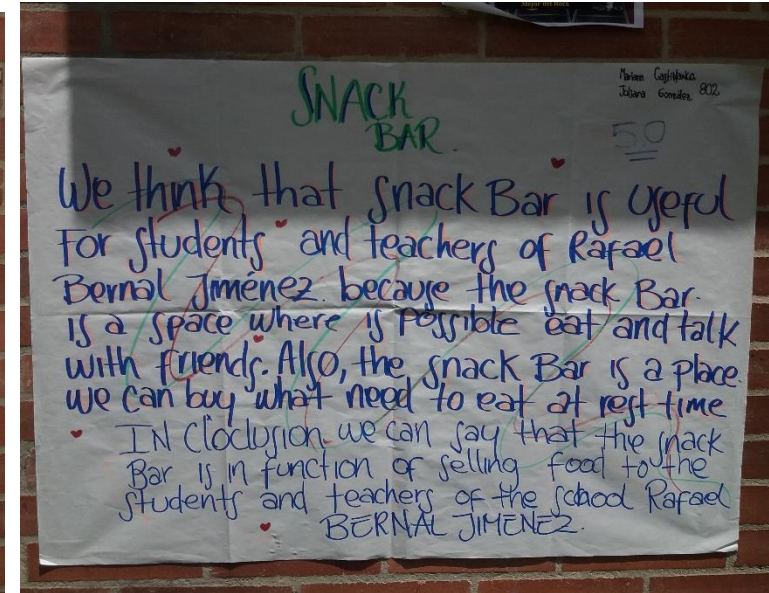
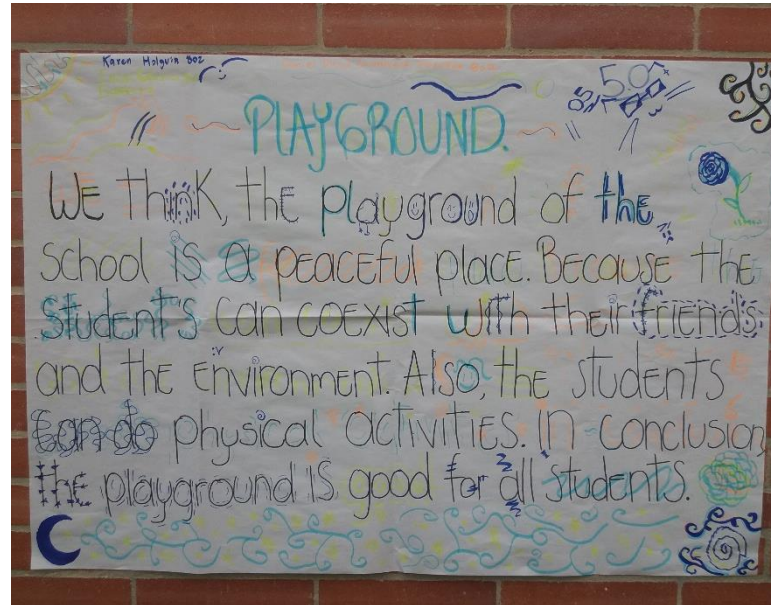
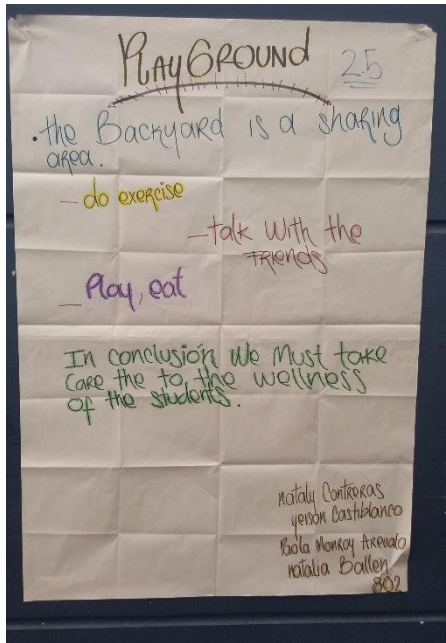
<p>Production: The two sides of Bogota</p> <p>Finally, students will create a brochure or poster in which they give their opinion and arguments to visit and not visit Bogota. They shall use the correct textual structure, the opinion expressions, the argumentative skills. They will take into account the draft to create the paragraphs. Students will identify the problematics and benefits of their immediate reality. Students will share their ideas and postures about their city. The</p>	<p>All students Individually</p>	<p>40 min</p>
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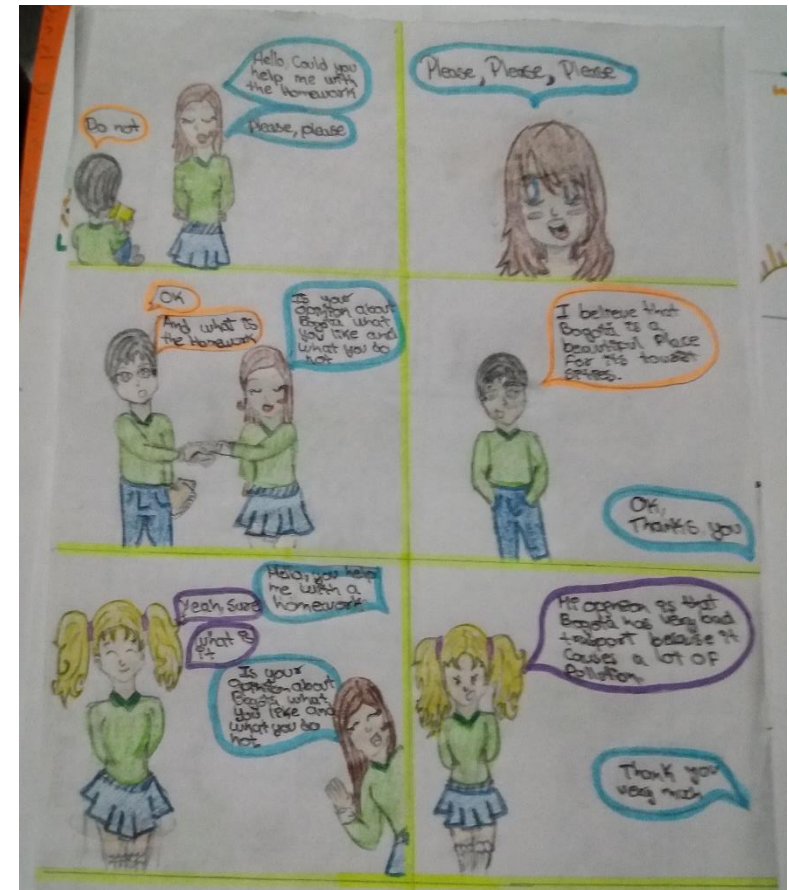
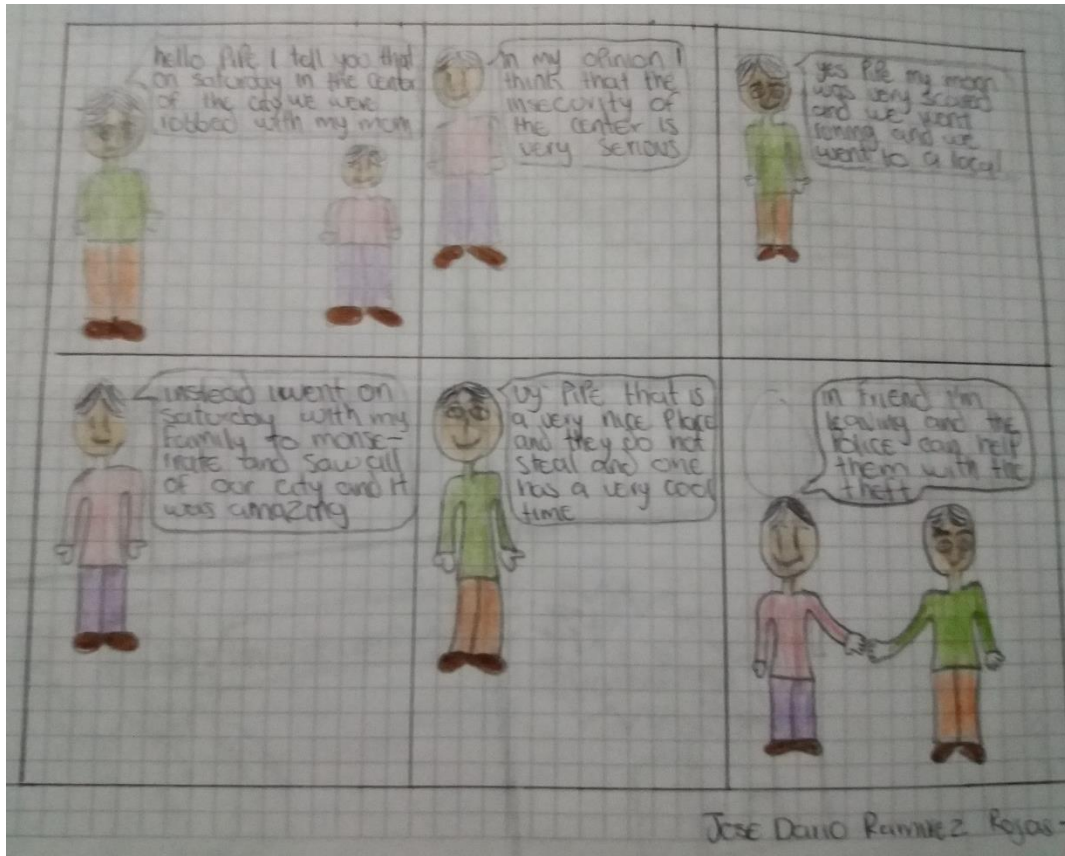
brochure or poster shall contain images, drawings or photos in order to make it aesthetic. The final products will be shared in round table to the rest of the classmates.		
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Evaluation Criteria:

Linguistic accuracy	<ul style="list-style-type: none"> - The student is able to recognize and use correct textual structures the different vocabulary about Bogota. - The students are able to use the writing process.
Contextual accuracy	The student is able to fairly identify the context features. Students can write and express the doubts and ideas about their immediate reality as most as possible.
Content	<ul style="list-style-type: none"> - The student takes into account the topic and different vocabulary learnt in class in favor of constructing his/her own way of thinking. - The students use their context and reality in order to express their ideas. - The students build a posture about their context.
Collaboration with others	The student constantly communicates with her/his partners in order to fulfill tasks proposed by teachers. Also, it is allowed every single opinion.

Annex 6: 902 artifacts





Because you should not visit Bogotá.

- I think you should not visit Bogotá because it is a city is very unsupportive and has a very pollution environment despite the many green areas. It is a peso transportation which is transatlantic.
- In conclusion it is an unsafe city with terrible transport and there is a lot of pollution.

I THINK THAT. ASPECTS NEGATIVES.

I think that, Bogotá has variety of negative aspects like: The traffic, the transport, la inseguridad, the pollution bad, the indigenes, the bad organization.

The aspects for which I have just mentioned is because Bogotá should not be visited.

♥ BOGOTÁ ♥

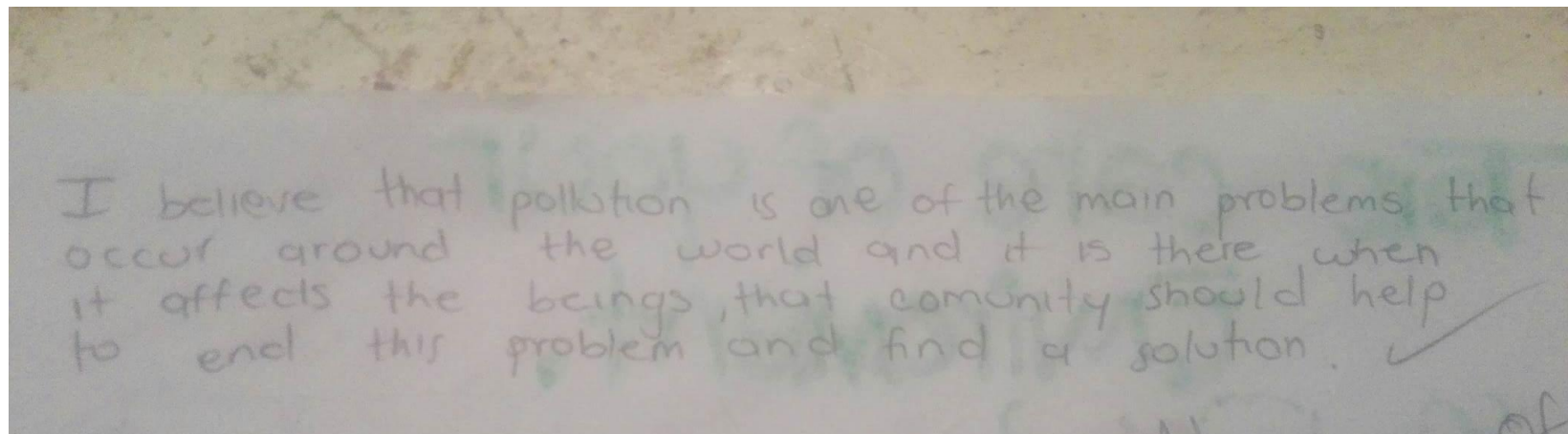
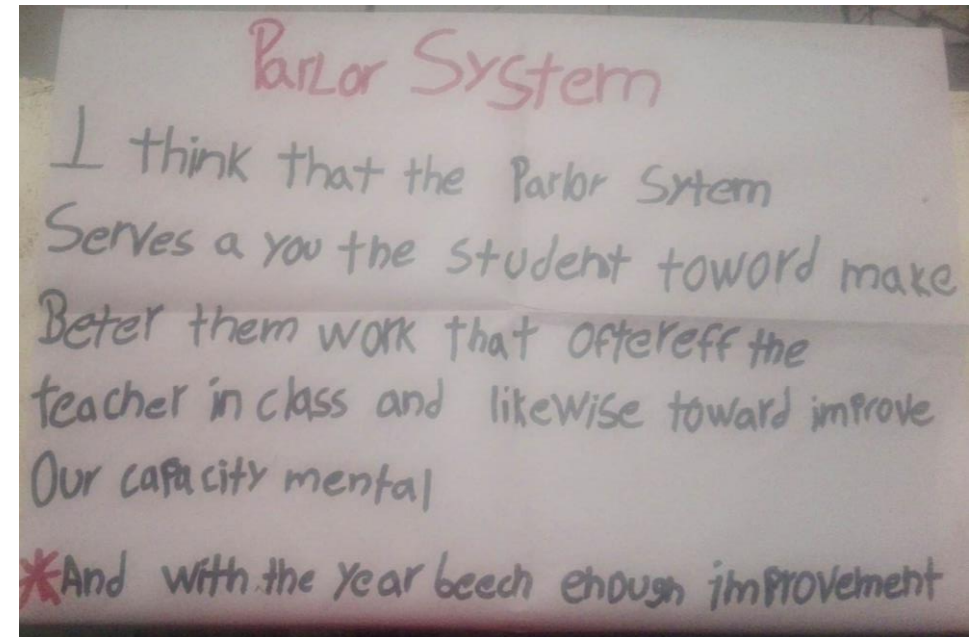
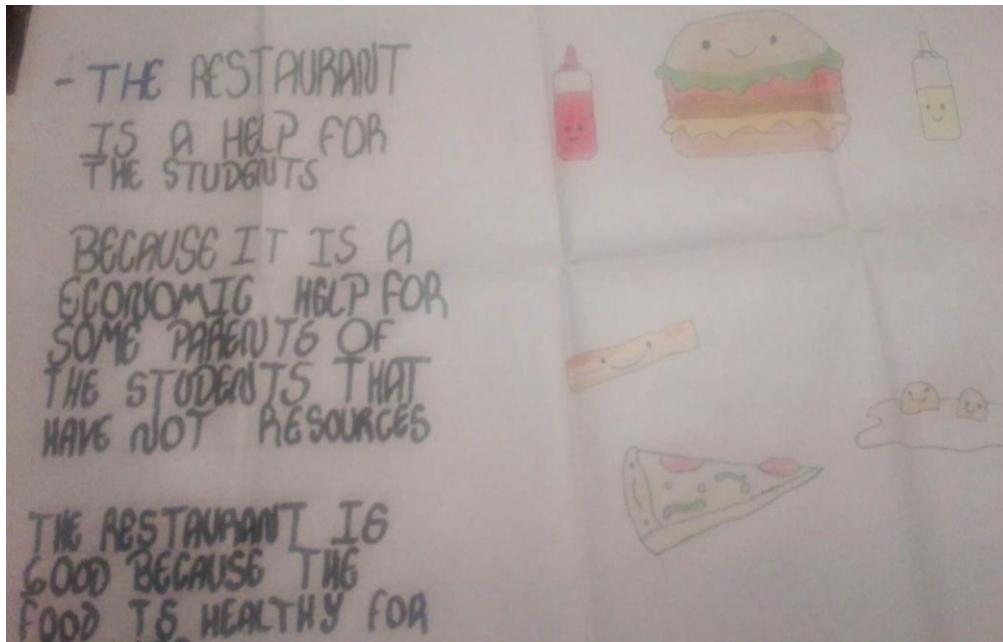
In my opinion, you should visit Bogotá. For its culture and what shows around you, Bogotá has too many places and sites which has great advantage of being important and cute places. Monserrate and the bitre bran are places that one can enjoy with the family and look at how the management and culture of Bogotá.



In conclusion you should visit Bogotá as it is a city of too much culture and too much beauty.



Annex 7: 903 artifacts



I consider that you shouldn't visit Bogotá because, there are many robberies.

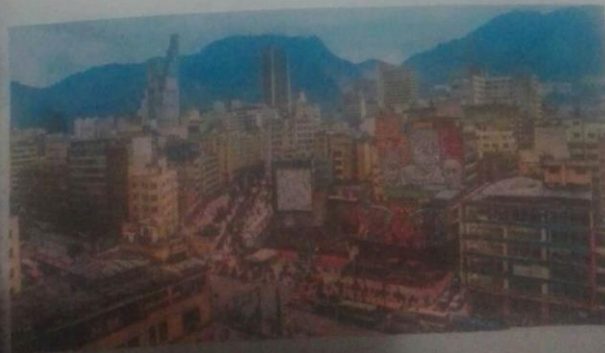
In my opinion you shouldn't visit Bogotá since, there are many rubbish in the streets.

I think that you shouldn't visit Bogotá give that there are many pollution.

As a conclusion, in Bogotá are problems.

Why you must visit Bogotá?

I think you have to visit Bogotá because it is a very nice city, full of different activities to do. you can ~~visit~~ different historical places and ^{stores} where you can drink coffee prepared in different ways, and you can also find both classical culture and urban too, also named graffiti.



Be cause you Should Not visit Bogotá

My opinion that why too should ^{not} visit Bogotá. There's a lot of insecurity and fights ending in deaths.

As a conclusion Bogotá has pretty and bad things.