

**DEVELOPING SITUATED WRITING THROUGH CONTENT –BASED
INSTRUCTION: DISCOVERING MY REALITY.**

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DEPARTAMENTO DE LENGUAS

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**DEVELOPING SITUATED WRITING THROUGH CONTENT –BASED
INSTRUCTION: UNDERSTANDING MY REALITY**

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This project is presented to obtain the diploma of Licenciatura en Español y Lenguas
Extranjeras

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2. Descripción
<p>Esta tesis de grado es una investigación acción de carácter cualitativo realizada con los estudiantes de grado quinto del Instituto Pedagógico Nacional ubicado en la localidad de Usaquén de la ciudad de Bogotá. La investigación, sustentada por la triangulación de datos recolectados, busca implementar una serie de actividades diseñadas bajo los principios de Instrucción Basada en Contenido abordando un problema social con el fin de desarrollar la escritura situada en la clase de inglés como lengua extranjera.</p>

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4. Contenidos

El documento organizado en seis capítulos presenta el inicio, el desarrollo y las conclusiones de la intervención pedagógica, así como también las recomendaciones para otras investigaciones sobre el mismo campo. El primer capítulo describe los aspectos relevantes de la caracterización de la institución y la población que participó en la investigación. Además, se presenta el problema, la justificación del estudio, la pregunta y objetivos de la investigación. En el segundo capítulo aborda el estado del arte y el marco teórico que sustentan los constructos referentes al tema de la investigación. El tercer capítulo contiene el diseño metodológico del proyecto, explicando el procedimiento para el uso de instrumentos de recolección de datos y el posterior análisis de los mismos. El capítulo cuarto expone la base de la intervención pedagógica desarrollada por ciclos. En el quinto capítulo se analizan los datos recolectados durante la intervención y resalta los descubrimientos logrados. Finalmente, el capítulo seis presenta las conclusiones y hallazgos del proyecto, al igual que su impacto, limitaciones y recomendaciones que surgieron con la implementación del proyecto.

5. Metodología

Este proyecto de investigación acción de carácter cualitativo se desarrolló en tres fases. La primera fue un proceso de observación y recolección de datos de los estudiantes de grado quinto del Instituto Pedagógico Nacional. La triangulación de la información recopilada determinó el problema y permitió establecer la pregunta de investigación y los objetivos que guiarían la intervención. La segunda fase fue la intervención, en la cual se diseñó y aplicó una propuesta pedagógica la cual buscaba dar solución a la necesidad de los estudiantes. Esta fase también requirió un proceso de observación, planeación y diseño de sesiones de clase las cuales guiaron el proyecto, además de la aplicación de diferentes instrumentos de recolección de datos (entrevista semiestructurada, cuestionarios, diarios de campo y artefactos). La tercera y última fase fue el final de la intervención, en ésta se realizó una reflexión y análisis de los datos obtenidos de la aplicación del proyecto, lo que permitió establecer conclusiones, implicaciones, limitaciones y sugerencias para sesiones futuras.

6. Conclusiones

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Las conclusiones de este proyecto presentadas en el capítulo seis, surgen del análisis de las categorías que a su vez son respuesta a la pregunta de investigación y a los objetivos. Hubo dos conclusiones que resultaron del primer objetivo relacionado con los roles que CBI tiene en la mejora de la escritura situada. El primero fue el papel unificador para abordar la escritura situada. El segundo fue un papel de apoyo para promover prácticas sociales situadas. Con respecto al segundo objetivo, hubo dos tipos diferentes de respuestas de los estudiantes a la aplicación de las actividades bajo los principios de la Instrucción Basada en el Contenido. Las primeras respuestas fueron positivas a los materiales utilizados durante la clase, los lugares utilizados como aulas que ofrecían otra forma de aprender y el tema que les interesaba. Sin embargo, hubo tres factores que interfirieron en el desarrollo de las actividades relacionadas con los comportamientos no deseados resultantes de la falta de una comprensión completa del idioma inglés en el aula, las diferentes actividades escolares durante el año que a veces interferían con la clase y, por último, el clima.

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Abstract

This document presents a qualitative action research project from which a pedagogical intervention proposal emerged. This proposal was implemented with fifth-grade students, in an EFL classroom at Instituto Pedagógico Nacional. The research study, supported by the triangulation of the analysis of collected data, sought to implement a series of activities designed under the principles of Content-Based Instruction addressing a social problem in order to develop situated writing in the English class.

Key words: Content-Based Instruction, situated writing, social problem, EFL.

Resumen

Este documento presenta un proyecto de investigación de acción cualitativa del cual surgió una propuesta de intervención pedagógica. Esta propuesta se implementó con estudiantes de quinto grado, en un aula de inglés como lengua extranjera en el Instituto Pedagógico Nacional. El estudio de investigación respaldado por la triangulación del análisis de los datos recopilados, buscó implementar una serie de actividades diseñadas bajo los principios de la Instrucción Basada en Contenido las cuales abordaron un problema social para desarrollar la escritura situada en la clase de inglés.

Palabras claves: Instrucción Basada en Contenido, escritura situada, problema social, inglés como lengua extranjera

CHAPTER I

CONTEXTUALIZATION AND RESEARCH PROBLEM

This chapter submits the most relevant aspects of the characterization of the institution and population that participated in the research study. Additionally, it displays the statement of the problem, the rationale of the study, the research question, and the objectives that guided this research study.

Characterization of the Context

This research project took place at Instituto Pedagógico Nacional (hereinafter referred to as IPN) an administrative academic unit of Universidad Pedagógica Nacional. The educational institution is located in an easily accessible area on the street 127 #11-20 northern Bogotá in the neighborhood Bella Suiza in Usaquén, the first locality. It must be noted that there is a varied environment surrounding the school, presenting residential, educational, recreational, and commercial zones, which belongs to socioeconomic strata 4, 5, and 6. Moreover, IPN borders with two schools, one of them is a public school Colegio Usaquén IED and the other one is a private school Centro Cultural y Educativo Español Reyes Católicos. Besides, on the west side of the school, there is the Country park, a few blocks nearby is Unicentro mall, and on the east, Séptima Avenue.

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The school was founded in 1927 by Francisca Radke after the second German mission for the purpose of training women teachers. A few years later, it became a pedagogical institution that sought to be a place for innovation, research, and teaching practice, leading pedagogical processes of formal education at different school levels. Therefore, the school has the vision of being recognized at local, national, and international levels as a leader in educational quality, innovative research in the pedagogical field, and teaching practice for the education of citizens. IPN is directed by Mauricio Bautista Ballén, who reinforces work on providing formal education services like preschool, elementary, secondary levels, special education, employment education, and human development to 1581 students in one timetable only. In the same way, the institution is recognized for being a place interested in research and, accordingly, provides pre-service teachers with the opportunity to start their pedagogical practices.

On the other hand, the school infrastructure presents diverse aspects. Notably, IPN has seven hectares, two of them correspond to the physical plant and the other five to the green areas. There are two particularities in the structure of the buildings, some of them have only one floor where the counselor, academic coordination offices and a smart Samsung room are located, as well as the preschool and primary classrooms. In addition, the other buildings have two floors, in which the most relevant places found are the teachers, principal, and coordinators room, the library, the cafeteria, secondary classrooms, and an auditorium. Moreover, the green areas have three playgrounds, a big raised-relief Colombian map, three fields to practice sports, an old Bogotá train, a farm where a vegetable garden is found, a henhouse, and a fish hatchery.

Regarding the academic aspect, it is relevant to mention that the school is organized by communities. Specifically, each community is formed by two adjacent grades starting with preschool and ending with eleventh grade and there are seven of them. All communities develop

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five transversal pedagogical projects: sexuality, school farm, construction of citizenship, PEGRE (School Plan for the Management of Risk, Prevention and Emergency Response), PRAE (School Environmental Project the Educational Institution), and PILEO (Annual Institutional Project of Reading, Writing and Orality). Furthermore, during every school year, these communities also develop a transversal pedagogical project separately. For instance, in 2018, the third community worked on a National identity project called “*Colombia a Wonderful Place*” and it was addressed from an interdisciplinary perspective.

Participants

This research project was developed with 33 students of 502 from IPN. In order to obtain information about the students who participated in this research, it was necessary to get permission from their legal tutors using an informed consent format (see annex 1). This authorization allowed using three different data collection instruments in order to get to know and characterize the group. First, the observation classes process was done by the researcher and compiled in field notes (see annex 2); second, an application of characterization questionnaire was given to all of the students (see annex 3) in order to inquire into some social and family characteristics, and finally, an interview was conducted with the homeroom teacher (see annex 4).

According to the students’ answers and field notes, this class was composed of 33 students, 14 boys and 19 girls between 10 and 12 years old. Concerning the family setting, the majority of the students lived in families of different sizes and, in most cases, they belonged to nuclear families who had an active role in their education process.

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Additionally, more than half of the students lived in localities different from the school such as Suba, Engativa, Fontibón, Chapinero, Kennedy, Bosa, Antonio Nariño, and one student lived in Cajicá; these localities belong to the socioeconomic strata 2, 3 and 4. In regards to the students, they needed different means of transportation to go to school, the majority of the students take the school bus service provided by the foundation Francisca Radke and a minority takes private cars or public buses.

Statement of the Problem

The diagnosis held during the second semester of 2018 was the result of the analysis of the data collected through the instruments applied, which were mentioned in previous paragraphs. Thus, this analysis revealed that although there were different difficulties in 502, the most relevant one students faced when they came to English, class was the difficulty to communicate by writing. Based on the observations, it was possible to establish that the problem might be a consequence of the low development of writing skills in class.

In accordance with the Field Notes, the data reveals that students did not know how to use grammar structures and vocabulary to express themselves in writing. The former may have happened because their majority of writing exercises in class consisted of writing words and not full ideas. Furthermore, in class activities the students constantly expressed that they could not use certain grammar aspects such as connectors, prepositions, and articles, since these were not previously studied and they did not understand what they mean or how to include them in a sentence. The above mentioned appears to indicate that English classes focused on learning isolated vocabulary and grammar structures without a context or a communicative purpose.

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According to the established by Ministerio de Educación Nacional (MEN) in the document Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006) the students in fifth grade must attain several standards in each skill of the language. With respect to writing skills, students from fifth grade should have an A2 English Level at this stage, which indicates that they can link phrases and sentences using connectors that express sequence and addition, describe themselves, others, and their feelings and preferences, write short stories and use grammar structures correctly. In summary, having the English standards proposed by Ministerio de Educación Nacional for English classes in Colombia as a model, learners must have certain knowledge and skills to write texts in order to communicate simple messages; however, these requirements were not being accomplished.

Furthermore, according to Proyecto Educativo Institucional (PEI) from IPN, La Granja is an institutional cross-cutting academic project (2001, p. 62). Nevertheless, taking into account the non-implementation of La Granja in the English class and the low level of writing that students had, this project is an opportunity as a strategy to develop a situated writing process. Therefore, it became necessary to include the institutional project in the English class through a social problem related to food, which is related to La Granja and the food waste that occurs daily at lunchtime in the restaurant of the institution. The topic mentioned above contextualizes the isolated vocabulary learned in class and allows students to put it into practice.

It is important to clarify that La Granja project and the social problem were also included in the English class in this research project because of the law 115 article 21 of the Ministerio de Educación Nacional (1994), which relates to the objectives of primary education. It sets “The basic understanding of the physical, social and cultural environment at the local, national and universal level, according to the intellectual development corresponding to age” (p.7) along with

“The development of civil, ethical and moral values, social organization and human coexistence”
(p.7)

Rational of the Study

Certainly, writing is a skill that has been lagging due to the social misconception that this is not as important as speaking for communicating. In agreement with Harklau (2002), in this context " the implicit emphasis on the oral language in the second languages classroom of - to the detriment of the written language - is due to the consideration of this as a simple accessory to recode the oral modality in another medium"(referred to Arias, 2012, p.34). This vision of writing ignores the importance that writing has in the learning of a foreign language, as well as the impact on the cognitive development of students.

Firstly, writing is a valuable way to communicate. In agreement with the Common European Framework (2001) it “is central to any act of linguistic communication, the external, objective link between producer and receiver, whether they are communicating face to face or at a distance” (p.98). In other words, writing fosters the development of personal skills as long as it permits mediation, interaction, and connection with others.

Secondly, it needs to be mentioned that writing involves much more than expressing symbols on a surface or being a graphic representation of what is being spoken, writing develops thinking. According to Salgado (2014), writing is a tool that, contrary to speaking, develops structures of thought, opinion, and abstraction (p.18). The former implies other processes such as memory, concentration, organization, comprehension, and inferences that permit the transition from practical to theoretical situations.

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Lastly, writing increases vocabulary. As stated by Vigotsky (cited by Guzmán & Chocontá, (2018), writing requires more lexicon than an oral activity to express the same idea because it is addressed to an absent person (p. 24). Moreover, different from the speaking that uses non-verbal language, writing must explain an idea in a formal, global and complete accurate way. That is why the students show a need to increase their vocabulary. However, following Beale (2002) and Khakpour and Hassan (2015) ideas, teachers' role consists in guiding the student to learn lexicon under the sight of the communicative context. In this way, it is necessary to contextualize the vocabulary and the situation where it should be used.

Thereby, Content-Based Instruction (CBI) might be a suitable approach to deal with the above mentioned. Paraphrasing Oller (referred by Strycker & Leaver, 1997) CBI seeks to remove the artificial division between language instruction and subject matter classes. Specifically, it is a method in which students focus on a topic, as well as being able to use the English language to accomplish a purpose counteracting the isolated vocabulary and using it in a real situation. In that way, CBI can make learning fascinating and motivating for students becoming confident with the language and at the same time with the subject. Hence, Content-Based Instruction is an easily adaptable model for integrating La Granja, an institutional and social cross-cutting academic project with the content of a social problem to situate writing in the English class at IPN in fifth grade.

Research Question and objectives

Question

What does the implementation of a set of activities designed under the principles of Content-Based Instruction addressing a social problem reveal about the development of situated writing in an EFL classroom with fifth-graders at IPN?

Research Objectives

- To describe the role of Content-Based Instruction in the development of situated writing
- To identify students' responses to the implementation of a set of activities under the principles of Content-Based Instruction to develop situated writing.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter is divided into two sections. Firstly, it presents the review of five relevant studies, both national and international, corresponding to the state of art that contributed to the theoretical framework of this project. Secondly, the definitions of the three main constructs that supported and led this study are explained: *Content- Based Instruction in EFL, kids' understanding of a social problem in EFL*, and *Conscious writers: the development of situated writing*.

State of Art

To establish the direction of this research, some national and international studies were consulted concerning Content-Based Instruction to develop the writing skill as well as situated writing. Therefore, the most relevant characteristics of each one and their contribution to this study are presented in the following paragraphs.

The first national study relevant to this research is titled "*I'm a Writer: developing situated writing using genre-based tasks to create a diary with four graders at Hernando Durán Dussán School*" written by Adriana Morera (2019). This pedagogical proposal is a qualitative action-research carried out with fourth-grade students in a public school in an effort to develop situated writing. The main issue that the researcher noticed in the English class was the lack of

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activities that could be used to improve students' writing skills and lead them to produce authentic texts. In view of the above, the study sought to promote situated writing by implementing a set of written tasks within a genre-based approach.

The mentioned research is important for this study since it is related to teaching and learning English as a foreign language, emphasizing the improvement of writing skills. Even when the study is not developed under the same approach, the research study presents different procedures and results throughout the writing process allowing the students to write texts. Hence, this is a model to guide the process of writing with learners ranging from the same ages through written tasks. Lastly, the researcher calls attention to the implementation of situated activities to teach, which should be used in class as tools, considering the English language during the whole class. Finally, the students' academic performance results are more than satisfactory when English is used in a context.

The second national research is titled "*Content-Based Lesson Plans inside the English Rural Classrooms*" written by Josefina Quintero and Catherine Lopera (2016). This qualitative research took place in a public institution located in a rural zone of Manizales, where the ninth, tenth, and eleventh graders students attended. This study was substantiated on Content-Based Instruction, it used environmental issues to contextualize the English language in classes. According to the analysis of the intervention, the researcher observed that the students were motivated and interested in the target language communication. The research concluded that the topic used with the approach CBI was engaging for the students, gave them confidence with the English language due to the fact that all the activities were related to their surroundings, and students became more aware of the planet and gained a wider understanding of the ecological, that was proved by their interaction with the environment.

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Therefore, the mentioned project becomes pertinent to this research proposal because it worked with Content-Based Instruction in a public school using the resources they had. The good results from CBI are also important as they showed in the academic and cohabitation level the positive impact that this method has on students and their immediate environment. Lastly, the study demonstrates the flexibility of the approach when it is implemented in a different context and population.

The third national study that was considered for this research was “Going beyond the linguistic and textual in argumentative essay writing: a critical approach” written by Pedro Chala (2011). This qualitative action- research was performed in the first semester of 2011 with a small group of students of the English program in the Bachelor of Arts in Teaching Modern Languages at Universidad Javeriana. The researcher implemented a set of genre-based activities to the writing of argumentative essays addressed as a situated social practice. Some research conclusions were the use of genre-based activities allowing students’ active participation, encouraging and improving their writing, as well as the approach that aided the students in their writing process making drafting and redrafting possible.

The importance of this research in this study is the way how writing is addressed. Therefore, the writing activities carried out during the study reinforce the idea that situated writing permits the students to be conscious participants of their learning and feel involved with the text. Furthermore, it must be highlighted that in this research study the use of English for real purposes achieves genuine communication, for example, the results of the activity about sharing their writing exercises and experiences through the internet.

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The fourth international study that contributed to the state of art of this research is titled “*Ladybugs across the curriculum*” written by Christian Dias Ward and Michael Dias (2004). The study presents the result of a school project that was born from the interest of kindergarten-students concerned with ladybugs. The topic was developed through different experience activities around ladybugs with tangible objects and natural environments. It was addressed as a cross-cutting project based on the principals of multiple intelligences approach by Gardner. Those characteristics involve different areas and at the same time develop language skills. Teachers, who were also participants of the project, affirmed that all the multiple intelligences worked equally well. The linguistic intelligence, for example, uses words (written or spoken) for communication and the students put them into practice in discussions and readings about ladybugs stories, and writing animal research reports. Lastly, the document invites school teachers to propose and design classes from students’ interests in a contextual way.

This study is relevant to the research project because it demonstrated that it is possible to improve the language skills and learn about other topics beyond the structure language in the English class, involving context and events with themes that are usually classified in other school subjects. Furthermore, these activities make the writing process meaningful for students because they had real experiences in the target language.

Finally, the last study addressed was “*Integrating the Content-based Instruction into the American Civilization Class*” written by Abdelhak Elaggoune (2015). This international research took place at University of 8 May 1945 at Guelma in Algeria. It was developed with students of English as a foreign language in the American civilization course. The researcher noticed that the teacher presented a plethora of information and the students had passive participation and below-average performance. With that context, Content-Based learning was applied to give a new

approach to the education process and reconfigure the participation roles in the class to have significant learning. The study concluded that the approach not only improves communication but also enhances some competencies and skills such as problem-solving, critical thinking, communication, collaboration, among others. Besides, Elaggoune invites teachers to put into practice the Content-Based Instruction to engage students, reinforce language skills and have another method to work content in class.

In this way, the study is relevant for this research project because it presents more advantages of using CBI in class. A benefit for the students is that they learn more about subject content and at the same time coming into contact with the foreign language. It is also important to mention that the pupils acquire and work in their cognitive and communicative skills.

Theoretical Framework

In this part of the chapter the constructs considered essential for the understanding and the implementation of this research project are defined and characterized. The constructs are *Content- Based Instruction in EFL*, *kids' understanding of a social problem in EFL*, and *Conscious writers: the development of situated writing*.

Content- Based Instruction in EFL

Content- Based Instruction is an approach that connects language and content in the teaching of a language. In Snow's words (2017) "Content- Based language teaching is an approach to the teaching of second/ foreign languages in which language and content are integrated in an instruction" (p.159). Additionally, Genesee and Lindholm (2014) add that "Content-based language instruction (CBI) holds that people do not learn language and then use

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it; rather, they learn language by using it”. Based on the above mentioned, it can be affirmed that CBI is an approach that teaches a language through content, making it clear that language is learned by being put into practice and at the same time the content can be recognized through the language itself. In this research study, the content was a social problem related to food, it involved the food waste and the hunger.

Additionally, in accordance with Bula, Content-Based Instruction has two remarkable principles established by Richards & Rodgers (2001). The first one is that “People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself” (p. 73). This perspective supports the importance of related language with content. When language is contextualized, the majority of the connections between language and daily life are created. Therefore, learners learn in a meaningful way because they understand how to use the language in different situations, and choose the vocabulary pertinent to the topic. Moreover, students may notice that the foreign language is not only spoken in other countries, but it also represents how students perceive the environment and experiences under other perspectives.

The second principle set that “CBI better reflects learners’ needs for learning a second language. One can certainly say that people that are faced with everyday needs in a real-life situation might find it easier to acquire and use the target language as a tool with a real purpose, for instance, getting food, studying, getting a job, and others” (P.73). Content-Based Instruction is an approach that gives the students an active role in their learning. It implies students are using the foreign language most of the time. In consequence, the teachers’ responsibility is to observe students’ needs and weaknesses when they are using the language for the purpose of guiding the knowledge and the improvement of language skills. In this project, Content-Based Instruction

was an essential construct because it permitted the connection between the other ones, English as a foreign language and the social problem.

Finally, keeping in mind that Content-Based Instruction provides a meaningful context for teaching and learning a foreign language, CBI is seen in this research study as an articulator axis due to the need of integrating content related to a social problem, the institutional academic cross-cutting project La Granja and the language to improve situated writing in EFL class.

Kids' understanding of a social problem in EFL

A social problem is referred to as an action, which according to society or a community is wrong because it does not comply with a rule or an agreement. Also, that action is not consistent with other behaviors and hurts others. Based on Loseke (2010), social problems concern with “conditions evaluated as wrong because they create harm” (p.6). Furthermore, Loseke affirms that two characteristics classify a problem as social. Firstly, the problem must injure a great number of people and secondly, it is believed that the problem can be solved by humans with the appropriate conditions.

Different social problems affect people even when they are not directly involved. Consequently, it is necessary to know and analyze the problems as well as recognize the participation of each person in them. Considering the role the school has in education, social problems are addressed in classrooms with “the purpose of teaching social issues to allow students the opportunity to become effective decision makers (...) So, it is the recognition that reasonable compromise is often an important part of the democratic decision making process” (NCSS, 2007 cited by Samuel Totte, 2015). Thus, addressing social problems in class allows a greater understanding of the functioning and situations that affect the society in which students

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live. It is the awareness acquired about these problems, based on reflections and analysis, that empowers students to take an active participation in this regard; and even when students do not have the legal age to participate politically, they can act in the first communities such as family and home, forming a consciousness that will be reproduced in their interaction with society.

Furthermore, it is important to mention that when the teacher develops the topic in class, it helps the students to review the social values and invites them to be conscious citizens. Likewise, paraphrasing Moreno (2017), to include social problems in classrooms increases motivation, inculcates critical thinking and produces informed students. The former brings several advantages to the students not only on a behavioral level but also in the improvement of language skills because they are going to appropriate the language to create solid arguments and debate. Thereby, in this research, a social problem was addressed related to food in the EFL class with the fifth-grade students to learn about the waste food, its implications, and its consequences. This problem was chosen for three main reasons. Firstly, the students had been throwing food away from the school restaurant. Secondly, it is important to guide the students to understand that this is not only a school problem, but it has consequences in a social level taking into account the people who die of hunger and the thousands of the resources invested in the production of food that will not be consumed, and finally, this topic was familiar to them taking into account the school has a farm, a vegetable garden, a henhouse, and a fish hatchery.

Conscious writers: the development of situated writing.

To begin with, it is necessary to define writing to understand what situated writing is. Following Nunan's (2003) proposals, writing is understood as a cognitive process, a complex and effortful skill because it involves physical and mental activities. Additionally, this mental work

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implies creating ideas, thinking about the way to express them, and organizing them into clear statements and paragraphs for the reader. As previously mentioned, writing begins as a personal process, however, it has the intention to communicate and establish relations with others. In writing, in order to achieve the purpose of being shared some processes are followed in which “writers have the opportunity to plan, draft, edit, and revise their work” (Hillocks, 1987; Murray, 1982. Referenced by Kamehameha Schools, 2007).

Taking into account that writing foundation is language, it is necessary to mention that according to Lillis (2001) "language is fundamentally linked with action -what people do- and that language as action is socially situated" (p.25). Based on their statement, it is important to recognize writing as an expression of language and the close connection it maintains with humans' actions. Hence, it is important to see writing under a situated perspective, as a demonstration of human experiences. Additionally, the previously mentioned situates the students in space and time both socially and personally, and with these their writing. In the words of Chapetón and Chala (2013) “Writing as situated practice takes place at a specific moment in time and history and at a specific place in society; it makes up part of the world and acquires meaning within the context where it occurs” (p.27). This sense of space and time that students have and that is reflected in the situated writing establishes stronger connections with the students' learning and their environment.

It must be noted that the situated writing in a school environment is guided and developed with the activities proposed in class, in which “students should engage in realistic and contextual writing that may elicit a response or consequence, intended or unexpected” (Golden, 2018, p.2) but always providing them an active participation to create an authentic situated writing. Therefore, this project develops situated writing because it offers a contextualized

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writing “using realistic scenarios customized to the course’s learning objectives, -which- should bridge the gap for students between theory and application” (Golden, 2018, p.2). In this particular case, the class occurred in different places of the school which helped to situate the vocabulary and put into practice the grammar structures. The situated writing was also addressed taking into account the needs and opinions of the students because it creates a bridge between place and time, the school, the social problem, the students-perspectives, and their immediate environment. This process has many advantages for the students, for example, when students have an active role and contribute to the solution of social problems, they learn from real-world experiences through experiment activities, they easily achieve the academic objectives, promote an appreciation for nature, and develop stronger ties with the community.

Finally, the situated writing might be presented with different formats. In this research, the situated writing was worked on through logs that were compiled in folders. Following Moon (2003), logs “are containers for writing that are recorded over a period of time (...) they have **different guises** and are used to fulfill different purposes.”(p.2). So, logs are documents used to register information about several topics and they do not have a specific structure for the information presented.

Figure #1. Constructs connections

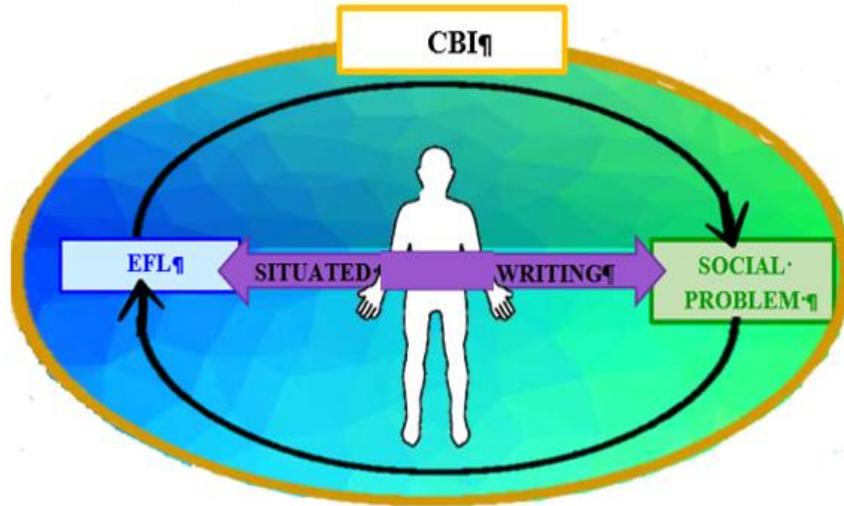


Figure #1 is a visual representation of the constructs described in this chapter and the way that they are assembled in this research project. Starting from the outside, the CBI approach can be seen, due to the fact that this study was done under the principles of Content-Based Instruction. Thus, CBI encloses the other constructs because it enables the interaction between the EFL, the social problem, the person, and the situated writing. Next, there are two arrows that show the relation between the EFL, which is the language used during the development of the research study, and the social problem that is the topic addressed. They are related considering the language is used to communicate something, in this particular case a social problem related to food, and the social problem uses the language to be analyzed, reflected, among others. Both of them envelop a person who represents the participants of this project. So, these two kinds of circles show that the person is immersed in both the language and a social problem and the relation between them causes situated writing which highlights that existing link, going through the participant. Additionally, in the figure, the EFL has been associated with the color blue and

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the social problem with the green color that shows a range of colors in the background as the representation of how even when they are different, they are still mixed and related.

In this chapter, the state of art, the constructs and theory that founded this action-research study were presented and described. The constructs characterized were Content-Based Instruction in EFL, kids' understanding of a social problem in EFL, and Conscious writers: the development of situated writing. The next chapter describes the methodological design which includes the research paradigm and the type of study, as well as the data collection instruments and procedures.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter explains relevant aspects related to the research design including a description of the research paradigm, type of study, data collection instruments and procedures emphasizing their different characteristics and how they were applied in this research project, and finally ethical issues.

Research Paradigm

First of all, due to the characteristics of the study, it is essential to state that this is a qualitative research. From this perspective, it is appropriate to explain that a qualitative study shows effectiveness in identifying intangible factors. For instance, it bases the analysis on the observation of natural events, behaviors, discourses, and answers. In this way, as this research aims to solve an educational problem, it uses the observation to get to know some characteristics of the population and determine the educational and language problems present in the students.

Furthermore, according to Trumbull (2005) “the researchers will examine full context and interact with participants while collecting most of data face to face from participants” (p.101). In light of the above mentioned and taking into account that, the project came from an observation process, which sought to describe the role of CBI in the development of situated writing, as well as identify students’ responses to the implementation of a set of activities under

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the principles of CBI to develop situated writing, the information was gathered from fifth-grade students' experiences in a specific context, and during the EFL classes that took place at IPN, the qualitative paradigm becomes the most appropriate for this research. It is also important to mention that an inductive mode was used during the process of this investigation which required the participation in English classes and different activities to understand the problem found and let the data speak for itself in order to build concepts, hypotheses, and theories afterward. As may be seen, this research did not have an interest in presenting the results by the use of numbers or statistics, instead, it looked for the explanation of this phenomenon from the empirical view.

Type of Study

Action research was the type of study adopted for this project. It should be noted that this is an introspective inquiry method in which the researcher, who was a participant of the study too, looked for changes at the same time that action, research, and critical reflection took place. The above implies continuous testing and trying out different techniques to discover methods that will help to achieve the objectives set to solve problems. This qualitative type of research is mostly used in the education field. As established by Miller (2007) the action research is “part of teaching. Teachers are constantly observing students, collecting data and changing practices to improve student learning and the classroom and school environment”.(p.1)

The affirmation highlighted before shows how this type of study is the most appropriate for this research study given that the project was suggested after an observation. Based on the information collected there was a diagnosis and a corresponding analysis process carried out in the English classes of fifth-grade at Instituto Pedagógico Nacional. The process mentioned

indicated the necessity of improving students' English skills, specifically writing skills which implies the development of new strategies from a situated perspective.

Lastly, following emic there are some unique characteristics that action research has and that may be evidenced through this proposal. The first one is the constructivist which means that teachers who have an active role in action research are capable of creating hypothesis. The second one is the situational aspect. It means that the investigation is developed in a specific context and even when the project can be applied in other classes, it has a relation with the participants and the setting where it takes place. The aforementioned certainly occurs with this research and could be applied in other schools too. Yet, this particular project arose from the fifth-grade students' needs at IPN, which makes the study-specific for this context.

The third one is a practical aspect because action research looks to change something in the practice. In this particular instance, the research project implemented a set of activities designed under the principles of Content-Based Instruction addressing a social problem to enhance the development of situated writing in an EFL classroom. In other words, it proposes another way to improve writing in practice. The fourth one is the systematic characteristic in order to produce significant results. It is necessary to mention that the research was carefully planned from the data collection instruments to the lesson plans which were occasionally reconsidered to achieve the objectives set. Finally, the cyclical detail indicates that the process is never finished because it can start again from the results of the research done before.

Data Collection Instruments

To accomplish the aims of this research, different instruments were implemented for the collection of data such as field notes (see annex 2), questionnaires (see annex 3), interviews (see

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annex 4), and artifacts (see annex 5), as it is shown in Table 1, which were subsequently triangulated. It must be clarified that triangulation is the analysis of the information collected from the instruments applied in order to have an objective perspective, support the results and evidence of the statements. Moreover, with the triangulation, “findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results (...) to reduce the risk of false interpretations”(UNAIDS, 2010. p.12).

It is equally important to emphasize that the objective of the triangulation of data collection instruments is to evidence validity and reliability, referred to before in the quotation, which are essential for this project. Validity “is concerned with the accuracy and truthfulness” (Goetz and LeCompte 1982. Cited by Brink, 2006. p. 118), and reliability is understood in qualitative research as “consistency, stability, and repeatability of the informant’s accounts” (Sellitz, Wrightsman & Cook, 1976. Referenced by Brink, 2006. p. 118)

Table 1. *Triangulation Plan*

Research objectives	Data collection instrument #1	Data collection instrument #2	Data collection instrument #3	Data collection instrument #4
To describe the role of Content-Based Instruction in the development of situated writing	Teacher’s field notes	Questionnaires	Interviews	Artifacts
To identify students’ responses to the implementation of a set of activities under the principles of Content-Based Instruction to develop situated writing.	Teacher’s field notes	Questionnaires	Interviews	Artifacts

Field notes. This instrument allows the researcher to maintain and comment on impressions, environmental contexts, behaviors, and nonverbal cues that may not be adequately captured through the audio-recording. They also provide important context to the interpretation that can help remind us of essential situational factors during data analysis. (Austin & Sutton, 2018) Concerning this research, the field notes were used as a tool to make detailed observation notes of EFL classes, the way fifth-grade students interacted with each other and the dynamics that were part of their learning process in a natural context at the IPN. With the purpose of having a reliable source, the field notes were taken for approximately a year and a half, once per week. This time period started in the second semester of 2019 every Wednesday from August - November and continued in the intervention stage from February- October 2019. It is important to mention that the field notes were “detailed, nonjudgmental, concrete descriptions of what has been observed” (Marshall, 2006, p.102) following a combined structure of descriptions and reflections which exposes strengths and weaknesses facing language learning and students’ behaviors. (See annex 2)

Questionnaires. Bhattacharjee (2012) claims that a questionnaire is a research instrument consisting of a set of questions designed to capture responses in a standardized manner. There are two types of questions, structured or closed questions that ask respondents for a choice from a group of answers given; on the other hand, unstructured or open questions that request an answer from their own words. However, even when the respondents of the questionnaire give an opinion, Gillham (2007) affirms that “the researcher has already decided on the possible answers: all he or she wants to find out is which answers are selected” (p.2). Bearing in mind the authors’ statements, in this research project a characterization questionnaire, with structured and unstructured questions, was applied to 33 students of fifth-grade with the

purpose of getting to know their educational, social and family aspects. Likewise, one more questionnaire (see annex 6) was applied to know students' perceptions of the activities and classes of the project.

Interviews. This is a technique to collect information; it is defined by Kvale (1996) "as a conversation, whose purpose is to gather descriptions of the life-world of the interviewee" (p. 174. Cited by Alshenqeeti 2014, p.40). Furthermore, they add that the interview is "efficient and that the data gathered are as rich, accurate and close as possible to reflecting the real phenomena being studied, so that any conclusions drawn are as accurate as possible"(Al-Yateem, 2012, p.31). Therefore, recognizing the importance of this tool, three semi-structured interviews were implemented during the research. The first one (See annex 4) had the purpose of characterizing the fifth-grade students. For this reason, the interviewee was the teacher in charge of the EFL class, who gave detailed opinions and perspectives on the students' proficiency in the English language, their relationships with each other, and the materials they used during the class. The second interview aimed to inquire into students' viewpoints of the activities proposed to discover the impact on the students and evaluate if the research procedures were achieving the objectives set. Finally, the objective of the last interview applied was to know students' opinions about the use of Content-Based Instruction in the EFL class and the development of writing skills.

It is relevant to note that all interviews conducted during the research were audio-recording, which becomes significant taking into account Al-Yateem's (2012) affirmation "The recording can be listened to repeatedly in case of doubt or during data analysis, and it also provides a basis for reliability and validity" (p.31). Hence, audio-recordings reinforce the validity and reliability of the analysis of the interviews and the field notes taken by the researcher.

Artifacts. The artifacts were essential for this research project. Goetz and LeCompte (1984) affirm this instrument is a thing that people make and do, for example, the students writing activities (Arias, 2017,p, 109). In a similar vein, Phillip and Carr (2010) add that artifacts are “any kind of physical documentation that sheds additional light on your research question and topic” (p. 78). In this sense, an artifact in a school action research may be the students’ activities, photos of them and their school projects; reflections and drawings, to mention some of them. In this project, the artifacts were the written activities done in class in which students showed evidence of situated writing activities, referred to as logs in this study. (See annex 5)

Data collection procedures

Data collection began in August 2018 after students and their legal tutors signed an informed consent, due to ethical considerations, that explained the objectives of the project, as well as its implications. In other words, the legal tutor gave their children permission to participate in the research and for the researcher to take their writing activities, pictures, and audio-records as evidence only for research purposes. It must be clarified that data gathering was guided for the stages. The first stage was *the observation* developed from August - October 2018, in this step a first questionnaire was applied to the students to characterize the population, along with an interview to the English teacher who explained students’ English level proficiency, their behaviors, and the resources used in class. Furthermore, several field notes were taken every observed class to describe the events that happened in each session. Thanks to these first data collections, the statement of the problem was set, as well as the project.

The second stage was *the intervention* that took place from March -September 2019. In this period, the project was implemented through the lesson plans and other tools were used to

collect data. The artifacts were the logs and pictures as evidence of the students' activities and improvement of writing skills. The second instrument was the interview to the students that aimed to know their perceptions about the project, and the constant instrument was the field notes taken in every class. The final stage was *the end of the intervention* in which the last artifacts were made, along with a questionnaire and an interview to conclude the project and receive the students' opinions about the research and the approach used.

This chapter submitted the methodological design that included the explanation research paradigm, the type of research, the process of triangulation, and the instruments and procedures that were used to collect data. The following chapter presents a description of the pedagogical intervention, composed of the visions of curriculum, learning, and language, followed by the instructional design.

CHAPTER IV

PEDAGOGICAL INTERVENTION

This chapter explains the theoretical bases of the present pedagogical intervention from the vision of curriculum, learning, language, and classroom. Moreover, the instructional design is displayed by detailing the cycles of the intervention that this research project held in the fifth-grade EFL classroom at Instituto Pedagógico Nacional.

Vision of Curriculum

In light of the objectives of this research, it is essential to explain the vision of situated curriculum considering that it permits a holistic education integrating content and English as a foreign language, which are both goals of the learning process in this project. In agreement with Gherardi (1998) situated curriculum “emphasizes that its content is closely related to the particular set of local and social characteristics of the system of practices and work activities” (Gherardi & Perrotta, 2014, p.145). Hence, this vision of curriculum offers opportunities to study situated concepts, which according to Shor (1996) has influence “in learner's daily experiences and become the means to engage in reflective thinking” (cited by Stein, 1998). In this way, students have the possibility to address the above mentioned and simultaneously explore and develop situated writing. This clearly achieves another aspect of this curriculum which "involves students in connecting to their communities through their writing” (Gherardi, 1998.p.84). Then, this vision of situated curriculum actively involved the participants and linked the Content-Based Instruction from a social problem with situated writing.

Vision of Learning

Following the vision of curriculum and with the certainty that the students learn significantly when they have an active role in their knowledge experiences, as well as when they have the opportunity to interact in the places and with the objects, this project focused its attention on situated learning. This vision of learning “essentially is a matter of creating meaning from the real activities of daily living” (Stein, 1998) where learning happens regarding the teaching environment.

In this research, the situated learning integrated the social problem, class topic, and students’ perceptions. This was evidenced by the pupils' participation in the activities regarding the social problem, the identification of the main topic and vocabulary, the analysis of the situation, and the writing logs based on their experience. Thus, students’ role change from being a beginner to an expert as they become more active and immersed in the social community where learning often is “unintentional rather than deliberate” (Oregon Technology in Education Council, 2007)

Vision of Language

First of all, it is important to clarify that language in this research project is more than a “conventional system for representing concepts through the use of arbitrary symbols and the rules-governed the combinations of those symbols” (Owens referenced by Slee, 2002, p.217) Consequently, this project understood the language from a situated perspective, it means language is used for a real purpose by the learners. In the same way, Contu & H.C. Willmott (2003) affirm “learning that is embedded in the social and physical context is more effective than non-situated learning”. The definitions mentioned present the language from a communicative

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perspective taking place in human understanding and in a social environment. Thereby, this project proposed to be rich in content and addressed a social problem in the EFL classes using tangible material and the familiar context such as La Granja, the ICT room, and green areas. The above supports and increases vocabulary and writing processes to communicate, avoiding the isolated vocabulary learning.

Vision of classroom

Taking into consideration the proposal of this research project, classrooms are scenarios where the students and teachers meet to learn, communicate, experiment and practice a foreign language. In agreement with Dewey (1938) “classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings” (cited by Wiliams, 2017. p. 92). Therefore, the classroom in this project was dynamic, it is where meeting and learning takes place. Furthermore, it is the space where situations and social facts were included to reflect, analyze, give opinions and improve language skills.

Instructional Design

It must be noted that the project was carried out every Thursday of the school year of 2019 in sessions of 1 hour and 45 minutes. The pedagogical intervention of this project sought the development of situated writing in fifth- graders through the implementation of a set of activities designed under the principles of Content-Based Instruction, addressing a social problem related to food. The intervention was organized in three cycles to be developed into seven lesson plans (see annex 9). Each one employed experiential activities and walking trips around the school with the intention of recognizing the vocabulary by doing, analyzing the social

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problem about food, (hunger in the different continents, food waste, cultivation, and its work) and motivating the situated writing. The table 2 presents information about how the research project was organized as well as the general content and vocabulary addressed.

Cycle 1: “*My starving world*”. This cycle introduced the first group of vocabulary that was needed for the pedagogical intervention. This cycle was divided into three lesson plans which contextualize the social problem starting from the general to the particular idea. It was also identified the continents and oceans in order for the students to know where they are located in the world. Then, a country from each continent was described using different characteristics such as the economy, the flora, and fauna, among others. Finally, Colombia and the school were analyzed under the same characteristics. This way of addressing the problem had the objective to geographically locate the students and the social problem. Based on the readings and the activities proposed in the classes, the students identified by themselves that the social problem was related to food and made a situated writing log that presented information about countries and a table to compare the information.

Cycle 2: “*Discovering my senses and my school environment*”. As in the previous cycle, this also began with activities to introduce the vocabulary related to types of food, benefits of a healthy diet, and food flavors, which was used in addition to the vocabulary studied before. This cycle, applied in three lesson plans, aimed to establish a relation between the students and the food and to recognize the problem in their daily situations. The students became familiar with different kinds of food and vocabulary as well as learning the importance of productivity and being healthy. Then, they tried different food and made some descriptions and comparisons. Moreover, a walking trip to the farm was planned in which the students observed the crops and

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received information about the time that they take to grow. From these activities, the students wrote different logs to register information about their experiences with the food.

Cycle3: “I express my opinion”. The writing exercises were guided by some questions about the importance of the project La Granja and the social problem related to food. This cycle, developed in one lesson plan, asked the students to work on logs that guided their writing to create opinion paragraphs. These were read and included in their English folder as final logs for the third cycle and the project.

It should be noted that the number of lesson plans changed in every cycle due to the fact that the students spent different times on their writing process and sometimes the school and the homeroom teacher had to do specific activities. Furthermore, as can be noted from the table 2, it is important to mention that every cycle was complemented by the previous one in vocabulary, topics, writing exercises, and activities.

In this chapter the vision of curriculum, learning, language, and classroom were explained, which are the support of the pedagogical intervention of this study. A description of the three cycles of instructional design was also presented that sought to enhance the students' writing skills. The next chapter provides an analysis of the data collected during the pedagogical intervention of this action-research.

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Table 2: *Pedagogical Intervention*

Cycle	Lessons	Grammar and Vocabulary	Objectives	Situated Writing products
Cycle I My starving world	Contextualization: The world Discovering the problem.	Present continuous Present simple Continents, Countries, Hunger	*To use the present continuous tense. *To identify the waste of food as a global, regional and local problem.	Logs <i>An adventure around the world</i> <i>Discovering my reality</i>
	Colombia: Identification of the problem in their own country. causes and consequences	Present continuous Present simple Country, city, nutrition, food, poverty, waste of food		
	School: Identification of the problem in their school	Present continuous Present simple School places, Lunch, teacher, chef, farmer		
Cycle II Discovering my senses and my	The importance of food	Present simple Vocabulary: Drinks- food- Energy- Health- sickness- senses- Types of food	*To analyze the relation between the food and my body. *To participate in the farm and be part of the food process	Logs <i>Our source of energy</i>
		Comparatives, present simple, adjectives noisy,		

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school environment	My senses and the food	sweet, salty, sour, crunchy, soft, hard, small, spicy.	*Compare food flavor and characteristics.	<i>Tasting the farm</i>
	The food and the farm	Description, adjectives		
Cycle III I give my opinion	Opinion Paragraph	Present simple Main ideas and support ideas,	*To share my opinion about what I learned. *To organize the ideas and the information *To plan, draft, revise and edit the paragraph *To be aware of my abilities to be a change agent.	Logs <i>I have something to say</i> *opinion paragraphs

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter describes the theory and procedures that were followed to analyze the qualitative data collected during the research project process. Therefore, the categories and subcategories that emerged from the analysis along with the evidence that supported the findings are presented.

Procedures for data analysis

The Grounded Theory was considered with the purpose of organizing and analyzing the data collected during the implementation of the pedagogical intervention. Paraphrasing Maxqda (2018) the researcher who analyzes the data collected under the Grounded Theory finds the information that is constant in the data, then codes and groups the emergent themes using keywords, and finally, categorizes the concepts taking into account the link between them which are used later to create a new theory. According to the above mentioned, it can be assumed that in the light of the Grounded Theory for data analysis there are no predetermined categories but rather they emerge from the data.

Thereby, in accordance with Maxqda, this research project employed several instruments to gather information; interviews, field notes, artifacts, and questionnaires that were triangulated and subsequently analyzed. The information collected has a process for being analyzed. For example, it begins with coding, which uses sources such as data, previous related studies, and

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theories that were associated with a pattern recognized by the researcher. Then, based on coding the categorization is created; following Given (2008) "categories in turn may be abstracted or conceptualized further to discern semantic, logical, or theoretical links and connections between and across the categories. The results of this process may lead to the creation of themes, constructs, or domains from the categories" (P. 72).

Consistent with the above mentioned and taking into account the objectives of this research, the data collected in the course of this study was organized, coded, and categorized following a process. First of all, the information collected was divided into four groups according to the type of data. The first two groups, interviews, and questionnaires were organized by the research's stages, and the third and fourth groups, field notes and artifacts, by dates. To highlight the information deemed relevant to the research in the first three groups, for example, the conversations, reactions, activities, among others, different colors and symbols were used. As regards artifacts, they were also classified regarding the writing process. From the procedure previously mentioned, the main details were categorized by themes related to language, approach, social problem, and behaviors.

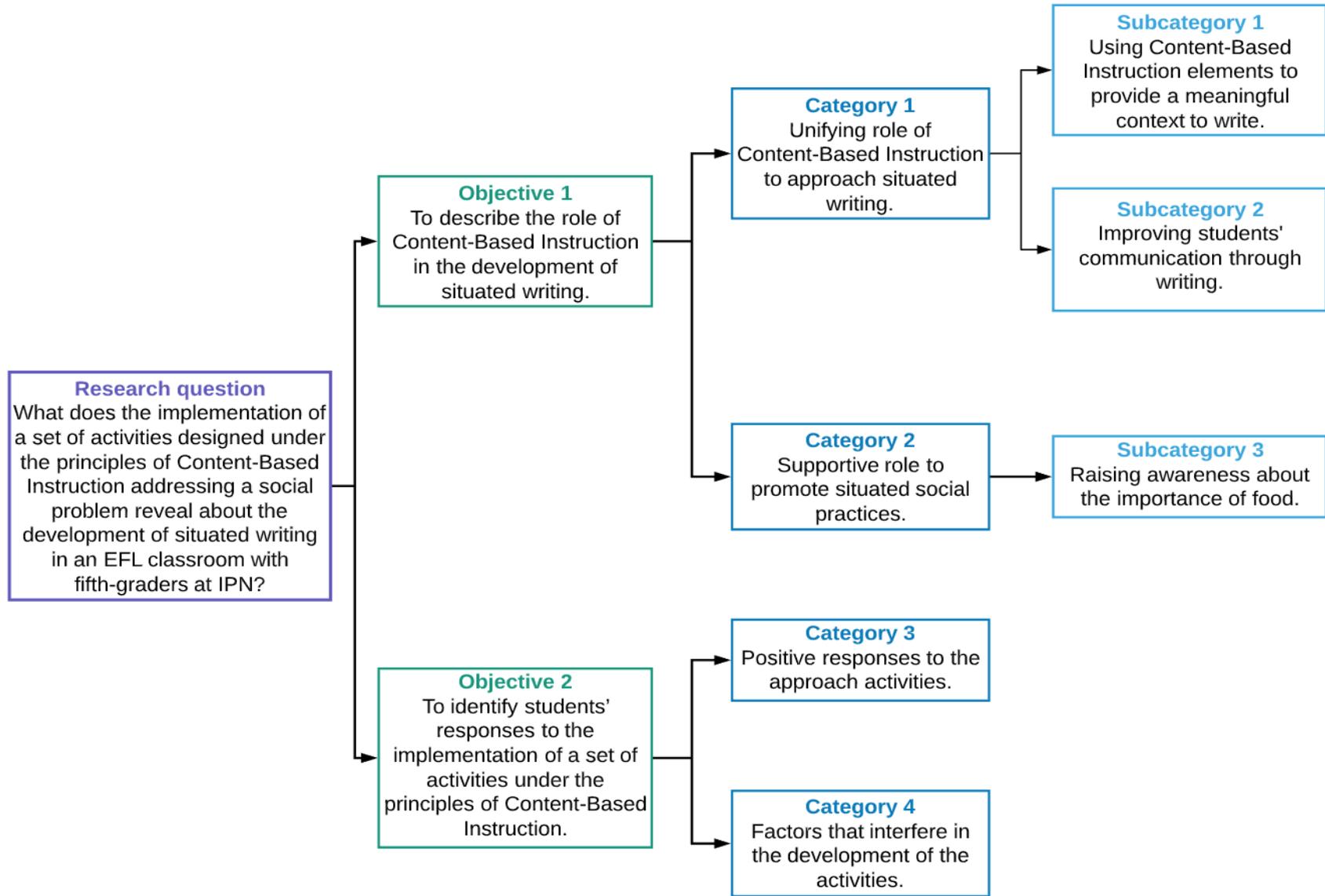
Bearing in mind that this was qualitative action research, the researcher was involved in the activities where the study took place and immersed in the same context of the participants; these events allowed children to appreciate learning language processes and their results from different perspectives. In consequence, the perspective adopted to analyze the data collected was Emic. This sets that the researchers "study the system in-depth, from inside, letting the data explain itself with preconceived notions and predictions (...) and then try to make sense of what they have collected in terms of both the natives' views and their own scientific analysis". (Given, 2008, p. 289-409).

Categories of the analysis

Given the objectives of this research were to describe the role of Content-Based Instruction in the development of situated writing; as well as, identify students' responses to the implementation of a set of activities under the principles of Content-Based Instruction. Thus, the categories and subcategories presented in the following Table (Table # 3) emerged from the analysis of both the research objectives and the findings of the project.

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Table 3: *Categories and subcategories*



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Table # 3 previously presented is a visual representation of the relations found among students' responses and the specific objectives of this research project. The first and second categories came up from the analysis of the first objective. The review and analysis of data collected from both categories revealed that the main two roles of Content-Based Instruction were the unifying role of CBI to approach situated writing and supportive role to promote situated social practices.

The first two categories are develop into three subcategories. Regarding the first category, it was found patterns of data that were similar and different in some aspects, which were related to two topics about the writing processes. Therefore, the findings were organized into two subcategories. The first subcategory was *Using Content-Based Instruction elements to provide a meaningful context to write* and the second subcategory was *Improving students' communication through writing*. The second category is also about CBI. This is related to the role of this approach concerning the social problem addressed. Consequently, the information gathered about this point of view was classified and is the support of the analysis of the third category called Raising awareness about the importance of food.

Besides, the third and fourth categories *Positive responses to the approach activities* and *Factors that interfere in the development of the activities* came out from the second objective. Both categories analyzed students' perception of the activities done under the light of Content-Based Instruction in two perspectives. The third category reflected on the positive answers of the students about the approach, as well as the development of the classes. On the other hand, the fourth category detailed the elements that intervened to achieve favorable results.

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After the overall description of the categories and subcategories that emerged from the analysis of the data collection instruments, it is presented below a detail explanation of each category and subcategory along with evidence that supports the results. To achieve this purpose, pictures, questionnaires, artifacts, transcription of the interviews and field notes are presented to show the participants' principal opinions and thoughts.

Category 1: Unifying role of Content-Based Instruction to approach situated writing.

This category refers to the role that Content-Based Instruction had in regards to the improvement of students' situated writing. Data revealed that the students had a contextualized experience in EFL classes thanks to the approach, which integrated the topic, time, and space to the EFL classes during the project development which resulted important for the students to have significant situated writing. It means the students worked on their writing "skills with direct reference to real-world events and practices" (Perin, 2011, p.3). Therefore, in this proposal CBI gave background and support to English learning and meaningful writing in content as it is proposed by Chaput (1993) as "any topic of intellectual substance which contributes to the understanding of language in general, and the target language in particular." (Cited by Filice, 2016, p120). Based on the analysis concerning the role of CBI from the data collected, two subcategories were determined related to the first role of the approach presented below.

Using Content-Based Instruction elements to provide a meaningful context to write.

This subcategory analyses the findings concerned with the students' perception of the condition created by Content-Based Instruction to inspire their writing. This analysis is organized taking into account three main elements that were essential in the research project. The first element is related to the participation of the students in the classes, the second one is the topic addressed, and finally, the places where the EFL classes took place.

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It is possible to analyze each element mentioned in the different activities that took place during the development of the project, an example is “Field trip to the farm”. In this activity, the students went to the school farm to learn about the produce and how long it takes to grow. The students saw different plants, seeds and animals, asked about the presentation and tried some food from the farm. Then the students described and compared the products they saw, touched and tasted.

Picture # 1 Field trip to the farm September 26th 2019



SOME PRODUCTS

Product:	Corn ✓
Characteristics:	It is yellow, It has yellow balls ✓
It tastes	It tastes salty and crunchy ✓
It smells:	It smells salty (n) delicious ✓
It is	crunchy and soft ✓

Artifact #1: Describing food -tasting on the farm. September 26th 2019

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In activities such as those described above, it is evident that the mentioned elements provided a meaningful context to write. The first element is the participation. One of the principles of CBI is that students are actively involved in different moments of their learning processes. According to the interviews conducted with the students and the field notes from the classes, when the students are active in the classes they find it easy to remember the topics and vocabulary worked on, as well as feeling comfortable to write from their experience because their thoughts and opinions were part of the contextualization.

T: ¿Los ejercicios de escritura que se hicieron luego de haber ido a la granja (la descripción de los productos y las comparaciones) te parecieron fáciles o difíciles?

S15: Yo creo que si no hubiésemos hablado de cómo se dicen las cosas antes, yo no hubiese podido escribir eso, no es mucho, pero aprenderse todas esas palabras de la nada y escribir sería más difícil; mientras que cuando uno come, se acuerda el nombre de lo que come o cuando uno toca y siente las cosas, como por ejemplo la hoja de la mazorca. Además uno vio la cara de los compañeros y es fácil acordarse de las palabras, uno dice por ejemplo a Daniel no le gusta el beetroot, entonces es más fácil escribir de algo que se vive” (Second cycle interview, Students #15 October 17th 2019)

This piece of data revealed that the students established a connection between their experiences and writing. This was possible because they were not only listeners but they were the main actors of their learning and manipulated the objects. Consequently, allowing the students to participate in their process is part of providing a context to write and it was possible thanks to the approach.

The second element was the topic addressed. The project developed a social problem related to food, this theme guided the pedagogical intervention and the students' writing. It was a topic that was familiar to them because they have a farm, a vegetable garden, a henhouse, and a

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fish hatchery in their school. However, learning about the above mentioned in the EFL class was new to the students.

“Question #3 “¿Crees que es relevante estudiar sobre la importancia de los alimentos, la alimentación y el hambre en la clase de inglés?

S12: Si porque digamos que yo antes no sabía casi nada de frutas y comida en inglés, ni de los problemas que hemos visto en clase que pasan en todo el mundo pero ¡ahora sí! y hasta escribo sobre eso, es la primera vez que hacemos algo así en la clase de inglés.”

Question #5 ¿Sobre qué temáticas fueron los ejercicios de escritura?

S17: Las temáticas de escritura fueron sobre la granja, describir alimentos, las problemáticas y demás sobre países de los cuales no sabía.

Question #7¿Por qué crees que se hicieron ese tipo de actividades?

S25: Para divertirnos, trabajar en equipo, saber más lo que pasa en el mundo y sus problemas y por supuesto para aprender inglés. Ir a la granja fue importante para conocer lo que tenemos y decirlo y escribirlo en otro idioma” (Second cycle questionnaire, October 23rd 2019)

The previous information showed that students perceived the content as an articulating axis. Data demonstrated that the students considered the topic as an ensemble that permitted them to learn about a matter, improve interpersonal relations, learn English, and enhance their writing. Therefore, the topic is another element that contextualizes writing as they wrote about the topics addressed in the class which resulted in a situated writing. The last aspect of situated writing is the places where the EFL classes are taken. According to the vision of the classroom followed in this research project, the classrooms are places where students and teachers meet to learn. Bearing in mind the above, this project had five “classrooms”, the farm, the green areas, the ICT room, the auditorium, and the classroom itself. All of them gave a context for the

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addressed topic and were the support of the way the topic was presented. The example below shows that the students identify different spaces from the common classroom as places to have other behaviors that allow learning English and promote the situated writing.

“**T:** ¿Cómo te pareció la actividad realizada en la granja?

S5: La actividad de la granja fue chévere porque nunca habíamos ido allá en la clase de inglés, aprendí vocabulario, cuanto duran en crecer las matas y la comida que comemos. También el señor dijo cosas sobre los pescados que nadie sabía. Y cuando supimos que íbamos a comer en clase fue súper chévere porque hablábamos de los sabores y comíamos y eso no se hace en ninguna clase, siempre le dicen los profesores, guarde eso que estamos en clase. Y lo otro es que eso no era tiempo perdido sino que tenía un plan porque hicimos ejercicios de lo que estaba haciendo la profe Ángela en clase (comparaciones)” (Second cycle. Interview #2, S5. October 17th 2019)

Therefore, taking into account the positive impact that a different place from the regular classroom has in the student’s learning process, it is necessary to rediscover the different areas the school has to benefit greatly from them and enrich the classes. The farm, as is presented in the example, is a place that does not only strengthen the English language, it allows situated their communicative purpose.

Improving students' communication through writing. This subcategory reviews the data collected concerning the development of students’ writing skills based on their different situated writing logs during the pedagogical intervention. Data revealed that situated writing was a process developed in class. This is understood as an “incredible complex system of transforming thought into writing communication” (D’Aoust, 1987, p. 7). For example, the artifacts show that at the beginning some students used words to express “full ideas”, as it is seen in the first picture of Artifacts #2.

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This use of words is probably the result of the constant writing activities they did in the EFL classes with isolated vocabulary as was registered in the field notes in the observation stage. However, a change was noted in the use of sentences to express full ideas in class, putting into practice the vocabulary seen and having a context to write; therefore, the students started to communicate, create sentences and then paragraphs. In D’Aoust (1987) words, “writing as a process is that students writers come to understand that they have ideas to express, -and- that they can find words to communicate those ideas” (p. 9). The above was clear during the final stages of the intervention process in which students were able to write opinions paragraphs employing the vocabulary and grammar structures learned as it is seen in the Artifacts #3.

Artifacts # 2 Reading graphic organizer. March 14th, 2019

Venezuela Organizer:

- CHARACTER: *pinzas*
- LOCATION:
 - Continent: *South America*
 - Country: *Venezuela*
- FOOD: *Arepas*
- FLAG: *Yellow, blue, red with stars*
- DETAILS:
 - Capital city: *Caracas Df*
 - Language: *Spanish*
 - Famous people: *Ugo Chavez*
 - Famous landmark: *Angel Falls, Maracaibo*
 - Animals: *Jaguar, parrot, bee*
 - Weather: *hot*
 - Natural Resources: *oil, gold, diamonds*
- SOCIAL PROBLEMATICS:
 - corruption*
 - poor people*
 - the third problem*

Guatemala Organizer:

INSTITUTO PEDAGOGICO NACIONAL
 TEACHER NAME: *Ilidara Jaimés Morales* STUDENT NAME: *Maribel Pérez Forero V.*
 SUBJECT: _____ CLASS: *505*

READING GRAPHIC ORGANIZER

- CHARACTER: _____
- LOCATION:
 - Continent: *North America*
 - Country: *Guatemala*
- FOOD: *Chicken*
- FLAG: *Blue, white, blue*
- DETAILS:
 - Capital city: *Guatemala city*
 - Language: _____
 - Famous people: *David Estrada Boxer, Rigoberta Menchú*
 - Famous landmark: *Tikal, Mayan monument, Lake Atitlan, Cahoon river, Parícut volcano*
 - Animals: *Brown bats, catfish, jaguar, manate, quetzal*
 - Weather: *It is hot close to the sea and cool in the mountains*
 - Natural Resources: *Silver, petrol, iron, lead, zinc and rich soil*
- SOCIAL PROBLEMATICS:
 - The first problem is that some Guatemalans do not have a job, so they do not have money to live well.*
 - The second problem is that some Guatemalans do not have access to education, the universities and schools.*
 - The third problem is the hunger.*

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Artifacts #3: Opinion paragraph October 3rd, 2019

The image displays two examples of handwritten opinion paragraphs on a structured template. The left page is titled 'Opinion Paragraph' and features a solid border. It includes a 'My opinion:' section with the sentence 'The farm is very important for the school', followed by three 'Reason' sections: 'Reason 1: Because it gives us food', 'Reason 2: Because it is the only place where we can plant', and 'Reason 3: Because we feel relax'. A 'Restate my opinion:' section at the bottom contains 'The farm is a fantastic place'. Green arrows indicate the flow from the opinion to the reasons and then to the restatement. The right page is also titled 'Opinion Paragraph' but has a dashed border. It includes a 'My opinion:' section with 'I think that the farm is important for the school', followed by three 'Reason' sections: 'Reason 1: Because in the farm we learn about the animals', 'Reason 2: Because in the farm we speak about the plants', and 'Reason 3: Because in the farm we share'. A 'Restate my opinion:' section at the bottom contains 'The farm is important for the school'. Blue arrows indicate the flow from the opinion to the reasons and then to the restatement.

In this way, developing situated writing allowed the students to communicate in a different language, express their own ideas about a real theme, establish a connection between the structure of the language, the writing, and the school, and finally, learn the English language with purpose. This can be noted in the interviews. This can be noted in the questionnaires.

Question #4: ¿Crees que tus habilidades en inglés mejoraron, empeoraron o se mantuvieron igual? ¿Por qué?

S2: Mis habilidades mejoraron porque la profe siempre nos ayudaba, corregía, nos enseñaba nuevo vocabulario y nos ponía a hacer muchos ejercicios de escritura sobre cosas que veíamos de la clase y de nuestra realidad.

S33: Mejoraron porque ya puedo escribir más de una palabra. Me sigue pareciendo difícil escribir pero ahora me va mejor. Además la profe nos demostró que es más fácil escribir

cuando uno entiende un tema para escribir y que podemos escribir mucho.

(Second cycle. Interview #2, October 17th 2019)

Based on the samples previously exposed, it is possible to state that when the students have active participation and contextualized classes is easier for them to organize their ideas and write. Furthermore, this active role allowed the students to be conscious of their learning process and more reflective.

Category 2: Supportive role to promote situated social practices

This category describes the second role Content-Based Instruction had. Data revealed that CBI played a supportive role to promote situated social practice. This approach allowed including a social problem related to food in the EFL class taking into account that “the school is the first and foremost social institution in which a community life can be developed” (Diaz, 2006, p. 3). It is important to mention how the topic was worked on in the class and how the contextualization gave the students a broad overall perspective about the issue. Furthermore, data showed that the supportive role of CBI created an impact and invited the students to change their behavior, which refers to Subcategory 3.

T: ¿Crees que fue importante abordar el problema sobre la comida en la clase de inglés?

S11: si, la verdad nunca había visto ese tema en la clase de inglés y ver todos esos niños muriendo de hambre, lo que nos dijo el señor de la granja sobre lo que se demora la comida en crecer y ver las fotos que tomaste de nosotros botando la comida del restaurante fue triste. (Second cycle. Questionnaire #2, S11. October 17th 2019)

Raising awareness about the importance of food. According to the field notes taken during the observation stage, the students threw food away from the school restaurant for two reasons; they did not have another alternative to the food they did not like and they did not eat

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everything on the plate because they felt full as it is seen in the field notes taken during lunchtime last year and picture # 2.

T: After class, the students invited me to have lunch with them. While we were talking, I could see the amount of food they wasted. I suggested having lunch with them after classes to see why they behaved in that way and what they would say about it.

(August 22nd, 2018. Field Note)

T: Today I had lunch with a group of students who did not eat all of their food. I asked them about it and they responded. S1: Hay no teach es que no me gustan las verduras y yo no me las voy a comer y ellos no quieren. S2: Profe es que ya estoy llena y si ella no comió lo de ella no se va a comer lo mío....

(September 5th, 2018. Field note)

Pictures #2: Food waste.



Therefore, addressing this social problem in the class permitted to talk about a theme that was part of the students' daily school life. After the different activities carried out in the EFL class such as going to the farm, learning about the importance of food and understanding why people die in Colombia and in other countries because of a lack of food, the students' raised awareness for people who do not have enough to eat and sympathized with those who may not have something to eat in the future.

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S8. Teacher si ellos vieran y estudiaran lo que hemos visto en la clase de inglés no estarían botando la comida porque sabrían que hay gente enferma por no tener algo que comer. Desde que comenzamos hablar de la comida en clase recordé las veces que mi mami me ha dicho “hoy solo comeremos arroz y huevo” y profe yo pensaba en las veces que he botado la comida. (August 29th, 2019. Field note)

S16: Profe mira que hoy al almuerzo Laura botó la remolacha y nosotros le dijimos que Jorge quien trabaja en la granja nos había dicho que las remolachas demoran entre 14 y 16 semanas en crecer y que ella en menos de 5 segundos tiró el trabajo de agricultor. (August 29th, 2019. Field note)

This change of thought about not wasting food was not only evidenced in the students’ conversations in class but also with their partners out of the classroom. They asked the teacher who supervised them in the restaurant about the possibility of having an extra plate on the table to put everything they did not eat to share with the students who maybe did not have lunch or for someone who wanted to eat more.

Picture #3: A temporary solution



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Category 3: Positive responses to the approach activities.

This emerging category from the data collected analysis shows the students' positive responses to the use of CBI in the EFL classes. The examples below present three main factors that are highlighted for the students as favorable to the research project, the materials, the classroom where the class took place and the topic.

S32: 10. ¿Qué fue lo que más te gustó de la clase? lo que más me gusto fue probar cosas nuevas y estar en un espacio diferente.
S27: 10. ¿Qué fue lo que más te gustó de la clase? lo que mas me gusto de la clase fue cuando fuimos a la granja a probar diversos alimentos. 11. ¿Qué fue lo que menos te gustó de la clase? 405.
S12: 10. ¿Qué fue lo que más te gustó de la clase? Probar distintos sabores y aprender sobre distintos países
S10: 10. ¿Qué fue lo que más te gustó de la clase? Cuando salimos, comimos, y las guías e

(Second cycle. Questionnaire #2, S11. October 17th 2019.)

Data revealed that the first positive aspect was the materials. The majority of the students expressed that they like to eat and try new food, as well as working on logs in class. This is an important aspect because the “materials are necessary to provide input for the learners. Ben

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Hoyt, (2013). This input should not only interest and motivate them but it should also provide examples of targeted language structures in a natural context”. (Sualang, N.D.). The previous aspect was related to the place. Most of the students expressed they like to go to the farm and have the class in different places. Data revealed that interacting in a different environment was an essential part of their learning, considering that it becomes meaningful and provides the students with another way to have contact with the knowledge. According to Sobel, (2004) the environment provided students with the appreciation of “local heritage, cultures, landscapes, opportunities and experiences” (p.1)

Picture # 4: Field trip to the farm- September 26th, 2019 and EFL class in the green areas of the school-May 30th, 2019



The last positive aspect maintains a strong relation with the above mentioned. The content is an articulated axis that allows the interaction between the students in other spaces and the use of different materials with a specific purpose. Additionally, the foreign language is put

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into practice and permits another way to understand the world. Finally, it must be highlighted that during the pedagogical intervention, the students showed an interest in what they were learning, tried to apply the English language as well as the vocabulary learned, were respectful with the places and the school staff, and they demonstrated raising awareness.

Category 4: Factors that interfere in the development of the activities.

This category explains the three factors that the data analysis revealed interfered with the regular development of the classes. The first one was the unwanted behaviors as a result of the lack of their understanding of the English language during the whole classes. Even when the importance of using the mother tongue is recognized when a person is learning a new language, the English language was spoken to achieve the objectives of learning the target language. At the beginning of the pedagogical intervention, as is recorded in the field notes, it was noticed that the students did not understand a whole class in English. As a result, in the first three weeks of classes, several unwanted behaviors were experienced in the classroom, which resulted in students speaking in Spanish all the time to help each other to understand the activities, ask about the exercises, the instructions, and about the vocabulary they did not understand.

S8: 11. ¿Qué fue lo que menos te gustó de la clase?

que todos habkmos ala vez.

S9:

11. ¿Qué fue lo que menos te gustó de la clase?

Lo que menos me gusto fue
que al comienzo no le entendia tan
bien.

(Second cycle. Questionnaire #2, S5. October 17th 2019.)

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However, as the days advanced, the majority of the students easily understood the vocabulary and the instructions given during the activities and their progress in the language comprehension was noticed. In the following part, the students discussed that

S21: “cuando tu explicabas en inglés al principio, pues uno no entendía que estabas diciendo y se perdía pero después de ya repetir todas las clases ya hasta nosotros usábamos lo mismo que tu decías para decir las cosas también”

(Second cycle interview, Students #15 October 17th 2019)

The second factor revealed by the data analysis was the weather. Taking into account that the majority of the school is open-air, it was not easy to follow the lesson plan when the activities were designed to be developed out of the classroom and the weather was bad to go out. Sometimes the activities were modified or interchanged with the next lesson plans which implied having some available materials or moving forward without addressing certain topics and then going back to it.

S34:	<p>11. ¿Qué fue lo que menos te gustó de la clase?</p> <p>que estuvieramos en el salón</p>
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(Second cycle. Questionnaire #2, S5. October 17th 2019.)

S14: “Me da malgenio cuando dices que la otra clase vamos a salir y no salimos.

Entiendo que es para cuidarnos de que no nos enfermemos con la lluvia pero es mejor que no nos digas”

(Second cycle. Interview #2, S5. October 17th 2019.)

Finally, the last factor that interfered in the development of the classes was the different activities planned by the IPN that are part of the school life, but resulted in changing how the activities were developed, implying adjustments to the lesson plans.

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T: The teacher Angela commented to me that there is no going to be class the next 31st of October because it is going to be celebrated Halloween with different recreational activities. (Field note. October 24th, 2019)

It is important to mention that even though the factors mentioned affected the regular development of the pedagogical intervention, they challenged the research study and demonstrated the stable and adaptable project it was.

This chapter presented a detailed explanation of the data analysis and the findings of this research, as well as the four categories and three subcategories that emerged from the analysis of the data collected. The following chapter displays the conclusions, implications of the research project, and the recommendations for further research on the field.

CHAPTER VI

Conclusions and Implications

This chapter presents the conclusions of this research project in light of the findings described in the previous chapter. Furthermore, the implications that this action research has for the school, where the project was developed for the participants and for the educational field, are explained. Lastly, the limitations and suggestions for further research are displayed.

Conclusions

This qualitative action research project was guided by the question What does the implementation of a set of activities designed under the principles of Content-Based Instruction addressing a social problem reveal about the development of situated writing in an EFL classroom with fifth-graders at IPN? To respond to this question, two objectives were also established. One of them is to describe the role of Content-Based Instruction in the development of situated writing and the other one is to identify students' responses to the implementation of a set of activities under the principles of Content-Based Instruction to develop situated writing.

Bearing in mind the above mentioned, and the triangulation and analysis of the data collected instruments, there were two conclusions that resulted as a response to the first objective related to the roles that CBI has on the improvement of situated writing. The first was the unifying role to approach situated writing concerned with two important contributions that it had to the EFL class and the participants. The first contribution was the context to write, which were the conditions provided from the approach to enhance the situated writing and the relation between the students and their writing. The classes, the topic addressed, which was a social

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problem related to food, and the places where the EFL classes took place, were put in context by CBI. The second CBI contribution was the improvement of students' communication through writing; this was thanks to the learning environment created by the approach that made the students feel engaged to communicate by writing, giving them a different perspective about the language and make sense of the EFL class.

The second conclusion was a supportive role to promote situated social practices in which the last contribution made by the approach gave the opportunity to address a social problem and raise awareness about the importance of food. This consciousness was gained through the several activities that were implemented during the class, as well as the places where they took place. As a result, the students sympathized with people who do not have enough to eat and with those who may not have something to eat in the future.

In regards to the second objective, there were two different kinds of students' responses to the applying of the activities under the principles of Content-Based Instruction. As a first response it was found that the students found remarkably positive the type of materials used during the class, the places used as classrooms that afforded another way to learn and the topic that was from their interest. However, there were three factors that according to the data interfered in the development of the activities. The first one was the unwanted behaviors resulting from the lack of a complete understanding of the English language in the classroom; the second one are the different school activities carried out during the year that sometimes interfered with class and lastly, the weather.

Implications

There are many implications that resulted from the implementation of this action research study. Firstly, for the institution where this project was carried out; secondly, for the students who participate in this study, and finally for the preservice teacher that conducted this research project.

To begin with, it is important to explain the implications this study has for the Institution where it was implemented. First of all, it is necessary to focus on the English language as the target language and work to accomplish its communication purpose. It suggests the teacher has to make an effort to do the classes in English with the goal of improving students' English language skills as well as changes the perspective under which writing is seen. It is necessary to understand that writing goes far beyond a mechanical process and must reinforced the situated writing. Additionally, the different resources that the school needs to have, should be recognized, especially the school farm, as an important place to contextualize, put the learning into practice and develop the EFL classes.

Concerning the participants' implications, it is necessary to try to use the target language in the EFL class and express the information in complete sentences to achieve communication. It is also important to study the vocabulary and grammar structures to reinforce the known and new knowledge, taking into account that the language needs to be practiced to create a solid background. It must be mentioned that this kind of project suggests that good listeners follow the instructions and establish conversations about the theme with the partners.

Lastly, an implication that this research had on me as a preservice EFL teacher was the importance of observing the students' behaviors and interactions to determine their needs to

propose and decide the way and the themes that will be helpful to enhance students' skills. It was also essential to have time to plan lessons including find and design materials for the classes and for having them ahead of time in order to be prepared when different circumstances or changes arise.

Limitations of the study

Having in mind the positive responses the research had in fifth-grade students, it becomes necessary to reflect on the three limitations the research had during the implementation of the project. The first one was the number of extracurricular activities proposed by the school during the English classes. However, it is understood that the school has different dynamics and must achieve institutional objectives. The second limitation was the late start of practicum caused by different social and university eventualities that had consequences on the time of the research project implementation. Finally, the last limitation is related to the beginning of the practicum concerning the permissions that the headteacher asked to develop the pedagogical intervention under the principals of Content-Based instruction due to the limited development of the activities.

Further research

Knowing the advantages that Content-Based Instruction has in the improvement of writing skills and the contextualization that creates to have situated social practices and situated writing, it is relevant to highlight the importance of continuing with these kind of projects that offer meaningful learning and establish a relation between the students, the school, and their community.

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ANNEXES

Annex 1: Informed Consent

 <p>Septiembre 13 de 2018</p> <p style="text-align: center;">CONSENTIMIENTO INFORMADO</p> <p>Estimado acudiente, reciba un cordial saludo.</p> <p>Mi nombre es Ilduara Jaimes y soy estudiante de la Licenciatura en Español y lenguas extranjeras con énfasis en Inglés y Francés de la Universidad Pedagógica Nacional. Mediante la presente me permito informarle que por motivo de mi trabajo de grado, comenzaré un proyecto de investigación con fines educativos que se llevará a cabo dentro del Instituto Pedagógico Nacional durante un periodo aproximado de un año y medio. Dicho proyecto tiene como finalidad reconocer dificultades educativas que se presentan durante la clase de Inglés del curso al que hace parte su hijo(a) para posteriormente proponer una intervención y una posible solución. Además el proyecto estará enfocado al mejoramiento y fortalecimiento de su hijo(a), tanto en el ámbito académico como en el ámbito humano y personal.</p> <p>Por lo anterior, y dadas las características del trabajo, es requerido su consentimiento para realizar entrevistas a los estudiantes, grabar videos, tomar fotografías de las sesiones de clase o de algunos de los trabajos de su hijo(a), haciendo claridad que la identidad de ningún estudiante será revelada.</p> <p>Tenga en cuenta que:</p> <ul style="list-style-type: none"> • La información personal de su hijo(a) siempre permanecerá segura y que está en su derecho de abstenerse a la participación del proyecto. • La información o actividades evidenciadas tienen fines educativos y por ningún motivo los datos del proyecto serán comercializados. • Durante este proceso no se verán intervenidas las horas de clase o actividades ajenas a la clase de inglés. • Una vez culminado el proyecto, el resultado final podrá ser compartido con la institución para que los integrantes del plantel educativo evidencien los objetivos alcanzados. <p>Sumado a lo anterior, es mejor deber proveer toda la información que usted considere importante y por ello usted puede contactarme al correo: del.ijaimesm257@pedagogica.edu.co. Por último, si su decisión es permitir la participación de su hijo(a) en el proyecto, por favor complete la siguiente información y, de antemano, agradezco hacer nuevamente este documento a la institución.</p> <p>Yo <u>Anaíe Carolina Romero R.</u> mayor de edad, identificado con Cédula de Ciudadanía N° <u>53177978</u> de <u> Bogotá</u>, responsable legal del estudiante <u>Silvana Caballero</u>, identificado con documento N° <u>401203847</u>. Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que Ilduara Jisel Jaimes Morales participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Instituto Pedagógico Nacional.</p> <p>Nombre del estudiante: <u>Silvana Caballero Romero</u></p> <p>Firma del responsable legal: <u>[Firma]</u></p>	 <p>Abri 4 de 2019</p> <p style="text-align: center;">CONSENTIMIENTO INFORMADO</p> <p>Estimado acudiente, reciba un cordial saludo.</p> <p>Mi nombre es Ilduara Jaimes y soy estudiante de la Licenciatura en Español y lenguas extranjeras con énfasis en Inglés y Francés de la Universidad Pedagógica Nacional. Mediante la presente me permito informarle que por motivo de mi trabajo de grado, comenzaré un proyecto de investigación con fines educativos que se llevará a cabo dentro del Instituto Pedagógico Nacional durante un periodo aproximado de un año y medio. Dicho proyecto tiene como finalidad reconocer dificultades educativas que se presentan durante la clase de Inglés del curso al que hace parte su hijo(a) para posteriormente proponer una intervención y una posible solución. Además el proyecto estará enfocado al mejoramiento y fortalecimiento de su hijo(a), tanto en el ámbito académico como en el ámbito humano y personal.</p> <p>Por lo anterior, y dadas las características del trabajo, es requerido su consentimiento para realizar entrevistas a los estudiantes, grabar videos, tomar fotografías de las sesiones de clase o de algunos de los trabajos de su hijo(a), haciendo claridad que la identidad de ningún estudiante será revelada.</p> <p>Tenga en cuenta que:</p> <ul style="list-style-type: none"> • La información personal de su hijo(a) siempre permanecerá segura y que está en su derecho de abstenerse a la participación del proyecto. • La información o actividades evidenciadas tienen fines educativos y por ningún motivo los datos del proyecto serán comercializados. • Durante este proceso no se verán intervenidas las horas de clase o actividades ajenas a la clase de inglés. • Una vez culminado el proyecto, el resultado final podrá ser compartido con la institución para que los integrantes del plantel educativo evidencien los objetivos alcanzados. <p>Sumado a lo anterior, es mi deber proveer toda la información que usted considere importante y por ello usted puede contactarme al correo: del.ijaimesm257@pedagogica.edu.co. Por último, si su decisión es permitir la participación de su hijo(a) en el proyecto, por favor complete la siguiente información y, de antemano, agradezco hacer nuevamente este documento a la institución.</p> <p>Yo <u>Anaíe Carolina Romero R.</u> mayor de edad, identificado con Cédula de Ciudadanía N° <u>53177978</u> de <u> Bogotá</u>, responsable legal del estudiante <u>Silvana Caballero</u>, identificado con documento N° <u>401203847</u>. Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que Ilduara Jisel Jaimes Morales participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Instituto Pedagógico Nacional.</p> <p>Nombre del estudiante: <u>Silvana Caballero Romero</u></p> <p>Firma del responsable legal: <u>[Firma]</u></p>
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DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

Yo PAOLA CEBALLOS VELANDIA mayor de edad, identificado con Cédula de Ciudadanía N° 52715679 de BOGOTÁ, responsable legal del estudiante SEBASTIAN CUERVO C, identificado con documento N° 1141519377. Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que Ilduara Jisel Jaimes Morales participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Instituto Pedagógico Nacional.

Nombre del estudiante: SEBASTIAN CUERVO CEBALLOS

Firma del responsable legal: [Firma]

Yo Amparo Romero Castiblanco mayor de edad, identificado con Cédula de Ciudadanía N° 52618913 de Bogotá, responsable legal del estudiante Ana Sofía Ruiz R, identificado con documento N° 1014864531. Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que Ilduara Jisel Jaimes Morales participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Instituto Pedagógico Nacional.

Nombre del estudiante: Ana Sofía Ruiz Romero

Firma del responsable legal: [Firma]

Yo Carolina Pariza C mayor de edad, identificado con Cédula de Ciudadanía N° 52710700 de Bta, responsable legal del estudiante Sofía Aarón, identificado con documento N° 1034401483. Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que Ilduara Jisel Jaimes Morales participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Instituto Pedagógico Nacional.

Nombre del estudiante: Sofía Aarón

Firma del responsable legal: Carolina Pariza C

Annex 2: Field Notes

FIELD NOTE N° 2		
School: Instituto Pedagógico Nacional	Observer: Ilduara Jaimes	Teacher: Isabel Florez
Classroom: 402	Hour of Starting: 10:50am	Hour of ending: 12:15m
Number of students: 34	Absences: 0	Activity:
General Observation		Comments
<p>1. The teacher arrives to the classroom, says hello and organizes the class in 5 lines.</p> <p>2. The students organize quickly their desk, they do not talk aloud very much after the teachers arrives and put their class materials out.</p> <p>3. The teacher talks in Spanish to the students about the punctuality because there are 2 students who have not arrived yet. Some students say that they are raising a kite.</p> <p>4. The teacher continues talking on the scores and emphasize in the possible consequences that the students who have not gotten high scores in their class activities and exams can have at the end of the school period bad consequences and insists that the students who does not have bad scores but do not give their best can have surprises at the end of the course.</p> <p>5. The two students missing arrive and the teacher affirms that if they arrive late again for raising a kite she is going to talk with the coordinator to suspend the kite activity.</p> <p>6. She remarks she has been talking per 20 minutes and they are no ready for the class.</p> <p>7. When the Teacher is going to explain the activity, 10 boys stand up and ask for a permission to leave the class 10 minutes before to get ready to the game.</p>		<p>1. The majority of the students arrive when the bell rings, they get in to the classroom talking about the game that will be played in the second break and are trying to convince to the girls to sing to animate the boys during the game. When teacher arrives all the students move to their chair.</p> <p>3. While the teacher emphasize in the punctuality, some students make some face gestures to continue "talking" to the classroom. Some others answer to the teacher question about their classmates.</p> <p>4. Some students writes on the table, maybe because they do not have something to do.</p> <p>5. Even two students arrived late, I am surprising with their punctuality.</p> <p>7. Definitely, the students seems excited about that game and invite me to watch the game.</p> <p>9. The activity that the students will do consist in decorate the chart with a creative margin, glue a picture in the middle of the chart.</p>

<p>8. The teacher first explains that the student who arrived late does not have a permission to play.</p> <p>9. After the agreement, the teacher explains the next activity that students must do with the materials demanded for the class step by step while some students begin to play with the color cases and the pencils. When she finish with the explanation students can start.</p> <p>10. Students ask constantly the steps they must follow to do the activity. At the beginning are questions about the presentation characteristics, later students asks for meaning of vocabulary that apparently they have worked before in class through the book activities, guides, listening and at home.</p> <p>11. The teacher did not answer to the students about the unknown vocabulary.</p> <p>12. Then, some students come to me “the observer” to ask about vocabulary while the teacher put some Spanish music to makes working more pleasant. However, the teacher notices the behavior and remind it is an individual activity.</p> <p>13. Some students did not ask again about vocabulary, ten minutes before the end of the class the 10 boys change their school uniform for the football uniform and run out the classroom. Some more minutes later the bell rings and the class is over. The teacher explains that the next day they will explain</p>	<p>Then write the name of the profession and the words as an argument of why the children want to be that profession.</p> <p>10. Probably it happens because some students were talking about the game and playing with colors and other materials while the teacher explain. Apparently, they were distracted.</p> <p>11. The students tried to look for someone who facilitates the meaning of the English words. When the teacher put the Spanish music, all of the students started to sing the Spanish song aloud. (Reggaeton, rancheras, bachata...)</p> <p>13. When the students decided not to ask because they did not get answers. I walked around the classroom checking their words and they did no write it well and sometime when I asked for the meaning they did not answer correct.</p>
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Annex3: Characterization questionnaire

Encuesta N° _____

¡Hola querido estudiante!

Como te has dado cuenta participo en tu clase de inglés los días jueves y me gustaría saber más sobre ti y sobre esta clase tu clase de inglés. Quiero que trabajemos juntos para realizar aportes en tu clase, por eso espero me colabores respondiendo a las siguientes preguntas sinceramente. Todo lo que escribas será confidencial.

A continuación encontrarás preguntas abiertas y preguntas cerradas a las cuales debes responder con una X



Tu familia y tú

Eres  Niña o  Niño _____

1. ¿Cuántos años tienes? 10

2. Encierra en una nube las personas que viven contigo
 (Hermanos) (Mamá) (Papá) Madrastra Padrastro Abuelos Tíos Primos ¿Otro? ¿Quién? _____

3. ¿Vives cerca al colegio? Si _____ No

4. ¿Cómo te desplazas para ir al colegio?
 Caminando _____ Carro _____ Bus _____ Moto _____ Ruta escolar Otro ¿Cuál? _____

5. ¿En qué barrio vives? Jose joaquin Vargas

6. ¿Con quién haces tareas? Tia mamá o Papa

7. ¿Tienes clase de inglés fuera del colegio? Si _____ No

8. ¿Practicas inglés en un espacio diferente al colegio? Si No _____

9. ¿Qué haces en tu tiempo libre? estudio y juego

El colegio y tú

10. ¿Te gusta ir al colegio? Si No _____ ¿Por qué? Aprendo me divierto

11. ¿Te gusta la clase de inglés? ¿Por qué? Si me gusta por que
Me enseñan varias cosas.

12. ¿Qué hacen en la clase de inglés? En la clase de inglés
acemos actividades y despues la evaluación

13. ¿Qué materiales usan en la clase de inglés?

Libro Cuaderno Audios y videos

Otros _____ ¿Cuáles? Libro, Cuaderno, Audios y Videos

14. ¿Qué te gustaría hacer en clase de inglés?

Me gustaria salir al aire libre

15. ¿Conoces la huerta del colegio? Si _____ No _____

16. ¿Qué haces en la huerta? Plantar papas, alverja, Maiz
etc.

17. ¿Te gusta la huerta? Si No _____

18. ¿Has ido en clase de inglés a la Huerta? Si _____ No

19. ¿Has tenido otras clases en inglés? Si _____ No

20. ¿Has tenido clases de inglés al aire libre? Si _____ No

¡Gracias!



DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

Annex4: Homeroom teacher interview

SEMI-STRUCTURED INTERVIEW N° 1

Date: September 6th 2018	Hour of starting: 10:00	Hour of ending: 10:45
Interviewed: Teacher Isabel Florez		Interviewer: Ilduara Jaimes
General Observations		
<p>I: Buenos días profe, gracias por ceder este espacio y permitirme esta entrevista que será de gran ayuda para la investigación</p> <p>T: no, con mucho gusto Ilduara, tú sabes que siempre estoy dispuesta a colaborar y yo quiero que esta práctica sea de gran provecho parati.</p> <p>I: Gracias profe. La entrevista que te voy a realizar es semi-estructurada y consta de 14 preguntas que hacen referencia a tu trabajo y al curso 401 el cual estoy observando.</p> <p>I: ¿Cuál es tu nombre completo?</p> <p>T: Mi nombre es Isabel Flórez Rueda.</p> <p>I: ¿En qué área te desempeñas?</p> <p>T: Bueno pues yo soy profe del área de inglés aunque también trabajo con educación especial en el colegio. Te cuento, yo soy Licenciada en Idiomas. Universidad Industrial de Santander la UIS, Especialista en la enseñanza del Inglés para básica de la Universidad Pedagógica Nacional, especialista en Comunicación Aumentativa y Alternativa para niños con Necesidades Educativas Especiales y especialista en Pedagogía también de la UPN.</p> <p>I: ¿Cuántos años llevas enseñando?</p> <p>T: Experiencia en docencia: treinta y ocho años en diferentes lugares y cursos</p> <p>I: Profe y ¿Desde hace cuánto tiempo eres parte de la comunidad educativa?</p> <p>T: En el Instituto Pedagógico Nacional ya cumplí 24 años.</p> <p>I: Conoces mucho la institución.</p> <p>T: Claro, yo he visto cambiar este colegio y la verdad me gusta este lugar.</p> <p>I: Profe ¿Has enseñado un área diferente a inglés?</p>		

DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

T: Yo he sido profesora única en grado segundo dictando Español, Sociales, Ciencias y Matemáticas y en Básica secundaria dicté Español y Francés.

I: Que chévere cuando se tenía la oportunidad de ver Francés en la mayoría de colegios y ¿Cuáles son los grados a los que normalmente les da clases?

T: En los últimos años le he dado clase al grado cuarto y los cuatro niveles de la sección de Educación Especial.

I: Que interesante el trabajo con las poblaciones que tienes.

T: Si, la verdad es muy diferente. A veces es algo complicado pero siempre se hace con la mejor actitud.

I: Profe y ya centrándonos en los niños del curso 402, ¿Qué edad tienen ellos aproximadamente?

T: Ellos están entre los 9 a 11 años.

I: y sumercé sabe si ¿hay niños con necesidades educativas especiales en 402?

T: No hay ninguno, o no que se reconozca o que se haya notificado.

I: y ¿Cómo podrías describir a los estudiantes del curso 402 a nivel disciplinar?

T: Los estudiantes del curso 402 a nivel disciplinar son chicos receptivos frente a los llamados de atención. Es importante desde el principio dar las normas claras de exigencia y trabajo en clase para evitar desórdenes que impidan el normal desarrollo de las actividades. En ocasiones se distraen realizando actividades que no corresponden a la clase, no siguen instrucciones y esto no les permite trabajar de manera efectiva los ejercicios. Es importante reforzarles constantemente el buen uso del tiempo.

I: En la reunión de área de inicio de semestre, no hablaron de unos proyectos de grado. ¿Cuál es el proyecto de grado que se está trabajando éste año con los estudiantes de 402 y en qué consiste?

T: El proyecto de comunidad cuarto y quinto se titula: Colombia, un lugar maravilloso. El eje central de proyecto es fortalecer la identidad nacional. Los propósitos formativos: fomentar en los estudiantes valores de respeto, responsabilidad, honestidad y autonomía en el trabajo en equipo. Favorecer espacios de aprendizaje que posibiliten a los estudiantes acceder a los saberes académicos y culturales. Fortalecer

en los estudiantes el sentido de pertenencia mediante el reconocimiento de su identidad cultural nacional, regional y local.

DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

I: ¿Fue con este proyecto que los niños tuvieron la oportunidad de viajar?

T: ¿Cómo articula el proyecto del grado con la clase de inglés?

El desarrollo del proyecto se realiza en una franja los días viernes que se llama Proyecto Pedagógico Integrado (PPI). En este espacio se llevan a cabo diferentes actividades desde todas las asignaturas. Inglés se vincula por medio de guías donde se amplía vocabulario, puzzles, crosswords, se realizan lecturas sencillas sobre sitios, fiestas y festividades de nuestro país.

I: osea que ¿Tu no estas encargada de hacer esas actividades o revisarlas?

T: Yo propongo algunas de ellas, otras son propuestas directamente por los profe encargado de esa franja que te comento y las revisa la profe encargada.

I: Profe sé que ya he visto algunos materiales usados en la clase pero me gustaría sabes cuales son lo que sumercé utiliza en sus clases.

T: Se utilizan los libros, el cuaderno, flashcards, posters, audios, videos, juegos, actividades interactivas.

I: y en cuanto a las habilidades de la lengua inglés ¿Cuál es la habilidad que más fomentas o tienes en cuenta a la hora de planear tus clases? Al planear las actividades se procura trabajar las cuatro habilidades básicas. El libro como herramienta complementaria las trabajas todas.

I: Profe en cuanto a los ejercicios que se hacen en Inglés y teniendo en cuenta las habilidades con las que son planeadas las clases, ¿por qué no le hablas o les das las instrucciones a los niños en inglés?

T: Los niños no tienen el nivel para llevar toda la clase en inglés, creo que la lengua inglesa es un proceso. Y no, si te das cuenta gasto mucho tiempo explicándoles en español lo que deben hacer y no lo hacen, imagínate los resultados que los niños tendrían si tuvieran la clase en inglés. Además ellos están en un proceso de seguir instrucciones y es importante que ellos aprendan a seguirlas en español.

I: entiendo. Y ¿Cuál crees que es la fortaleza que el grado tiene en cuanto a lengua?

T: Se nota un buen manejo de vocabulario y las temáticas gramaticales son manejadas por la mayoría de los estudiantes.

I: y entonces ¿Cuál o cuáles serían las debilidades o las dificultades del grado en cuanto a lengua? ¿Cómo se intenta dar solución?

T: Se evidencia dificultad en los procesos escritos y en el hablar. Se trabaja fuertemente con actividades que el libro nos ofrece sobre lecturas comprensivas, ejercicios de composiciones sencillas, exposiciones, canciones.

DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

I: Teniendo en cuenta que voy a acompañar de forma activa las clases de inglés el próximo año ¿Qué recomendaciones me puede dar para trabajar o reforzar el inglés en el curso?

T: Creo que es importante reforzar las cuatro habilidades básicas, realizando actividades que tengan componente lúdico, actividades en computadores y aprovechar la sala Samsung que tiene el instituto.

I: Profe Isabel esas eran todas las preguntas que tenía propuestas. Muchas gracias por tu tiempo y por la información que me diste. Espero poder hacer un buen aporte a la clase. Nuevamente muchas gracias.

T: ¡Dura un placer siempre colaborar, sabes que lo que necesites me puedes comentar.

DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

Annex 5: Artifacts

UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL

TEACHER NAME: Ilduara Jaimes Morales STUDENT NAME: Miguel Pérez Forero V.
SUBJECT: English CLASS: 505

READING GRAPHIC ORGANIZER

CHARACTER:

LOCATION
Continent: North America
Country: Guatemala

FOOD

FLAG

DETAILS
Capital city: Guatemala city
Language: Spanish
Famous people: David Estrada, boxer, Rigoberta Menchú, Indigenous rights
Famous landmark: Tikal Mayan monument, Lake Atitlán, Cuzco, San Juan river, Patzún volcano
Animals: Brown bats, coatis, jaguar, manatee, quetzal
Weather: It is hot close to the sea and cool in the mountains
Natural Resources: Silver, petroleum, lead, iron, zinc and rich soil

SOCIAL PROBLEMATICS
• The first problem is that some Guatemalans do not have a job, so they do not have money to live well.
• The second problem is that some Guatemalans do not have access to education, the universities and schools.
• The third problem is the hunger.

TEACHER NAME: Ilduara Jaimes Morales STUDENT NAME: Silvana Caballero Romero
SUBJECT: English CLASS: 505

Activity in class

1. Write two sentences to explain the picture situation then, organize the pictures according to the sequence of the story.

- They are going to camp with friends.
They are going to tell stories at night.
- She is going to travel to the Antarctic.
She is going to see penguin and seal.
- He is going to travel to Africa.
He is going to see pyramids.
- He is going to go Australia.
He is going to see Sydney.
- She is going to eat North America.
She is going to visit places.
- He is going to try to South America.
He is going to learn about llama.

UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL

TEACHER NAME: Ilduara Jaimes Morales STUDENT NAME: Ilduara Jaimes Morales
SUBJECT: English CLASS: 505

Our source of energy

1. Write the name for each picture.

Animals	Plants	People	cheese	Pear	
lemonade	water	Juice	Hand	work	Think
Play	Hear	taste	smell	vision	touch

2. Complete the chart using the words of the previous activity.

Why food is important

All living things like Animals, plants, and people need food. We cannot live without food; we need food when we are hungry. Anything that we eat (Bread, cheese, pear etc.) or drink (water, juice, lemonade, etc.) is called food. Our food comes from Animal and Plants.

Food helps our body to grow and develop strong. It gives us energy and nutrients to be active, to work, think and play.

We must eat the right food in the right quantity to be healthy.

Our body works with the energy produced by food.

All our five senses are active to help us to discover the world.

The five senses are vision, touch, taste, smell and hear.

We must care our body and it helps every day.

UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL

TEACHER NAME: Ilduara Jaimes Morales STUDENT NAME: Kalvia Rodriguez Valle
SUBJECT: English CLASS: 505

ACTIVITY IN CLASS

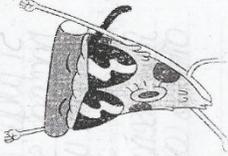
1. Watch the video *Know your world* and based on it write the name of the oceans in the squares and the continents in the key map. Use different colors to mark the continents in the world map and use the same colors to the key map.

Key Map - Continents

	1. <u>North America</u>		2. <u>South America</u>		3. <u>Africa</u>
	4. <u>Europe</u>		5. <u>Asia</u>		6. <u>Australia</u>
	7. <u>Antarctica</u>				

Annex 6: Questionnaire #2

Encuesta N°2



¡Hola querido estudiante!

Ha pasado un año y medio desde que comenzamos este proyecto. Ha sido un placer para mí participar en tu curso. Como se acaba el año me gustaría que compartieras tus opiniones frente al desarrollo de la clase. Recuerda que todo lo que escribas será confidencial.

A continuación encontrarás preguntas abiertas y preguntas cerradas a las cuales debes responder con una X

La clase

1. Menciona en una lista 4 cosas que aprendiste en la clase de inglés.

1. Aprendí más nombres de alimentos en inglés
 2. Es muy importante NO desperdiciar la comida
 3. los 5 sentidos en inglés
 4. Diferentes países

2. ¿Crees que fue relevante estudiar sobre la importancia de los alimentos, la alimentación y el hambre en la clase de inglés? ¿por qué?

Si porque algunos no piensan que comer es tan importante y muchos niños se están muriendo de hambre, además de que mis compañeros respetaban la comida

3. De uno a diez, siendo 1 el puntaje más bajo y 10 el máximo ¿Cuán importantes crees que es aprender sobre la alimentación? 10

4. Crees que tus habilidades de escritura en inglés mejoraron, empeoraron o se mantuvieron igual? ¿Por qué?

Creo que mejoró porque antes me confundía demasiado con la escritura de algunas palabras y ahora se mucho más de lo que sabía

5. ¿Sobre qué temáticas fueron tus ejercicios de escritura?

Sobre la comida, los países y lugares, los 5 sentidos, y la geografía y otros sabores de comida, etc

6. ¿Te gustó la visita a la granja y probar diferentes alimentos en la clase de inglés? ¿Por qué?

Si porque está es una actividad diferente a la que hacemos siempre en las clases y me gustan los animales y cosas.

7. ¿Por qué crees que se hicieron este tipo de actividades?

Para enseñarnos a valorar más la comida y enseñarnos diferentes cosas

8. ¿Qué materiales usaste en la clase de inglés?

Diferentes libros como la geografía, una carpeta, muchos guías y comida

9. De 1 a 10 como calificarías a la maestra. 10 ¿Por qué?

porque es una persona única y me enseñó su manera de enseñar ya que a todos nos gusta.

10. ¿Qué fue lo que más te gustó de la clase?

Que debatíamos de los diferentes comidos en el salón y que hiciera fuera nuestra profesora

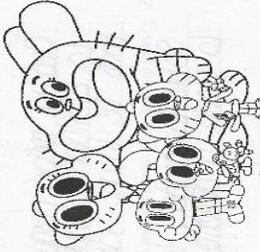
11. ¿Qué fue lo que menos te gustó de la clase?

la verdad, pero me gusta

12. ¿Qué sugerencias tienes para la clase y la maestra?

Ninguna

Gracias



DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

Annex 9: Lesson Plan

Lesson plan No. 1

TEACHER'S NAME: Ilduara Jaimes Morales

POPULATION: 33 students -502

34 students - 503

DATE: April 4th 2019

TIME: 90minutes

TOPIC: World map

NAME OF THE LESSON: The world where I am living

GOAL: At the end of the session the student will identify the geographical organization of the world (continents and oceans)

ACHIEVEMENTS:

- Students use future with going to.
- Students recognize the geographical organization
- Students know about the world where they live.

GRAMMAR: Future with going to.

KEY VOCABULARY: World map, continents, oceans, animals.

MATERIALS: Video beam, school supplies, craft materials, power point presentation.

1. Warm up: The teacher is going to bring to the class three hearts that symbolize the “lives” like in the video game and a magical box with sticks inside. So firstly, the teacher is going to present the hearts and how they work to the silence and the magical box and how it works for the participation 10 minutes.

Then, the teacher is going to present a short story (Annex 1) the class is going to read together the cartoon. To decide who is going to guide the reading, the teacher is going to use the magical box. 10 minutes

2. Activity: After, the students are going to receive a worksheet (Annex 2) with scramble pictures

of the story, the students must organize the pictures and create sentences in Future with going

DEVELOPING SITUATED WRITING THROUGH CBI: DISCOVERING MY REALITY.

according to the pictures. 5 minutes later, we will share the order and the sentences 15 minutes. After, the teacher is going to give the students a world map worksheet (Annex 3). Then, we will watch a video know your globe (Annex4) and with the information presented before, the students will identify the continents and the oceans in the world map. 10 minutes.

3. Closure: Closure: The teacher is going to bring to the class a crossword (Annex 5) in a sheet to answer it with all the students. We are going to play Hot potato and the student who has the hot potato is going to answer. 10 minutes. Write the homework (markers)

Annexes

Annex 1



Annex 2

Annex3

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UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL

TRAFICANTE: Isabella y Baljeet SUJETO: English CASO: 502

Activity in class

1. Watch the two animations to explain the picture situation then, organize the pictures according to the sequence of the story.

1		They are going to come to their friends. They are going to go to sleep at night.
2		She's going to go to the Antarctica. She's going to look the penguins.
5		He's going to go to the Africa. He's going to look the pyramids.
6		He's going to go to the Australia. He's going to look the kangaroos.
3		She's going to go to the North America. She's going to try the food, etc.
4		He's going to go to the South America. He's going to visit Machupicchu.

Some words you can use: Sea, continent, continent, sea, zoo, pyramids giraffe, Tasmanian, Spinos, kangaroo, Macchi Picchu, llama, places.

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TEACHER NAME: Eduarda Jimenez Morales STUDENT NAME: ANA SOPHIA BARRAGAN GONZALEZ

SUBJECT: English CLASS: 502

ACTIVITY IN CLASS

1. Watch the video know your world and based on it write the name of the oceans in the squares and the continents in the key map. Use different colors to mark the continents in the world map and use the same colors to the key map.

Key Map - Continents

1. North America	2. South America	3. Africa
4. Europe	5. Asia	6. Australia
7. Antarctica		

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