

# **Communication through blog posts within the multiliteracies approach**

Yuly Paola Suárez Bedoya

Thesis advisor: Nelson Mellizo

Universidad Pedagógica Nacional

Facultad de humanidades

Departamento de lenguas

Bogotá D.C.

2020

**NOTE OF ACCEPTANCE**

---

---

---

---

---

---

---

---

---

Signature

---

Signature

---

Signature

## **ACKNOWLEDGEMENTS**

First, I thank Universidad Pedagógica Nacional for allowing me to live this significant experience and providing me with the opportunity of learning and widening my horizons and perspectives that led me to be in the place where I am right now.

I also thank the participants of this study for giving me valuable lessons, for their affection, enthusiasm and effort. Special thanks to the room teacher, Rosa Ladino for her helpful support during the making of this research.

I express my gratitude to my thesis advisor Nelson Mellizo for his guidance and contributions during the development of this study. I thank the excellent teachers I had and the great classmates I met for their teachings, advice and help.

## CONTENT TABLE

<b>CHAPTER I CONTEXTUALIZATION AND RESEARCH PROBLEM .....</b>	<b>7</b>
Context and setting description .....	7
Participants' characterization .....	8
Diagnostic test.....	10
Description and analysis of the results .....	11
Statement of the problem.....	13
Rationale of the study .....	15
<i>Research question</i> .....	16
<i>Objectives</i> .....	17
<b>CHAPTER II STATE OF THE ART AND THEORETICAL FRAMEWORK .....</b>	<b>18</b>
State of the art .....	18
Theoretical framework.....	22
<b>CHAPTER III RESEARCH DESIGN.....</b>	<b>30</b>
Research paradigm .....	30
Type of study .....	30
Data collection instruments.....	32
Procedures for data collection.....	33
Units of analysis .....	33
Population and sample.....	34
<b>CHAPTER IV PEDAGOGICAL INTERVENTION .....</b>	<b>35</b>
Vision of language.....	35
Vision of learning.....	36
Vision of classroom.....	37
Teaching methodology .....	37
Stages of intervention .....	39
Timetable and contents .....	40
Lesson planning.....	43
<b>CHAPTER V DATA ANALYSIS .....</b>	<b>45</b>
Data management .....	45
Data analysis .....	47
Category 1: Creation of texts to communicate.....	47
Category 2: Use of online blog.....	53
Category 3: Application of the multiliteracies approach. ....	58

<b>CHAPTER VI SUMMARY OF THE RESULTS.....</b>	<b>63</b>
<b>CHAPTER VII CONCLUSIONS .....</b>	<b>66</b>
<b>CHAPTER VIII RECOMMENDATIONS.....</b>	<b>69</b>
<b>REFERENCES.....</b>	<b>71</b>
<b>ANNEXES .....</b>	<b>76</b>
Annex A: Students’ Survey.....	76
Annex B: Teacher’s Interview .....	77
Annex C: Fragment of Field Note (Observation No 5) .....	79
Annex D: Fragment of Field Note (Observation No 6) .....	80
Annex E: Fragment of Field Note (Intervention No 6).....	80
Annex F: Fragment of Field Note (Intervention No 7).....	81
Annex G: Fragment of Field Note (Intervention No 8 ) .....	81
Annex H: Diagnostic test (Vocabulary part).....	82
Annex I: Diagnostic test (Reading part) .....	83
Annex J: Diagnostic test (Writing part).....	83
Annex K: Diagnostic test (Listening part) .....	84
Annex L: Diagnostic test (Speaking part).....	84
Annex M: Written artifact.....	85
Annex N: Test .....	85
Annex O: Questionnaires .....	86
Annex P: Model of the texts.....	87
Annex Q: Consent form.....	88

## **ABSTRACT**

This research is a proposal of an action research that aimed to describe how students from fourth grade at Colegio Villemar el Carmen communicate among them and enhance their writing skills by posting on an online blog. This proposal arose from an observation period in which it was evident the lack of interaction using English language among the students, and the lack of meaningful practice of the language in communicative situations. The multiliteracies approach allowed students to learn and produce meaning in new ways being based on their own experiences. The research was oriented to the production of texts about celebrations, through which the students learned from their experience to use words and structures to write in English. The use of the online blog provided the students with the possibility of perceiving the purpose of language and to use it in a determined context.

## CHAPTER I

### CONTEXTUALIZATION AND RESEARCH PROBLEM

#### **Context and setting description**

The chosen institution to carry out this study is Villemar El Carmen school (headquarter B), a public educational institution located in the west of Bogotá, Fontibón locality, specifically in Santa Cecilia neighborhood. The school has currently three headquarters, two for primary (headquarters B and C), and one for secondary (headquarter A). The school's headquarter B is the only public educational school located in this zone, a medium-high class neighborhood that belongs to social strata 4.

Villemar El Carmen school, headquarter B is situated between two main avenues; Eldorado avenue and Esperanza avenue. Besides, other important avenues near the school are Ciudad de Cali avenue to the west, and Boyacá avenue to the east. Therefore, there is public transportation facility, as there is access to Transmilenio, SITP and buses. In the zone around the school it is possible to see mainly residential areas with apartment buildings or big houses, green areas, small parks, and small stores. This zone in general is very quiet and safe for the students, because there is not traffic next to the school, and the zone is clean and secure.

About the school, it offers morning and afternoon shifts in its three headquarters. In headquarter B there are students from preschool to fifth grade. This headquarter has two floors, there are approximately 10 classrooms, a computers' room, an audiovisual room, a teachers' room, two sets of bathrooms for boys and girls, a nurse's office, an orientation room, a multipurpose classroom, a cafeteria, and a playground with a small basketball field. The classrooms have resources such as a blackboard, a computer, a speaker and a video beam. Also, there are closets with books, different board games, and diverse school supplies for students. In

general, the classrooms are spacious and appropriate places for learning.

According to the Institutional Educative Project (IEP), the vision and the mission of Villemar El Carmen school, communication and coexistence are important factors in the education of the students. The IEP motto is *Villemaristas, leaders in communication, coexistence and participation*. This IEP states that education is a process through which human beings get prepared to live in society. A high-quality education is achieved when human beings reach the development of their intellectual, moral and social ability. The mission of the school aims to educate students in communicative and democratic competence for them to build a successful life project. Likewise, the vision of the school is focused on the formation of students committed with themselves and their community.

Regarding the English class, the time intensity that students receive is two hours a week; there is an English teacher who is specifically in charge of the English classes. In the school there are diverse materials like texts, books and board games which support the English classes. In fact, the students use a textbook called *Puppets on Stage* by Greenwich ELT. This textbook provides the topics for each grade, communicative, grammar and vocabulary activities divided into eight units which are organized by the English teachers to conform the syllabus for the English classes.

### **Participants' characterization**

Fourth grade (402) is the chosen group to carry out this research. In this grade there are 25 students, 9 girls and 16 boys between 8 and 12 years old. The students answered a survey (Annex A) that allowed me to know different aspects about them. Also, I interviewed the English teacher in order to know more about the students (Annex B). According to the collected data, 84% of the students of 302 are from Bogotá, 16% of the students are from Venezuela. The



majority of the students live in the zone of Fontibón. A few students live in different zones of the city like Suba and Kennedy. The neighborhoods where the students live belong to strata 2 or 3.

In terms of family composition, 60% of the students' family is formed by parents and siblings. 30% of the students live in a single parent family, with grandparents, or with siblings, and 10% of the students live with a stepmother or a stepfather. Many students live in extended families composed by parents, siblings, grandparents, uncles, cousins and aunts. In general, the students' parents work full time; the most common occupation among parents is independent workers and employees. Students answered in the survey that they receive help from their parents or relatives to do homework. However, these findings are different from the data collected in the teacher's interview, because the teacher expressed that a significant problem in 302 is that students do not spend enough time with their parents (Annex B, lines 3-9).

At home, all students have access to technology, including computers or cellphones with internet access. In their free time, the students are very interested in the use of technology devices, as it is their favorite activity. Besides, they practice sports and like painting or making crafts. Inside the school, the activities that students enjoy the most are doing exercise, making crafts, drawing and reading.

Concerning the students' perception of the English class, 96% of the students manifested that they like English classes, and that prefer doing listening and reading activities. In the interview, (Annex B, lines 28-30) the English teacher affirmed that the students of 302 are very motivated and they like her classes. Also, the teacher mentioned that for students it is easy to speak and to understand the foreign language (Annex B, lines 16-22). However, she pointed out that the most challenging skill for students is writing. The class observations allowed me to perceive that the most practiced skills inside the classroom are listening and writing vocabulary.

This practice is done through the activities the textbook provides, as it contains listening and transcribing exercises that the students do often in the class.

### **Diagnostic test**

Students from 402 took a diagnostic test in which the four skills in English, and the vocabulary area were evaluated. The test was administered in order to know the students' needs and difficulties regarding English language learning and use. The test had five parts, part one was about vocabulary (Annex H), the first point aimed to measure the knowledge students had on verbs. The second point, also related to the vocabulary area, was designed to evaluate students' knowledge in more general vocabulary related to body parts, colors, school objects, animals, emotions and food.

After the vocabulary part, the part two of the diagnostic test was about reading (Annex I). It was designed in order to evaluate students' literal reading comprehension in English. The selected text for this part of the test was a paragraph of eight lines in present simple. According to the *Estándares Básicos de Competencias en Lengua Extranjera* (2006) provided by the *Ministry of Education in Colombia* (MEN), students from third grade can identify words about familiar topics. Also, students from third grade should be able to recognize the topic of a story by reading the title and key words, and by seeing images. Therefore, the reading text was accompanied by a title and an image.

Subsequently, the part three of the test was a writing section (Annex J) consisting of filling the blanks of a short text with given words. The text was about a boy describing his family, so the words the students needed to write were related to the family members. According to the *Estándares Básicos de Competencias en Lengua Extranjera*, (2006) students of third grade

should be able to copy and transcript words that they understand and use in an appropriate context.

Following the writing part, there was the listening section (Annex K) which had ten points. In the audio (Annex K) there were two people speaking about their favorite fruits answering the basic question “what is your favorite fruit?”. In each point there were two images of fruits, and the students were supposed to choose the fruit they heard. Also, the students had to write the name in English of the chosen fruit. This section was designed in this way because the students have learned in the English class vocabulary related to fruits. Besides, according to the *Estándares Básicos de Competencias* (2006), third grade students should be able to understand words and short descriptions about known things and places in listening.

Finally, the last part of the diagnostic test was the speaking section. Students were given five questions about personal information such as their names, ages, favorite color, favorite animal and favorite food (Annex L). The questions were written on the test for students to write their answers, and for them to have the possibility of reading their answers to speak. Firstly, the students answered the questions by writing. Then, I asked the students to practice with the classmates next to them for five minutes. After the given time finished, the questions were asked to student. This exercise was done to evaluate the ability that students have to respond to and to understand spoken English, their pronunciation and their use of the language.

### **Description and analysis of the results**

The diagnostic test was graded from 1,0 to 5,0. 25% of the students failed the test with grades from 1,8 to 2,9. The 43% of the students passed the diagnostic test with low results from 3,0 to 3,9. And 32% of the students passed the test with a grade from 4,0 to 5,0. In the first section of vocabulary, 21% of the students failed, 25% passed with low results, and 54% of the

students passed with a good grade. In general, the students have a wide knowledge of basic vocabulary. Many of the students were able to answer correctly the vocabulary section, and this is because the English classes are mainly focused on vocabulary.

In the reading section, 21% of the students failed, 21% passed with low results, and 58% of the students passed with a high grade. Most of the students understood the instruction, that is why the quantity of good results is high. However, there were some students who did not understand the instruction very well, and they made mistakes such as selecting two options in each point or they did not select any option. Therefore, the results allow to evidence that students have good literal reading skills; in other words, the students can comprehend simple short texts in English, and they can answer easy questions about it.

Concerning the writing section, 61% of the students failed, 29% passed with low results, and only the 10% of the students passed with good results. These results evidence that students have difficulty at the moment of writing in English. It was difficult for them to find an order for the words to convey a message, although they knew the vocabulary. Also, it was possible to evidence that some students do not spell words correctly. In spite of the fact that they could see the words in order to transcript them, they changed, omitted or misplaced letters. In the interview, the English teacher said that she constantly proposes activities to the students about spelling, as she realizes the problems that students have with writing (Annex B, line 18-26). Nevertheless, students continue to have difficulty with this skill; therefore, it is essential to practice the writing skill in the classroom.

About the listening test, 7% of the students failed, 39% passed with low results, and 54% of the students passed with good results. The listening section of the test included a written part in which the students had many mistakes or simply they did not write anything. This happened

because students understood the word when they listened to it, but they did not know how to write it. Some students relied on their previous knowledge about the fruits vocabulary to write the words, and others wrote what they understood by listening.

Regarding the speaking section, 14% of the students failed, 29% passed with low results, and 57% of the students passed with high score. At the beginning, students were very shy to speak in English, because they rarely ever practice speaking in the English class. But when students practiced with their partners, realized that the task was not difficult. Then, when I evaluated each student, most of them answered showing understanding of my questions and using good pronunciation.

On the contrary, there were also some students who were not able to answer my questions because they could not understand what I was saying, and they did not know what to answer. Therefore, I had to say the answers for them to repeat. Also, in some occasions I had to repeat my questions in Spanish for the students to understand what I was asking to them. This shows that students do not use English language to communicate.

### **Statement of the problem**

According to Kalivoda (1976), inside the language classroom, it is important to foster communication that deals with a functional use of language, which helps students to develop their ability to express needs, desires and feelings. When students are expected to communicate in the target language, their classroom activities must be developed around communication. Furthermore, following *Lineamientos Curriculares de Idiomas Extranjeros*, MEN (1998), the main objective of learning English is to share ideas in communicative situations. Also, the pedagogical processes led in the English class should contribute to the students' development of their communicative competence. Moreover, in this document it is established that a way to get

students to communicate is through reading and writing, because students can produce and communicate meaning by writing messages to each other.

However, through the field notes it was possible to evidence that students do not participate in activities that involve communication. The students' usual performances in the English class were focused on copying words from the board in decontextualized situations (Annex C). These class activities did not involve any kind of interaction between students and did not promote the development of the students' communicative competence. Inside the classroom, the students do not have the opportunity of using the language purposefully to communicate.

Correspondingly, and according to Nation (2009), the messages are not only spoken, they are also presented in a written format, as writing is a means to communicate. Writing should have the aim of communicating a message, and the writer should mind the audience when writing. Suleiman (2000) states that writing "encompasses an array of intervening elements, and requires the utilization of several language tools ranging from mechanics to organization." (p. 4). Any language curriculum must consider the practices and procedures of writing, therefore, there must be the opportunity in the classroom of writing with a specific purpose.

Nevertheless, as it was evidenced through the diagnostic test results, the participants find difficulties to write in English. During the English evaluations students took, they obtained bad results because they were not even able to write the practiced vocabulary correctly (Annex D). The collected data in the class observations also demonstrated that students do not practice basic English structures, they cannot identify nor use basic grammar structures. This is because students do not have the opportunity of producing their own sentences or texts, as they copy

words that the teacher gives, and they resolve exercises strictly regarding to vocabulary, English teacher focuses the class absolutely on transcribing vocabulary and translation (Annex C).

### **Rationale of the study**

Communication is the aim of language, and language classes' purpose is the acquisition and improvement of the abilities to communicate. At school students are taught a foreign language for them to learn to communicate in different contexts. Following Johnson (1999), it is highly important to build and see the English language classroom as a medium for transmitting messages. Therefore, it was necessary to propose new activities for the students that foster communication between them and insert them inside an appropriate communicative context as they use the English language.

Furthermore, and according to *Derechos Básicos de Aprendizaje*, MEN (2016), in terms of writing, students from third grade can exchange opinions and ideas following models and images. Besides, third grade students should be able to understand and describe details of objects, places and people in simple and short sentences or texts. The writing abilities of third grade students should also include the demonstration of the knowledge that students have of the basic English structures such as present tenses and question forms according to the *Estándares Básicos de Competencias*, MEN (2006).

Working with writing and creating texts is important for the students as they can practice their writing skills, and possibly, improve these skills progressively. Also, the students have a purpose to write, which is sharing with their classmates how they celebrate special dates. The reason that justifies the creation of this study is to give to students the opportunity of sharing ideas by writing their own texts. According to Zamel (1982), creating own texts allows students to improve their abilities with the language and their communication abilities. Additionally,

following Navarro (2006), the creation of own texts permits students to practice the language they learn in a meaningful and creative way, and to relate their experiences.

Additionally, it was important to provide students with an engaging way for them to feel interest in writing, hence the multiliteracies approach was chosen. The multiliteracies recognizes the new modes of communication and tools for meaning making, such as the mass media, multimedia, and electronic hypermedia. Following Danzak (2011), the students have more access to electronic and multimedia communication devices and an important aspect of multiliteracies is “the incorporation of multiple modalities and media into literacy practices.” (p.189). The multiliteracies approach gives to students “opportunities to learn language and literacy through multiple modalities and media” (p.195) and chances to write, create, and share about themselves.

In conclusion, the aim of this research is to get students to communicate through writing, sharing information about their celebrations special dates, and responding to it through an online blog. As the topic of celebrations is related to the students’ reality, finding ideas to write is effortless for them. This research also aims to improve students’ writing skills as they have the opportunity to use the English language with the purpose of creating their own texts and showing them to others. The multiliteracies approach allows students to insert themselves in a new way of learning literacy that involves the use of new technologies. Also, the students were able to create meaning from different audiovisual sources in order to elaborate their texts based on their own experience.

### **Research question**

How to foster communication through writing on an online blog within the multiliteracies approach among students from 402 at Colegio Villedmar El Carmen?



## **Objectives**

**General objective:** To describe how communication is fostered through writing posts on an online blog within the multiliteracies approach among students from 402 at Colegio Villemar El Carmen.

## **Specific objectives**

1. To describe the impact of using an online blog as medium that allows students to write with a purpose.
2. To identify the enhancement of students' writing skills reached through the purposeful production of texts.
3. To analyze the impact of using the multiliteracies approach in the students' learning and use of the language to write about celebrations.

## CHAPTER II

### STATE OF THE ART AND THEORETICAL FRAMEWORK

In this chapter it is possible to find the description of some related studies relevant for the development of this research. Also, it is presented the theoretical constructs that support and determine the design of the study.

#### State of the art

This state of art includes the description of four international studies, and four national studies which research problems, objectives or constructs are connected with the ones presented in this study are described. Also, this state of the art is product of search in different databases and repositories. The following table presents the titles and authors of each study, their year of publication and their scope.

<b>Title</b>	<b>Year</b>	<b>Scope</b>
Mass media in writing expression Author: Gracia, D.	2007	UPN
The implementation of a social network to foster students' writing skills in the EFL classroom. Author: Lamprea, A.	2011	UPN
Fostering reading and writing skills in EFL classrooms through a social network site. Authors: Parada, R. & Quentín, E.	2010	UPN
Writing using blogs: A way to engage Colombian adolescents in meaningful communication. Author: Rojas, G.	2011	Bogotá
Creating meaning through multimodality: Multiliteracies assessment and photo projects for online portfolios. Authors: Schmerbeck, N. & Lucht, F.	2017	International
The effect of language specific factors on early written composition: The role of spelling, oral language and text generation skills in a shallow	2016	International

---

orthography

Authors: Arfé, B., Dockrell, J. E., & De Bernardi, B.

Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories. 2011 International

Author: Danzak, R. L.

Using technology to facilitate process writing and interaction among adult students. 2008 International

Author: Rogers, A.

---

In terms of writing composition and spelling, Arfé, Dockrell, and De Bernardi (2016) conducted the study *The effect of language specific factors on early written composition: The role of spelling, oral language and text generation skills in a shallow orthography*. Through this study the authors aimed to examine the impact on written production in English of spelling and written skills of students who spoke a transparent language. The participants were students from seven to eight years old, who were administered tests which measured their spelling and their grammar skills. The results showed that the students rely on their native language skills to organize the texts, and that the attentional focus on spelling limited the writing process. This study is useful because it helps to understand the students' writing process and its factors.

In the same line, regarding to writing production, Gracia (2007) conducted a study called *Mass media in writing expression* in which it is purposed the use of mass media for students to develop writing strategies and to understand their process of writing. This study was focused on the production of texts that allow students to express perceptions or thoughts about their environment following the writing process. To do so, the author created inputs including different media materials familiar for them, like music or movies so that students could write and express their own points of view. The results showed that mass media was useful for students to share their thinking and to improve their writing skills. This research is important because it

evidences how students can produce their own writing when there is an input that is appealing, familiar and interesting for them.

Additionally, there are studies that have intended to work on communicative writing in English using online platforms. In the study called *Fostering reading and writing skills in EFL classrooms through a social network site* conducted by Parada and Quintín (2010) there was an implementation of social network sites as an element of motivation to focus on students' interpretation and production of short texts. Students interacted among them through the social network, which enriched students' knowledge about the target language. The results showed that students enjoyed sharing their texts and established communicative interaction. This research is important because it evidences how the use of technology fosters the students' skills in English.

Similarly, Lamprea (2011) developed a study called *The implementation of a social network to foster students' writing skills in the EFL classroom*, in order to help students to overcome the difficulty they had on producing meaning and writing in English. To do so, the author implemented a social network as an interactive tool to improve students' writing skills, and to design a community to share ideas and to interact. The social network was an effective and attractive tool for students to write in English and to interact among them through writing. Also, the students could express themselves by sharing their ideas; this research integrated the use of technology with the learning processes in the EFL classroom.

In terms of the multiliteracies approach, it has been useful to get students to create meaning through cultural topics that are important for them. Danzak (2011) elaborated a study called *Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories*. This research that gave the students the opportunity to express themselves through diverse linguistic modalities such as graphic organizers, writing dialogues,

journals, making graphic stories on the computer. The objective of those activities was to get students to create a graphic journey about their lives and for them to improve their English skills. This study provides an insight of how the multiliteracies approach is a tool that helps students to write considering their own experiences.

Clearly, the multiliteracies approach also offers possibilities to make relationships between different sources of meaning to produce an outcome. In the study *Creating meaning through multimodality: Multiliteracies assessment and photo projects for online portfolios* Schmerbeck and Lucht (2017) proposed a way of integrating images and text for students to give cultural ideas about immigration. The students created portfolio projects including illustrated diaries, advertisements, and infographics, about immigration. The results showed that the multiliteracies approach allowed learners to create meaning in the target language. This research shows how the students create texts using technology tools, and the connection with their experience, which is an important point of the present study.

The use of technology that the multiliteracies approach permits is a tool for students to improve their language skills. This is demonstrated by Rogers (2008) in a study called *Using technology to facilitate process writing and interaction among adult students*. In this study the author states that writing becomes more socially interactive because the writer and the reader operate in the same platform. Writing through online platforms allows learners time to reflect and interact. Also, writing becomes an evolving process where students use the computer to focus on the different stages of writing. This study is important because provides the advantages of the use of technology to practice writing and interact.

Talking specifically about writing and communicating through online blogs, Rojas (2011) developed a study called *Writing using blogs: A way to engage Colombian adolescents in*

*meaningful communication* in which it is proposed to write in a blog in order to increase communication in English among students. On the blogs students posted texts about their interests, also they wrote opinions about stories, songs or movies. The students commented each one's blogs in order to communicate. The results showed that blogs are useful to engage students in writing, and there was interactive communication among them. This research shows that new technologies provide a possibility for students to find new learning strategies, opens a possibility for students to interact through writing.

In conclusion, the previously described studies contribute to the present study in terms of writing production, communicative writing using technology and blogs, and the impact of using the multiliteracies approach. These studies are a support to evidence that a good way to improve students' writing skills is using topics and activities that are compelling for them and close to their real lives. Also, technology is a tool to foster students' written communication, as it is engaging and can connect people through diverse platforms. Writing composition and the use of technology to communicate are condensed in the multiliteracies approach, which makes emphasis on the importance of being digital literate nowadays, and on the cultural diversity that is showed through the student's texts.

### **Theoretical framework**

In the theoretical framework there is a definition presented the of four constructs which are the basis of the present research and it is described the way in which they are used in the study. These constructs are supporting theory according to the vision of different authors. Following the research question and the objectives of this research, the four constructs are: communication among language learners, communicative writing, pedagogy of the multiliteracies, and online blogs.

## **Communication among language learners.**

Essentially, communication is the activity of conveying information through the exchange of messages, or information, as by speech or writing. (Velentzas & Broni, 2015). Also, communication is defined as a process through which information and common understanding is transmitted from a person to another. (Lunenburg, 2010). According to Lunenburg (2010), there are two elements in every communication exchange: sender and receiver. The sender initiates communication and conveys a message by selecting words or symbols. The messages take form of verbal or written language, and it is sent through a channel, and the receiver decodes the message into meaningful information.

In order to communicate effectively, there are different conditions besides using producing accurate speech in terms of grammar and language use. According to Hymes (1972), there is something called communicative competence, which is the ability to use the language effectively in diverse communicative situations. Therefore, communication includes a social perspective because communicating is not independent from the sociocultural features. Acquiring the competence to communicate is fed by social experience, as the language is engaged with the social life. A competent language user has knowledge about the language, and the skill to use it appropriately in a communicative event. Widdoson (1978) states that the objective of learning a language is to communicate.

In this sense, Richards (2006) points out that in the language classroom, students learn to communicate by interacting among them, by creating meaning from different sources and by creating meaningful and purposeful interaction through language. Richards (2006) also argues that grammar could be developed in the classroom by engaging students in interactive and communicative tasks. Likewise, Nunan (1989) explains that students must be able to use

grammatical rules to communicate with others and to develop their communicative capacity. Following Fageeh (2011), the purpose of language learning is to get learners use it to communicate with others. Thus, the goal of language classes is to develop “learners' ability to communicate with people in English in real world situations and to express themselves in this language”. (p. 31). In the present research the students learn the features of the target language in order to use it to communicate.

In this study, the students’ objective is to learn grammar structures and new vocabulary with the purpose of transmitting a message and establishing communication through writing. This is because normally students are required to learn certain structure or vocabulary, but once learned, this knowledge is not used practically. Communication is an important construct of this research since it provides to students a purpose for learning English, and a way through which the language is used in real and engaging contexts. By doing so, students see language as a meaningful tool not only inside the classroom but also in their lives.

### **Communicative writing.**

For Byrne (1988) writing is more than the production of graphic symbols. This is because the symbols must be arranged into an order to form words, and the words to form sentences according to conventions. Also, the sentences need to be linked together to form a coherent whole, that is a text. According to Suleiman (2000), writing encompasses an array of elements and the utilization of several language tools such as mechanics and organization. “Writing primarily revolves around two main aspects: content and form.” (p. 4) Content involves a topic to be explored and adjusted in an organized form.

In the same line, and according to Byrne (1988), a text needs to be organized, so it is explicit and complete enough to be understood by a reader. By doing so, there is the possibility



of communicating successfully with the reader through the medium of writing. As writing is encoding a message or putting thoughts into language, there must be a reader that decodes and interprets the message. Therefore, writing in an effective way requires understanding the purpose of the texts and knowing the reader (Mateo, 2016). For Durga and Rao (2018), “writing is meant for conveying thoughts, ideas, and facts in easy and lucid language” in which it is required to demonstrate control of variables simultaneously. (p. 3).

Furthermore, Byrne (1988) states that a major task of education is to familiarize learners with tools they can use for effective communication through the medium of writing. Also, he states that in the classroom it is important to show students that it is possible to communicate through writing; this can be taught by exposure to the language, and its communicative purpose. Widdoson (1972) states that communication takes place with the use the language to perform acts of social nature. According to Kumar (2014), writing allows us to communicate and to transmit culture, ideas and thoughts and to be aware of others’ ideas and thoughts.

The concept of writing used in this study deals with the possibility of sharing ideas and composing texts with the purpose of interacting with others. Following, McKay (1979), composition is also a communicative process because it involves someone who transmits a message and an audience who receives the message. Therefore, composition encompasses “the skill of knowing how to use the language within a particular situation.” (p. 74). However, school does not provide opportunities for direct experiences, and “many writing texts minimize the fact that composition is a communicative process which involves a speaker and an audience.” (p. 74)

In this research, an important objective is to use writing as a tool for students to express different ideas about a topic that is significant for them: celebrations. Furthermore, as students need to learn grammar structures and vocabulary to create their texts, another objective of the

present study is to improve the students' writing skills. This is because the students have the opportunity of using the language in meaningful situations, of correcting mistakes, and of being aware of what they write. This can also be seen as a constant practice that contributes to the student's enhancement of their writing skill.

### **Pedagogy of multiliteracies**

According to Navehebrahim (2011), what it means to be literate nowadays is related to the contexts in which a person operates, applying knowledge for different purposes. Following Cope and Kalantzis (2006) the communication environments have been changing and it is necessary to follow these changes in literacy teaching and learning. Therefore, these authors designed an "active and dynamic transformation of the social world, and its contemporary forms increasingly multimodal, with linguistic, visual, audio, gestural and spatial modes of meaning becoming increasingly integrated in everyday media and cultural practices." (p. 166).

Students have more access to electronic, web-based, and multimedia communication devices, which are a means to connect people to information, resources, and communities. Hence, Cope and Kalantzis (2006) state that the traditional literacy "would need to be supplemented in a pedagogy of multiliteracies by learning how to read and write multimodal texts" (p. 166). Within this paradigm, Navehebrahim (2011) points out that learners need to be flexible and work with cultural diversity, having the ability of making meaning in multimodal ways. According to Danzak (2011) the concept of multiliteracies is based on the importance of cultural diversity, and on the growing variety of modes of communication and the tools for making meaning such as the mass media and multimedia.

Furthermore, the pedagogy of multiliteracies allows alternative starting points for learning, which is related to what the learners perceive to be worth learning and what engages

the particularities of their identity. In this way, the students can bring varied experiences on the learning, different conceptual bents, different analytical perspectives, and the different settings in which they enact their knowledge. When students use their experience to learn, they can make meaning in different modalities, as every meaning draws on resources of the already designed world of representation. (Cope and Kalantzis, 2000). In this sense, teachers need to view literacy in a plural sense which challenges them to influence pedagogical strategies where they connect real world experiences to their classroom contexts. (Navehebrahim, 2011). Learning involves the particularities of the learners' identities and brings varied experiences as a way of engagement to learn. For this, the multiliteracies approach identifies four *knowledge processes* of pedagogy: experiencing, conceptualizing, analyzing and applying.

**Experiencing.** This involves reflecting on experiences, interests, perspectives, familiar forms of expression and ways of representing the world in one's own understanding. Cope and Kalantzis (2005) stated that "in this regard, learners bring their own, invariably diverse knowledge, experiences, interests and life-texts to the learning situation." (p. 156). In this study, the students receive an audiovisual input or manipulate materials related to some of the special dates they celebrate. This is because students need to bring their own knowledge and experience to participate in the activity and relate it to their own lives.

**Conceptualizing.** According to Cope and Kalantzis (2009) this is a knowledge process in which students make the tacit explicit and generalize from the particular. Students can conceptualize by naming, which involves giving concrete names to abstract things, and developing new concepts according to distinctions of similarity and difference. In this research, students elaborate a list of concepts having in mind what they experience in the previous step, giving names to the abstract representations they experience with the input.

**Analyzing.** This involves evaluation of one's and other people's perspectives, interests and motives. In these knowledge processes, learners interrogate the interests behind a meaning or an action (Kalantzis and Cope, 2005). Also, analyzing includes processes of reasoning and drawing conclusions; learners explore causes and effects, develop chains of reasoning and explain patterns in text. In this study, students make relationships on how what they conceptualized is present in their lives, for this, they need to make use of their own experience and their ability to analyze.

**Applying.** Entails the application of the “of knowledge and understandings to the complex diversity of real-world situations” (Kalantzis and Cope, 2009, p. 186). Applying involves doing something new and creative that involves the learners' interests and experiences or doing something in an expected way in a real-world situation or a situation that simulates it. In this research, students may create a short text through the process writing about celebrations to later post it on the blog for the others to read and comment.

The pedagogy of the multiliteracies is implemented in this research for students to learn to write and communicate in a singular environment different to the traditional paper, which is technology. In this case, the online blog allows students to learn to get on in a digital environment, and to be digital literates. Additionally, this approach is useful for students to share experiences that are significant and familiar for them and focuses on the class' cultural diversity. This approach “allows for different modalities in meaning making, embracing alternative expressive potentials for different learners” (Kalantzis and Cope 2009, p. 188).

### **Online blogs.**

According to Puschmann (2013), the blog is a tool for online written publishing, communication, and expression. Also, it could be defined as a shared journal where people can

post entries about experiences. The discourse found on a blog is more individual, and the readers can participate by commenting establishing communication between reader and the content creator. Online blogs are seen as an approach to reading, writing, discourse, social action, and cultural practice offering a means of online communication. Following Noytim (2010), an online “blog is a free user-friendly technology that is easily created, tailored, used, maintained, and frequently updated.” (p. 27).

Additionally, Noytim (2010) states that online blogs provide the opportunity to communicate, in which writing takes place in an authentic environment with a real audience. Through online blogs students have awareness of having an authorship, as they can publish ideas and thoughts, providing readers the chance of giving feedback to the authors’ posts. Pinkman (2005), claims that blogs improve students’ writing skills and abilities and provide a motivating learning environment. Therefore, the use of blogs is has become a tool in English language education. According to Fageeh (2011), the acquisition and development of writing skills should be integrated within the language curriculum in real life situations. The interactive particularity of blogging places it as a communicative tool providing a writing orientation.

On online blogs students find the possibility of communicating in a realistic context where there is an active and interactive audience. Also, online blogs “can make available a genuine learning context for EFL learners who have limited opportunities to be exposed to the target language in an authentic environment.” (p. 32). Based on this, for the present study, the students use the blog to be aware of the fact that language has the purpose of communicating and expressing. Therefore, the texts about celebrations that students produce are published in the blog by them in order to be read by the audience, who are their classmates. Additionally, the blog allows the students to interact using the comments and taking the posts into account.

## **CHAPTER III**

### **RESEARCH DESIGN**

In this chapter it is described the research paradigm followed in the present study, the type of study, and the data analysis methodology. Also, the data collection instruments are presented and explained. There is a description of the units of analysis which include categories and indicators, the population and sample of this research and the procedures for data collection.

#### **Research paradigm**

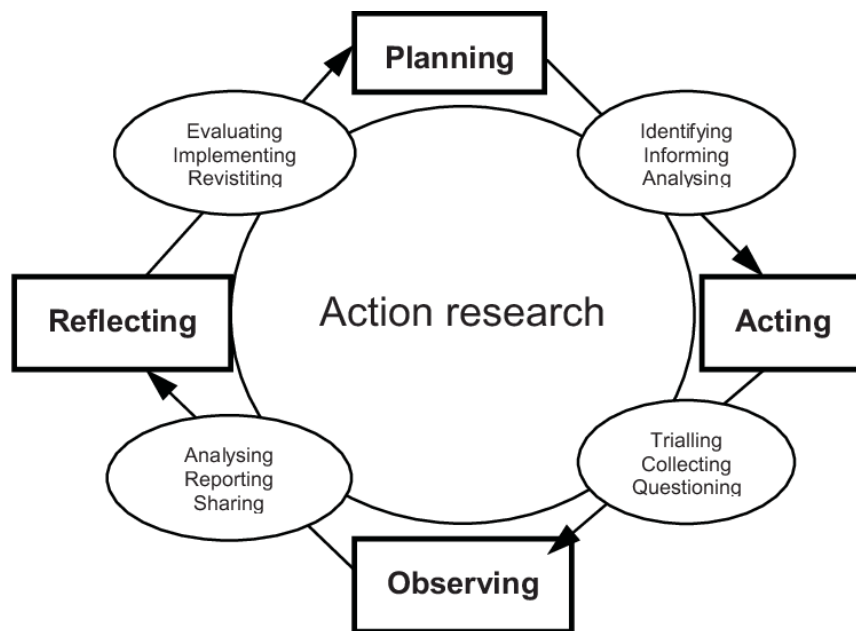
The research paradigm under which this study was developed is qualitative. Qualitative Research works with data that is not numerical, that is collected and interpreted in order to understand social life and people's behavior. According to Creswell (2014), Qualitative Research allows researchers to explore and understand a human problem of individuals or groups. The data is collected in the participants' setting, and the researcher makes interpretations of it, focusing on individuals and on the complexity of a situation.

In Qualitative Research, Jackson, Drummond and Camara (2007) state that "the focus turns to understanding human beings' richly textured experiences and reflections about those experiences." (p. 22). Similarly, Phillips and Carr (2010) state that the knowledge in this type of research is fluid and subjective, because it is enriched by multiple viewpoints which help to understand the meaning of human action by describing the characteristics of human experience. According to Flick, Kardorff and Steinke (2004), Qualitative Research pays attention to the diversity of perspectives of the participants.

#### **Type of study**

The present study followed the principles of the Action Research. According to Burns (2010), the aim of action research is to problematize and question the classroom dynamics in

order to intervene in the situation and to intend to bring alternatives, changes or improvements. Also, Action Research “involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts.” (p. 2). Additionally, this type of research involves a systematic approach to problem solving, requires engagement and interaction between groups of people and it results in action as a practical outcome. In order to do so, Burns (2010) points out that action research involves four phases in a cycle of research.



*Action Research cycle (Burns, 2010)*

The first step in Action Research is planning, here the problem is identified through an observation and critical analysis of the context, and a plan of action is developed to give a solution to the problem. In the present study, there was an observation period inside the classroom, which had the objective of identifying difficulties students had with the English language. Also, a useful in identifying the language learning difficulties is the diagnostic test students took.

The second phase is action, and involves interventions put in action over a period. In the case of this study, diverse activities were designed considering the difficulties that students had in terms of English learning. Afterwards, the third phase is observation, in this phase, the researcher needs to observe systematically the impacts of the interventions. Finally, the last phase is reflection, the researcher evaluates and describes the results of the action to understand the meanings of the situation. Therefore, after data collection and interpretation of the results, their effects are analyzed and measured.

### **Data collection instruments**

To carry out the present study, different data collection instruments were used. The use of these instruments responds to triangulation purposes. According to Thurmond (2001), triangulation is the combination or more than one data sources in order to increase trustworthiness and provide a clearer understanding of the problem. Through triangulation, it is possible to reach “the completeness and confirmation of data in research findings of qualitative research.” (p. 257).

In the same line, Burns (2010) points that triangulation consists of mixing lenses for viewing the data in order to achieve objectivity. Triangulation process implies collecting diverse type of data to compare, contrast and cross-check the findings. In the same line, Phillips and Carr (2010) establish that a qualitative study is trustworthy if it integrates diverse points of view from multiple sources (triangulation) and has deep descriptions “with contextual and situational details based upon well-documented raw data” (p. 26).

**Field notes.** This instrument allows the researcher to document in a written format the events that take place in the research context. Through field notes the researcher can strictly describe the events and add interpretations. According to Burns (2010), field notes are a way to



record happenings, the researcher's beliefs, ideas and personal thoughts which are linked to the study's objectives or categories. Likewise, in field notes it is possible to record expository information about people, places, things and events, as well as reflections and relate that information to the objectives of the research (Given, 2008).

**Written artifacts.** According to Phillips and Carr (2010), artifacts are physical documentations collected in the classroom. These documentations are a source of data that “serve to enrich a study and often provide information not available from interview or observational data.” (Given 2008, p. 25). Also, artifacts support other data sources, are useful to generate or confirm ideas, and help to provide description of people and settings. Therefore, the artifacts “can become a means for collecting data and identifying key issues” related to activities carried out in the classroom. (Burns 2010, p. 91).

### **Procedures for data collection**

The field notes were elaborated to document the events of every class of two hours, and to relate these events to the objectives and the categories of analysis. Also, in every class the students produced a written artifact like a list or a paragraph (Annex M). The produced paragraphs were published by the students on the online blog, and these posts were used by the students to write comments in order to foster communication among them. Additionally, to check what students learned, they developed a written test (Annex N) at the end of each cycle. Last of all, one questionnaire (Annex O) was administrated when 2019 finished in order to collect students' personal perceptions of the process.

### **Units of analysis**

The units of analysis of the present research is writing skills, and because of the nature of the study, there are three categories: creation of texts to communicate, use of online blog and

application of the multiliteracies approach. These categories are divided into indicators which are represented in the table.

Unit of analysis	Category	Indicator
Writing skills	1- Creation of texts to communicate	1- Students describe in a short text the celebrations they do for special dates.
		2- Students write texts with communicative purposes.
		3- Students use the learned grammar structures and vocabulary in their texts.
	2- Use of online blog	1- Students are able to use an online blog to publish a post.
		2- Students use their blog posts to establish communication.
	3- Application of multiliteracies approach	1- Students comply with the <i>knowledge processes</i> of the multiliteracies approach to reach an outcome.
2- Students can be based on their own experiences with the purpose of writing a text.		

### Population and sample

The population for this research is 25 students from the course 402 of Colegio Villemar El Carmen of the afternoon shift. The students are between 8 and 12 years old, and there are 9 girls and 16 boys. The sample is 13 students with constant attendance to class and participation in then research. This sample was selected in such a way that it is possible to encompass different results to analyze. Thus, the sample was purposefully chosen depending on the students' attendance and how hardworking and participative they were during the activities. In this study, the participants were informed at the beginning of the process about their participation in the research. Besides, the students' parents or guardians signed a consent form (Annex Q) which informs the participation of the students in the study, the nature of the research, and the treatment of data.

## CHAPTER IV

### PEDAGOGICAL INTERVENTION

In this chapter it is presented and described the vision of language, learning and classroom of this research, with the aim of understanding the focus and different perceptions of the present study. Furthermore, in this chapter it is presented the timetable and the explanation of the pedagogical intervention design, its units and objectives in accordance with the selected teaching methodology.

#### **Vision of language**

Considering that the purpose of this study is mainly focused on fostering communication among students, the vision of language of the intervention is based on what Tudor (2001) states as the functional perspective of language. This author establishes that under the functional perspective, language is seen as social action, because it allows students to use the language in order to communicate something in a defined context. In this regard, “students are in a position to do something with the language they are learning so that they can communicate effectively in relevant situations of use” (Vera, Chapetón and Buitrago, 2018. p. 84)

In that order of ideas, students learn a language to have the ability of doing something in or with it. Therefore, the functional language perspective “involves the practice of communicatively oriented activities which are intended to bring the language and students’ likely uses of it alive in the classroom.” (Tudor, 2001. p. 62). In this sense, the language learning takes place by doing things with it, and through practicing of the presented language in order to establish communication. Thus, the students use the language to create texts to communicate to the others certain information concerning a determined topic that is drafted in a defined context.

## **Vision of learning**

The vision of learning that frames the present study is the Experiential learning. Kolb (1984) states that “the emphasis is often on direct sense experience and in-context action as the primary source of learning” (p. 18). In this perspective of learning, according to Kolb (1984) knowledge is formed and re-formed through experience, and it is derived and modified by experience. In terms of language learning, Tudor (2001) points that experiential learning is a naturalistic form of learning which requires direct experience with the language through input and communicative purposes.

Likewise, the students’ experiences must have personal meaningfulness for them. This is because “if students are exchanging ideas in a subject which is of personal relevance for them, they are more likely to experience a personal motivation to use the language and communicate their ideas” (p. 80). Tudor (2001) also states that:

For ‘experience’ of the language to lead to learning, this experience needs to have some personal meaningfulness for the learner. [...] Personal meaningfulness arises out of the interaction between tasks and materials, on the one hand, and learners’ interests, attitudes, and expectations on the other. (p. 113).

In this study, the personal meaningfulness for the students arises in the topic itself, because students share ideas about their own celebrations. To do so, students need to rely on their experiences and memories. Also, the activities are designed to get students to participate in different dynamics which make them remember special moments, which results motivating and interesting for them. As this vision of learning perspective makes emphasis on the idea of learning by doing, students need to participate in communicative activities using the language to learn in the process.

## **Vision of classroom**

Due to the nature and focus of the present study, the vision of the classroom is based on what Tudor (2001) establishes as communicative classroom. In the communicative classroom language is seen “as a means of achieving communicative goals in interactive situations” (p. 113). Tudor (2001) also points out that the object of study in the communicative classroom is not language as a code, but the language as a means of expression and communication. Hence, in the classroom there must be conditions that engage students to be part of genuine communication among them.

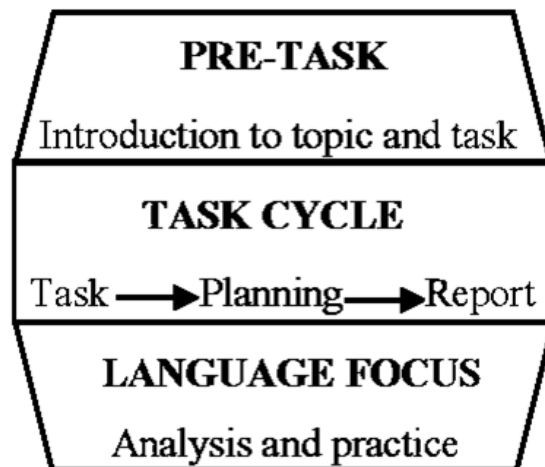
According to Tudor (2001), in the communicative classroom there is a functional view of language because the skills are developed for their use in the future. This means that students learn language in the classroom in order to “facilitate the language use in the communicative situations that students will or may encounter at some future stage in their professional, academic, or personal lives” (p. 115). The classroom is also a social place itself which involves the present lives of students and their dynamics in the classroom. There are social relations among students in the communicative classroom, and students may use the language to express their personal concerns.

## **Teaching methodology**

### **Task-based learning.**

Task based learning (TBL) is the selected approach to carry out this study because, as Willis (1996) states, a task is an activity in which students use the target language with a communicative purpose to reach a real outcome. According to Rodríguez and Rodríguez (2010), language must be a means but not the end in the TBL, because language is the way to achieve a result which main objective is related to communication.

Following Willis (1996), in the TBL approach the communication task is the central one; it involves the production of spoken or written language. To do so, students must use the presented language to carry out the communication task, which allows the students to have a “closer look at some of the features naturally occurring in that language” (p. 11). Therefore, students come to understand the language through its use, and this gives them the opportunity “to exchange meanings for a real purpose.” (Willis, 1996. p. 4). The role of language in TBL is guided in the task-based learning framework designed by Willis (1996).



*Task-based learning framework (Willis, 1996)*

The pre-task is a stage to introduce the topic, and to get students to understand the objectives of the activity using different resources. In the case of this research, the pre-task stage consists of a series of activities regarding to the students’ experience that are the starting point for the writing production. In the task cycle, the task is developed by the students, in this stage students are able to use the language “to express themselves and say what they want to say.” (Willis, 1996. p. 5). A second phase of this stage is focused on language clarity, organization and accuracy. Willis (1996) establishes that in this phase students can ask questions about language.

Therefore, the students can ask specific questions for them to edit and correct their texts, and complete the task successfully.

Lastly, the task cycle stage requires a report of the outcome, where students show and compare what they did. In the present study, students interchange their posts and reply to a different partner's post, establishing communication among them. The last stage of TBL according to Willis (1996) implies some language-focused and practice tasks, based on the texts that students have produced. In these phases, students develop tests and language activities with the objective of measuring their learning and ability with the language.

### **Stages of intervention**

The pedagogical intervention is divided into three stages that correspond to different celebrations: Birthday, Halloween and Christmas; each stage encompasses four lessons. These lessons have the same structure, but they increase in the level of complexity. Furthermore, in the three stages there is different vocabulary and grammar structures that students must employ to fulfill the main objective of all the stages: to write a text describing how they celebrate special dates. All the activities that compose the stages are designed to measure the students' work according the totality of the indicators set.

Regarding to the activities of every lesson, the first lesson of the stages revolves around the multiliteracies approach. In this lesson, students participate in four different activities (experiencing, conceptualizing, analyzing, applying) in order to bring their experience to class and develop different concepts that are useful at the moment of writing. The second lesson is a language class in which students practice grammar and vocabulary through diverse dynamics related to the celebration. Also, in this lesson students produce a text using the language tools

given and their experience. To do so, students follow the Process writing of five steps: pre-writing, drafting, revising, editing and publishing.

During the pre-writing stage, the students determine the purpose of writing and the audience, they generate ideas through brainstorming places, people, things, actions. Next, students start writing a short paragraph having as a reference the pre-writing, organizing logically the information to develop the topic. For this, students follow a model (Annex P) of a text, so that they can have an idea to structure their texts. After drafting, students revise their texts with help in order to make decisions on how to improve it, selecting where it could be clearer or more interesting. Students focus on the language when editing, during this stage students check if the text meets the conventions of written English by checking spelling, grammar, punctuation, and word choices.

Once students complete their final text, there is a third class where students use the school's computers room in order to publish their texts on the online blog. After this lesson, the posts of the blog are printed so that students can read the posts and write a comment on it by hand. To do so, students answer an open question that is left at the end of each post, which fosters interaction and communication among students. Additionally, there are moments of the class in which students resolve a short test of filling the gaps with the aim of checking how they use and spell the learned vocabulary. In the following table there is a general description of the objectives, activities and indicators of each stage.

### **Timetable and contents**

The following timetable displays the respective dates of implementation of each one of the lessons. Also, this chart contains the learning objectives, the description of the main activities, the category and the analysis indicators of each activity.



Date - Lesson	Learning objectives	Main activity	Category	Indicators
<b>Stage I</b> <b>September 13<sup>th</sup>/2019</b>	<ul style="list-style-type: none"> <li>To learn new vocabulary related to birthday through multimodal activities.</li> <li>To write a list of concepts related to own's celebration derived from experience activities.</li> </ul>	Using images and videos related to birthday, and the manipulation of colorful balloons, the students recall their experience about birthday celebration and share it with others. Also, they develop a list of concepts related to birthday. These words are new vocabulary that the students will learn. Once this list is done, the students work in groups to select the concepts that are present in their own birthday celebration. Then, the students create another list of concepts.	Application of multiliteracies approach	<ul style="list-style-type: none"> <li>Students comply with the <i>knowledge processes</i> of the multiliteracies approach to reach an outcome.</li> </ul>
<b>September 20<sup>th</sup>/2019</b> <b>Birthday-2</b>	<ul style="list-style-type: none"> <li>To spell correctly and learn the meaning of new vocabulary and verbs related to birthday.</li> <li>To learn the use of the present simple tense.</li> <li>To produce a short text about the celebration of birthday following the writing process.</li> </ul>	The students play a competition spelling game in two groups about writing words related to birthday. The team who writes more words wins. After this, it is necessary that students learn some verbs related to birthday and learn the present simple tense use for them to write their text. Therefore, students play a bingo game with 12 verbs and there is an explanation of the tense. Once done this, the students read a model of a text about birthday celebration. With this in mind, the students draft their text, and with guidance there is a revision and editing of the text. The students correct their text and produce a final copy that is checked.	Application of multiliteracies approach  Creation of texts to communicate	<ul style="list-style-type: none"> <li>Students can be based on their own experiences with the purpose of writing a text.</li> <li>Students describe in a short text the celebrations they do for special dates.</li> <li>Students use the learned grammar structures and vocabulary in their texts.</li> </ul>
<b>October 17<sup>th</sup>/2019</b> <b>Birthday-3</b>	<ul style="list-style-type: none"> <li>To use effectively the tools of an online blog to post a text about the celebration of birthday.</li> </ul>	In groups of 10 students, they go to the school's computer room with the final copy of the text. The students can use different tools to write their text like different fonts, colors and add images. The text they post are first checked to be published.	Use of online blog	<ul style="list-style-type: none"> <li>Students are able to use an online blog to publish a post.</li> <li>Students perceive the online blog as a tool that engages them to write.</li> </ul>
<b>October 18<sup>th</sup> /2019</b> <b>Birthday-4</b>	<ul style="list-style-type: none"> <li>To express an idea through writing responding to a question.</li> <li>To use the learned language to interact and communicate with the others through writing comments.</li> </ul>	The students receive disorganized sentences that are taken from their texts. In groups of five students they organize the sentences. The students receive printed posts from the blog with space to write comments. Then, the students read the post and focus on the open question at the end of each post. To comment, the students see models of comments and start to draft theirs. With guidance, the students correct their comments, and interchange post to do the same activity.	Creation of texts to communicate  Use of online blog	<ul style="list-style-type: none"> <li>Students write texts with communicative purposes</li> <li>Students use their blog posts to establish communication.</li> </ul>

<b>Stage II</b> <b>October</b> <b>21<sup>st</sup>/2019</b> <b>Halloween-</b> <b>1</b>	<ul style="list-style-type: none"> <li>To learn new vocabulary related to Halloween through multimodal activities.</li> <li>To write a list of concepts related to own's celebration derived from experience activities.</li> </ul>	<p>Using images related to Halloween, and the manipulation of pumpkins and candies, the students recall their experience about Halloween celebration and share it with others. Also, they develop a list of concepts related to Halloween with new vocabulary. The students work in groups to select the concepts that are present in their own Halloween celebration. Then, the students create another list of concepts. For students to learn the spelling and meaning of the presented words, each group receive an image that represented the new vocabulary. The students form the word represented by the image, to do so, they collect letters with a pumpkin.</p>	<p>Application of multiliteracies approach</p>	<ul style="list-style-type: none"> <li>Students comply with the <i>knowledge processes</i> of the multiliteracies approach to reach an outcome.</li> </ul>
<b>October</b> <b>29<sup>th</sup>/2019</b> <b>Halloween-</b> <b>2</b>	<ul style="list-style-type: none"> <li>To spell correctly and learn the meaning of new vocabulary related to Halloween.</li> <li>To learn the use of the future simple tense.</li> <li>To produce a short text about the celebration of Halloween following the writing process.</li> </ul>	<p>The students play Pictionary with the new vocabulary. After this, the students play a competition game in groups of six students. They need to complete some lines with a word to check spelling. Also, there is an explanation of the future simple tense. Once done this, the students read a model of a text about Halloween celebration. With this in mind, the students draft their text, and with guidance there is a revision and editing of the text. The students correct their text and produce a final copy that is checked.</p>	<p>Application of multiliteracies approach</p>	<ul style="list-style-type: none"> <li>Students can be based on their own experiences with the purpose of writing a text.</li> </ul>
<b>October</b> <b>30<sup>th</sup>/2019</b> <b>Halloween-</b> <b>3</b>	<ul style="list-style-type: none"> <li>To use effectively the tools of an online blog to post a text about the celebration of Halloween.</li> </ul>	<p>In groups of 10 students, they go to the school's computer room with the final copy of the text. The students log in the blog with their own username and password. The students can use different tools to write their text like different fonts, colors and add images. The text they post are first checked to be published. The students develop a short vocabulary test.</p>	<p>Use of online blog</p>	<ul style="list-style-type: none"> <li>Students are able to use an online blog to publish a post.</li> <li>Students perceive the online blog as a tool that engages them to write.</li> </ul>
<b>November</b> <b>08<sup>th</sup>/2019</b> <b>Halloween-</b> <b>4</b>	<ul style="list-style-type: none"> <li>To express an idea through writing responding to a question.</li> <li>To use the learned language to interact and communicate with the others through writing comments.</li> </ul>	<p>The students receive disorganized sentences that are taken from their texts. In groups of five students they organize the sentences. The students receive printed posts from the blog with space to write comments. Then, the students read the post and focus on the open question at the end of each post. To comment, the students see models of comments and start to draft theirs. With guidance, the students correct their comments, and interchange post to do the same activity.</p>	<p>Creation of texts to communicate</p>	<ul style="list-style-type: none"> <li>Students write texts with communicative purposes.</li> </ul>
<b>Stage III</b>			<p>Use of online blog</p>	<ul style="list-style-type: none"> <li>Students use their blog posts to establish communication.</li> </ul>

<b>March 06<sup>th</sup> /2020 Christmas-1</b>	<ul style="list-style-type: none"> <li>To learn new vocabulary related to Christmas through multimodal activities.</li> <li>To write a list of concepts related to own's celebration derived from experience activities.</li> </ul>	Using images related to Christmas, and the manipulation of ornaments and cookies, the students recall their experience about Christmas celebration and share it with others. Also, they develop a list of concepts related to Christmas. These words are new vocabulary that the students will learn. Once this list is done, the students work in groups to select the concepts that are present in their own Christmas celebration. Then, the students create another list of concepts called "My Christmas celebration".	Application of multiliteracies approach	<ul style="list-style-type: none"> <li>Students comply with the <i>knowledge processes</i> of the multiliteracies approach to reach an outcome.</li> </ul>
<b>March 13<sup>th</sup> /2020 Christmas-2</b>	<ul style="list-style-type: none"> <li>To spell correctly and learn the meaning of new vocabulary related to Christmas.</li> <li>To learn the use of the past simple tense.</li> <li>To produce a short text about the celebration of Christmas following the writing process.</li> </ul>	The students play with a puzzle speller to check the vocabulary. The students will learn some verbs and vocabulary related to Christmas through images and a memory Also, there is an explanation of the past simple tense. Once done this, the students read a model of a text about Christmas celebration. With this in mind, the students draft their text, and with guidance there is a revision and editing of the text. The students correct their text and produce a final copy that is checked.	Application of multiliteracies approach	<ul style="list-style-type: none"> <li>Students can be based on their own experiences with the purpose of writing a text.</li> </ul>
			Creation of texts to communicate	<ul style="list-style-type: none"> <li>Students describe in a short text the celebrations they do for special dates.</li> <li>Students use the learned grammar structures and vocabulary in their texts.</li> </ul>

## Lesson planning

The lesson plan served as a guide of what students needed to learn and how to accomplish this during the lessons in an effective way. There is a lesson plan elaboration for each class in order to keep an organization of the stages to follow in every class, the resources to use and the time that the activities take. All the lessons start with a warm-up that introduces the topic to the students and gets them to do an engaging activity about it. Also, all the lessons are divided in stages according to the purposed activity for the students, and every plan provides a general outline of the teaching goals, learning objectives and ways to accomplish them. The lesson plan below is divided into the five steps of process writing: drafting, revising, editing and publishing. In every stage has the description of its aim, the procedures to reach that aim, the time that it takes and the kind of interaction.

Lesson plan # 2		Task cycle: Process writing		
Researcher: Yuly Suárez				
Participants: 25 students				
Grade: 402				
Lesson objective: To produce a short text about the celebration of birthday following the writing process.				
Resources: Paper sheets, notebook.				
Stage	Time	Aim	Procedures	Interaction
<b>Warm up</b>	10'	To introduce the activity.	The students are going to play an obstacle game divided into three teams. The objective is to reach the board and to write words related to birthday. The team who writes more words wins.	- T & Ss -Group
<b>Drafting</b>	50'	To show a model of writing and to draft the first text	The students will learn some verbs related to birthday through a bingo game (go, eat, enjoy, celebrate, receive, invite, decorate, dance, clap, drink, talk, sing). With the use of the previous words, the students are going to read a short text that will work as a model for the text they will produce. The students will read aloud and with guidance they will pay attention to key words and grammar structures. Then, the students will receive an explanation about the basic structure of the present simple. After this, students will start to draft their own texts following the model, using the learned words.	- T & Ss
<b>Revising</b>	40'	To revise the content of the students' drafts.	Once students elaborate their drafts, they will be checked. Also, students will receive some ideas to improve their texts in terms of content.	- T & Ss
<b>Editing</b>	20'	To check and correct language of the students' texts.	Once students elaborate their drafts and implemented changes, the common mistakes will be written on the board and socialize seen in the texts. After this, each student will improve their text in terms of language use with guidance.	- T & Ss
<b>Publishing</b>	One class	To post the text about birthday celebration on the blog.	The students will use the school's computers to log in the blog designed for the project ( <a href="http://ourdiverseclass.edublogs.org/">http://ourdiverseclass.edublogs.org/</a> ) with guidance. Once they are logged on the blog, they are going to receive the instruction of publishing the text about birthday. Meanwhile the student's online writing will be checked. Once all students finished, they are going to correct some mistakes.	- T & Ss

## **CHAPTER V**

### **DATA ANALYSIS**

In this chapter it is presented the description of the management and analysis of the collected data during the implementation period. Additionally, there is an account of the achievements and limitations found throughout the study. The data analysis was done with the aim of understanding and evaluating whether the objectives were reached or not, and the effectiveness of the indicators. For this, each indicator is evaluated by relating it to theoretical support and the actual collected data with its corresponding evidence.

#### **Data management**

The present study was developed in order to create communicative situations inside the classroom in which students could write in English with a purpose. This is due to the difficulties students had with writing, and the absence of meaningful moments to use the language. The objective of fostering communication through the multiliteracies approach and the use of an online blog was set to provide the students with meaningful opportunities to write and to establish communication through writing.

Regarding to the limitations, there were numerous interruptions during the implementation because of the school's dynamics, which caused long periods between one class and the other. Also, the world's circumstances of quarantine hindered the appropriate finalization of the process. This was not beneficial, as the constant practice students needed to reach better results in terms of learning was disrupted. Besides this, the students had very few English lessons and limited opportunities of using English language in the school. Therefore, there was not a regular practice of the language skills, which affected a more effective progress in the students' process of learning English.

Further to this, the chosen grade to develop this study suffered constant changes of students during the implementation period, which impeded a continuous process. In all the cycles of the implementation there is participation of different students with different abilities. For this reason, the results of the process were taken from the students whose participation went through the whole implementation period. This does not take away any merit from the work and progress that the rest of the students did, because they all had the opportunity of enjoying the activities and learning English.

In terms of achievements, the students found the topic of celebrations engaging, significant and motivating to write, which eventually helped students to enhance their writing skills. Additionally, the use of the online blog contributed to the students' motivation and enthusiasm to write and to publish their own text (Annex E). The students learned to employ some internet and blogging tools, which resulted significant for them as they normally are not involved in the use of technology in the school. These conditions created a context that fostered students to use the English with a communicative purpose, because the presented language was to be used in different situations.

Thanks to this, the students achieved in interacting with the others using English through writing. Students could understand and answer questions in English, which was highly useful when using the blog because, with guidance, students could write comments on each other's posts establishing communication. Besides, the students could interchange diverse information regarding their celebrations using English and following a model. With this significant and purposeful use of the language the students got familiarized with the language and were able to learn different vocabulary in English related to celebrations.

## **Data analysis**

The use of triangulation is essential for this data analysis, since it permits the treatment of different viewpoints in order to have objectivity and reliability in the results. Three main resources were converged to analyze the data: Theoretical support, data collection instruments and the researcher's reflections and criteria.

### **Category 1: Creation of texts to communicate.**

Writing in English is a result of long practice of the language and its grammatical rules. According to Richards (2006), language learning results from interaction, creation and negotiation of meaning. Therefore, grammar should be learned through communicative tasks, as the focus is on using the language for meaningful communication. In the present study, the communicative environment was set for students to develop the writing skill in a context where they could use it significantly. In this sense, the following three indicators were established to provide students with an opportunity to develop their writing skills in a communicative situation.

#### ***Indicator 1: Students describe in a short text the celebrations they do for special dates.***

This indicator aimed to demonstrate that through appropriate activities and input students were able to produce their own texts. According to Harris (2004), children need to learn to write for different purposes, and it can only be done as they use language. As writing is an act of composing, children must not be required to copy, they need constant demonstrations of the process and product of writing. For this, Zamel (1982) establishes that students need topics that motivate them and with which they have had some experience, making it easier for them to explore ideas and produce a text.

Based on the above, students in this research were encouraged to write a short description of a celebration by following a model and the process writing. To achieve this

indicator there was a series of activities linked to the students' experiences, grammar and vocabulary related to the celebration. Throughout the implementation period the students eventually took less time in producing their texts. Also, they had fewer language mistakes in the texts as the classes progressed, which made noticeable that they acquired dexterity to write (Annex G). An activity that demonstrates what was previously mentioned is the final draft of the first cycle, which corresponded to describe the birthday celebration.

In this activity the students were asked to describe what they normally do to celebrate their birthday, whether they receive presents or not, and to give an opinion about that special date. Before writing, the students were familiarized with the celebration and developed different activities focused on vocabulary of verbs and items related to the celebration and its spelling. Once developed these activities, the students started to write their first drafts following a model, and with guidance they could edit and revise to present a final draft. The following activity was the first time the students produced a text from themselves in English using their own experiences.

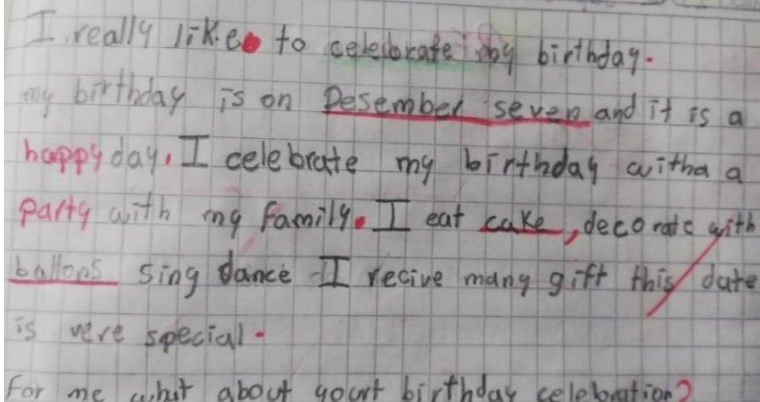
 <p>I really like to celebrate my birthday. my birthday is on <u>Desember seven</u> and it is a <u>happy day</u>. I celebrate my birthday with a <u>party</u> with my family. I eat <u>cake</u>, <u>decore</u> with <u>ballons</u> sing dance I recive many gift this date is vere special. For me what about your birthday celebration?</p>	<p>I really like to celebrate my birthday. My birthday is on Desember seven and it is a happy day. I celebrate my birthday with a party with my family. I eat cake, decorate with ballons sing dance I recive many gift this date is very special for me what about your birthday celebration?</p>
---	--

Figure 1. Final draft of text describing the birthday celebration. (September 20<sup>th</sup> / 2019)

Along the intervention period, it was possible to see that students were able to describe through writing how they celebrate special dates. Despite some language mistakes at the



beginning of the cycles, students effectively developed the task of describing using the given language tools. This indicator was successfully achieved because in all the cycles the students presented a final text in which they described in a short and understandable way the celebrations they did for special dates (Annex M).

***Indicator 2: Students write texts with communicative purposes.***

This indicator focuses on the students' ability of recognizing that their texts aimed to reach an audience to exchange information. Following Xin (2007), writing is a process of implicit and purposeful communication with the reader, which requires more than language accuracy. Hence, students must have real purposes to write, real audiences and a communicative context. According to McKay (1979), communication through writing takes place when sentences perform different acts of social nature, which involves the skill of knowing how to use the language in a situation.

In that order of ideas, Byrne (1988), states that it is necessary to show to the students that any piece of writing has a communicative purpose, because in real life there is normally a reason for writing to somebody. Consequently, in the present study students were encouraged to consider that they were communicating a message to an audience. In order to achieve this indicator, the students were involved in writing an understandable and informative text for their classmates to read it. Also, the students wrote an open question at the end to foster responses from the readers.

In this activity students were asked to exchange information regarding to the birthday celebration. In this case, the student shared with the others a very detailed description of her birthday celebration, having in mind that her audience did not know anything about it. Also, she left an open question at the end '*what about your birthday celebration?*' which allowed the

readers to give a response. As it can be seen in the comments of the post, the readers compared their own celebration with the one in the post and expressed if it was similar or different.

Furthermore, the students supported that idea by giving a short description of their celebration on the comments.

<p>Category: birthday   LEAVE A COMMENT</p>	<p><b>Post:</b> i really like to celebrate my birthday. My birthday is on march 4<sup>th</sup> and it is a happy day. I celebrate my birthday with a party with my father, mother and my brothers. I invite my friends, I eat cake and candiles, decorate with balloons, sing and dance. I receive many gifts. This date is very special for me. What about your birthday celebration?</p>
<p><b>Comment #1:</b> “My birthday celebration is different from yours. I don’t celebrate with a party. I eat cake, candies and soda”</p>	<p><b>Comment #2:</b> “My birthday celebration is similar to yours. I don’t celebrate with a party. I eat cake, candies, soda, decorate with balloons. I receive many gifts”</p>

This activity gave the opportunity to the students of being aware of the intention of their texts and to exchange information through them. At the same time, the readers were able to establish communication through the comments and thanks to the open question left in each post. This indicator was successfully achieved because the students had the ability of writing a text with the aim of being read by the others. Also, in the classroom there was a communicative context about celebrations which gave the students a meaningful reason for writing.

***Indicator 3: Students use the learned grammar structures and vocabulary in their texts.***

Writing is a process which requires the use of symbols to communicate and learning to write involves a range of cognitive and social relations. (Mateo, 2016). Following Dombey

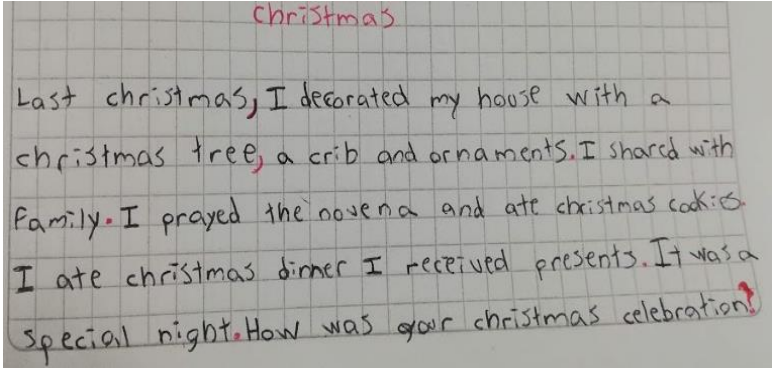
(2013), almost any piece of writing brings together a communicative purpose, a sense of audience and a familiarity with the lexical and grammatical forms of the language. Hence, in the language classroom, the activities should familiarize the learners with patterns of language in the written medium. (Byrne, 1988). In the same line, for learners' writing development it is necessary to teach language features in a contextualized way.

According to Myhill, Lines and Watson (2011), contextualized grammar comprises introducing grammatical constructions and vocabulary in such a way that they are relevant in the learning situation and must be focused on constructing meanings. In this regard, students need the tools that language provides in order to produce a text; also, there must be a grammatical competence to produce an understandable text and establish communication. In the present study the learning situation revolved around celebrations, and under this theme, the students were able to learn different vocabulary and three grammar structures (present simple, future simple and past simple) to write.

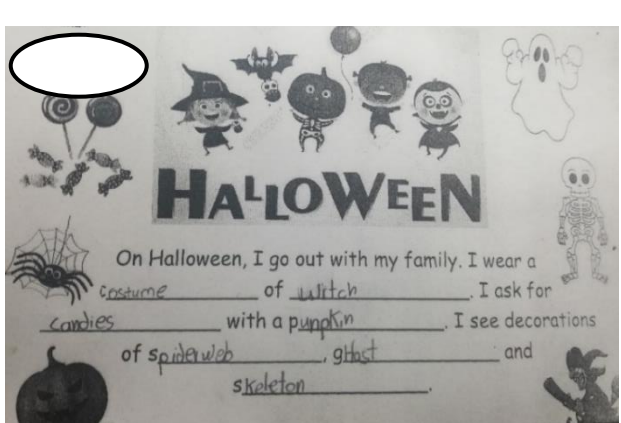
In that sense, through the activities the students could learn the necessary language tools to write the texts, focusing on the meaning and purpose. Besides that, the activities aimed to familiarize the students with the written language and the grammar functions. For this, the students played different word games, consisting in ordering letters or using the words to name something tangible related to celebrations. The activities' gist was on spelling and the correct use of the vocabulary and the grammar structure to communicate an idea correctly.

In this activity the students were asked to write a text using the past simple tense about their Christmas celebration. For this, the students first were introduced to new words related to Christmas and then studied the past simple tense and some verbs in past through a game. The students also participated in diverse activities in which they were required to use the learned

vocabulary and grammar, such as spelling games and creating sentences. In this cycle specifically, the students were more familiarized with language and with writing, they were more careful regarding their spelling and the appropriate use of words (Annex G).

 <p>Christmas</p> <p>Last christmas, I decorated my house with a christmas tree, a crib and ornaments. I shared with family. I prayed the novena and ate christmas cookies. I ate christmas dinner I received presents. It was a special night. How was your christmas celebration?</p>	<p style="text-align: center;"><b>Christmas</b></p> <p>Last christmas, I decorated my house with a christmas tree, a crib and ornaments. I shared with family. I prayed the novena and ate christmas cookies. I ate christmas dinner I received presents. It was a special night. How was your christmas celebration?</p>
<p><i>Figure 3. Final draft of text describing the Christmas celebration. (March 13<sup>th</sup> / 2020)</i></p>	

In this activity, it is evident the use of verbs in past and diverse vocabulary related to Christmas. Through the activities, the students eventually were able to use words, grammatical structures and correct spelling to communicate a message. This implied an important change in the students' normal activities, as they were asked to not only learn words and structures, but also use them in different situations inside the classroom. These conditions allowed the students the possibility to learn to spell and to use words correctly in a context. The following activity shows a short test that had the objective of checking students' ability to use and spell vocabulary.

 <p>HALLOWEEN</p> <p>On Halloween, I go out with my family. I wear a costume of witch. I ask for candies with a pumpkin. I see decorations of spiderweb, ghost and skeleton.</p>	<p style="text-align: center;"><b>Halloween</b></p> <p>On Halloween, I go out with my family, I wear a costume of witch. I ask for candies with a pumpkin. I see decorations of spiderweb, ghost and skeleton.</p>
<p><i>Figure 4. Vocabulary test about Halloween. (October 30<sup>th</sup> / 2019)</i></p>	

The tests were applied after the students had an approach to the vocabulary in the activities, and after they wrote their texts. For this test in specific, the students were given a text with seven blanks they needed to fill with vocabulary related to Halloween. During the lessons the students worked with diverse words about this celebration, and through this test the aim was to determine if the students were able to use the words inside a context. The students did not have any model of the text, and they could not see the words they needed to use to complete the text, there were only some clues like the first letter of the word.

This indicator was successfully achieved because students were able to use learned words and grammar structures effectively to communicate an idea through writing. During the activities, the students were careful with the use of language and focused on spelling words correctly and using appropriate grammar structures according to time. Also, the students were able to see the grammar and the vocabulary as a tool that is useful to communicate a message. Thanks to this, the students understood the importance of the language and that a message needs to be clear for the audience, thus the words must be correctly arranged.

### **Category 2: Use of online blog.**

The focus of English teaching is communication, and recently this has been helped by technological advances which allows people to interact (Rojas, 2011). This is because media has become an essential part of daily life communication. According to Fageeh (2011), schools must teach the abilities that communicating through technology requires, since this allows students to develop language skills in real life situations. Therefore, the online blog has been experimentally used as a tool to work on writing and reading in language learning. Online blogs “may provide a practice environment where students can think, reflect, and create language” (p. 32). Thus, the

following indicators were set to provide students with the possibility of communicating through a digital medium to develop different abilities related to language and technology.

***Indicator 1: Students are able to use an online blog to publish a post.***

The main aim of this indicator was to determine the ability that students gained to use a digital communication means. Besides the importance of knowing how to use media in the nowadays world, it is beneficial that the students use a blog because it offers many possibilities in educational processes. Following Rojas (2011), a blog encourages students to write and exchange ideas, as it is a form of self-expression, where the students can put in all the things they want to share with others. Therefore, a blog provides opportunities for improving writing, communication and technology use skills.

Based on the aforementioned, acquiring the competence of using technology and digital literacy is highly important these days. For this reason, a blog was chosen as an appealing tool that meant to engage students in writing and communicating, considering their interest in the use of technology devices. Consequently, before the implementation period the online blog was created and each student got an account, for which they provided a username and were given a default password. The students received an explanation of how to log in and post on the blog, and some students explored and posted a little introduction of themselves at home.



*Figure 5. First students' post on the blog introducing themselves. (August 23<sup>rd</sup> / 2019)*

From the beginning of the implementation period the blog called the students' attention, because they could work in the school's computers' room. Nevertheless, the students had visible

difficulties when asked to access the blog link, log in and using the blog as such during the first lessons. Besides this, the students found difficult to type using capital letters, or to type special characters such as commas, periods, question marks and apostrophes. Therefore, the students needed dedicated guidance and exploration to enter and use the blog. Given this situation, the students were divided in groups of 10 in order to receive the appropriate guidance to use the blog in a more personalized way.

During these lessons, the students progressively acquired more ability when using the tools to access the webpage of the blog. Furthermore, the students learned to use effectively the features of the blog that allowed them to publish a post and modify aspects like the font. Through the practice, and the use of the online blog to post the students were able to type more efficiently. This was evidenced because with time students need less help and started to be more autonomous and work on the blog by themselves obtaining good results. Equally important, the blog became a tool for students in which they could communicate messages to their classmates, and express themselves regarding their celebrations, using the language they learned. (Annex E)

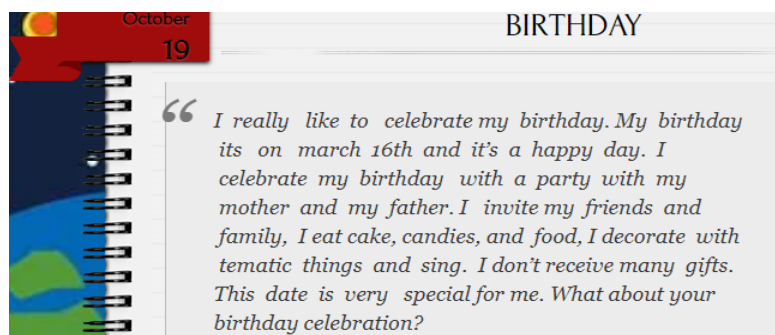


Figure 6. Student's blog post about birthday celebration. (October 19<sup>th</sup> / 2019)

This indicator was successfully achieved because students could post their texts on the blog using its tools, and acquired more expertise, which was evidenced when they became able to post by themselves. Students learnt how to access the blog, how to log in, where to click in

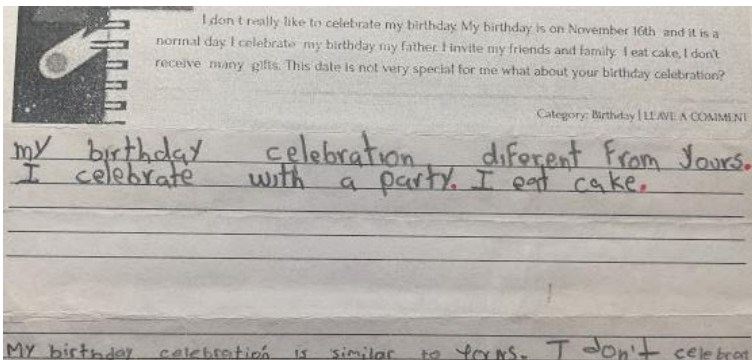
order to publish and how to log out. Furthermore, the blog use engaged the students in the classes and increased their interest in writing (see annex O). The blog developed into a tool that gave to students the possibility to perceive the intention of the language in terms of expression and interaction. In conclusion, the blog allowed the students to develop different abilities related to technology use in the learning environment and in the use of language to communicate.

***Indicator 2: Students use their blog posts to establish communication.***

According to Rojas (2011), the use of blogs in the education context is linked to the development of reading and writing as well as the acquisition of communication skills. This is because students are in contact with a real audience that empowers student to look for resources to develop their ideas. In addition, as Noytim (2010) states, blogs offer authentic communication opportunities and learning context for language learners who are little exposed to the target language. Students compose their posts and “monitor their writing carefully because they are aware of the reason that their writing will be virtually published and viewed online.” (p. 1128).

Following Byrne (1988), language learners need to understand how the resources of the language are used to fulfil the communicative purpose. Therefore, it is imperative to give the sense of reality to the writing tasks by writing to somebody establishing and maintaining contact with the reader. Considering that, and in order to achieve this study’s main objective, the students were asked to write to an audience, and their texts were more than exercises to practice writing vocabulary. The blog was the means that allowed students to perceive the communicative purpose of their texts, since they could post their texts and read the others’. To do this activity, the posts from the blog were printed, and below each post there were two spaces for the students to write comments. The students worked on paper instead of working on the blog because it was not always possible to go to the computer’s room.



 <p><i>Figure 7. Blog post about birthday and comments from the readers. (October 18<sup>th</sup> / 2019)</i></p>	<p><b>Post:</b> I don't really like to celebrate my birthday. My birthday is on November 16<sup>th</sup> and it is a normal day. I celebrate my birthday with my father I invite my friends and family. I eat cake, I don't receive many gifts. This date is not very special for me what about your birthday celebration?</p>
<p><b>Comment #1:</b> My birthday celebration diferent from yours. I celebrate with a party. I eat cake.</p>	<p><b>Comment #2:</b> My birthday celebration is similar to yours. I don't celebrate.</p>

The blog provided to students the possibility of responding to the others' posts. In order to achieve that, all the posts contained a question that fostered the readers to express an idea or opinion regarding what they read. For these activities students were asked to focus on the question and the ways to answer it correctly; firstly, they focused on the content of the post, on meaning of the question, and then on the answer. It was challenging for the students at the beginning to express a suitable answer, for this reason, they received constant guidance and followed model texts which helped them to complete the task.

Thanks to this, the students were able to take into account the post they read in order to answer a question, which makes evident the communicative purpose of the blog posts. Also, for these activities the language did not represent a major difficulty, as the students had had the experience of producing texts before. This indicator was successfully achieved because the texts became a way to establish communication among the students, who had the opportunity of writing to someone, and of being readers of their classmates' texts. Furthermore, students were aware of the fact that writing has an intention, and they could participate in this process by writing in a real-life setting.

### **Category 3: Application of the multiliteracies approach.**

The multiliteracies approach supports a way of learning where students move among “linguistic, visual, auditory, gestural and spatial modes of meaning-making” (Rajendram, 2015, p. 2). Also, this approach makes it possible for learners to “exercise agency and take ownership of their learning, it supports students’ language development by providing them with authentic, communicative purposes for learning and practicing language, it helps students to reflect on and recreate their multilingual and multicultural identities” (Rajendram, 2015, p. 9). This is done through basing learning in the students' own experience. In that sense, the following indicators were set in order to provide to students a different way of learning English, considering their experiences and the modern means of communication.

***Indicator 1: Students comply with the knowledge processes of the multiliteracies approach to reach an outcome.***

The multiliteracies framework focuses on the changing literacy practices set within the rapidly evolving social and global environment. According to Navehebraim (2011), these changes that are occurring influence the pedagogy of literacy in various educational contexts. Consequently, the multiliteracies approach emerged as a new pedagogy which aimed to change the standard and teacher-oriented syllabus and to provide to students meaningful ways of learning. In order to provide opportunities to students to “engage in their learning environment, teachers must concern the values, possibilities, pedagogies and constraints of multimodal literacy and multimedia technologies that result in the emergence of new modes and texts.” (p. 865).

In this regard, Kalantzis and Cope (2005) state that the critical factor of the multiliteracies approach is to measure how the learning conditions are used to promote the *pedagogical acts* or *knowledge processes* of experiencing, conceptualizing, analyzing and applying. These processes

are a map of the range of pedagogical moves that guide teachers to extend the actions that benefit students' learning. These *pedagogical acts* served as a guideline during the intervention period of the present study, which helped the students to follow a line in a peculiar learning process.

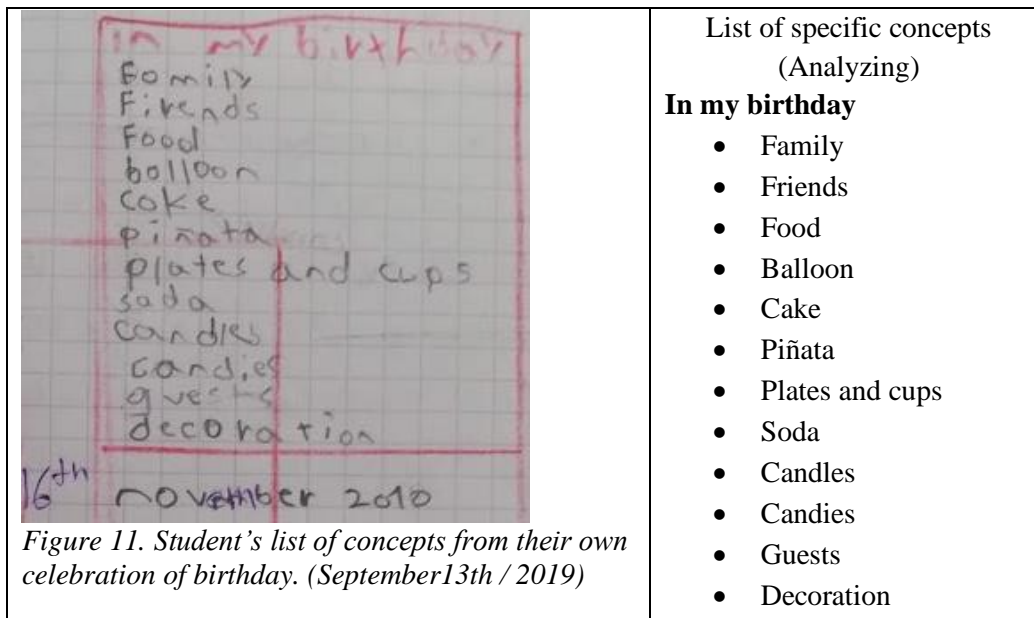
Hence, this indicator's main objective is to determine how the students adhered to this series of acts in order to use their experiences to learn and to develop an outcome.

To comply with the *knowledge processes* of the multiliteracies approach, the students first developed activities that were useful for them to use their own experiences in the learning setting. After this, the students needed to make abstract experiences explicit, which is the conceptualizing process, in which the students gave names to the things they remembered from their celebrations and developed new concepts.

	<p>List of general concepts (Conceptualizing)</p> <p><b>Happy Halloween</b></p> <ol style="list-style-type: none"> <li>1. Spider</li> <li>2. Bat</li> <li>3. Costume</li> <li>4. Candies</li> <li>5. Pumpkin</li> <li>6. Skeleton</li> <li>7. Ghost</li> <li>8. Halloween night</li> <li>9. Spiderweb</li> </ol>
<p>Figure 8. Student's list of concepts about Halloween celebration. (October 21<sup>st</sup> / 2019)</p>	

The students were engaged to make a brainstorm of drawings related to the celebration and give a tangible name to what they took out from their memory. With these concepts the students created a list which was useful to concrete ideas and recognize new words related to the

celebrations. Once this stage was done, students started the analyzing process, which allowed them to organize different ideas in a well-defined and more specific way. For this process the students were asked to work in group, as it involves evaluating other people’s perspectives and motives. Therefore, as the list of concepts was long and did not correspond to every student’s celebration, the students made relationships between the conceptualized terms and their celebrations.



Specifically, the students joined in groups and asked each other what concepts they could relate to their celebration; this helped the students distinguish their own celebrations’ details. With this information, the students created a new list which they felt identified with and depicted themselves and their celebrations. This process helped the students had a better idea of how to describe their celebrations and were ready to start the applying process.

Applying involves doing something new involving the students’ experiences in a real-world situation. For this purpose, the task students had was to create a text that later would be a blog post with the aim of exchanging information about celebrations with the others. This

indicator was successfully achieved because the multiliteracies approach processes led the students to use their experiences to reach an outcome. This outcome corresponded to the production of a mode of text that was new for the students. Also, the *knowledge processes* of this approach enabled the students to learn and use English in a meaningful context.

***Indicator 2: Students can be based on their own experiences with the purpose of writing a text.***

The multiliteracies approach ensures that learning is significant for students and connected to their interests and understandings. Students become multiliterate and construct meaning from experiential and contextual knowledge they have about the world. (Navehebrahim, 2011). According to Cope and Kalantzis (2009), meanings are grounded in patterns of experience of the real world. In the multiliteracies approach, experiencing takes two forms; it is possible to experience the known, which involves reflecting on own experiences and perspectives. Thereby, students bring their own diverse knowledge, experience and interests. On the other hand, experiencing the new is related to new information that needs to be meaningful and close enough to the students' own life-worlds. (Kalantzis & Cope 2005).

Accordingly, this indicator focused on determining how the students bring their experience and knowledge to the learning setting and use them to produce a text. In this extent, the first activity in which students participated in all cycles was related to experience. For these activities the students handled different sensory inputs related to the celebrations such as songs, videos, images, decorations, food and thematic items (Annex F). The students took part of activities and games which allowed them to have a vivid memory of their celebrations and use them to learn and reach an outcome.



Figure 12. Student's drawing of birthday celebration memories (September 13<sup>th</sup> / 2019)

Also, the students were asked to draw what they could recall from their celebrations as the first step to work having as a basis their experiences. This activity helped students to feel that their experience and knowledge were important in the learning setting and made learning meaningful at the same time. Besides, students produced texts that had as foundation their own experience. Although the students followed a model to write, they had clear that they did not have to copy it but to be guided by it. Therefore, they made the respective changes to describe their own celebration according to their memory and experiences.

	<p>This Halloween, I will stay at home with my family. I won't wear a costume. I don't like this celebration, what do you think?</p>
<p>Figure 13. Draft of text describing the Christmas celebration. (October 29<sup>th</sup> / 2019)</p>	

In this activity the students were asked to describe their Halloween celebration, the model text was the description of a typical Halloween celebration. However, this student wrote that she does not celebrate Halloween, which demonstrates that she was completely based on her experience. This indicator was successfully achieved as the students' experience was a very important factor during the lessons. Also, the students were able to use their own perspectives and memories to write a text describing to the readers their celebrations.

## CHAPTER VI

### SUMMARY OF THE RESULTS

This research aimed to describe how writing posts on an online blog and the use of the multiliteracies approach fostered communication among fourth grade students. With the integration of the theoretical support, data collection instruments and the researcher's criteria in the data analysis it is possible to evidence the achievement of positive results. Specifically, the categories *creation of texts to communicate, use of online blog, and application of the multiliteracies* approach were set in order to determine every action that conducted students to fulfill the purpose of this study.

Regarding the first analysis category related to writing and communication, *creation of texts to communicate*, it had two main aspects: the correct production of a text, and its communicative purpose. There were activities that transformed the students' normal practices in the classroom of copying and memorizing vocabulary. The results showed that thanks to this, the students were able to create texts purposefully, which allowed them to use vocabulary and grammar structures in a determined context. Also, the students got familiarized with the language and learnt to write more efficiently in terms of word use and grammar structures the classes progressed (Annex G)

Likewise, the students were able to perceive writing as a tool that works to communicate diverse information, which engaged them in the writing activities. In addition, the students understood that English language can be used to interact with others, and this function created the necessity in the students of learning the features of the language. Equally important, the topic of celebrations had an important role because it made easier and meaningful for students the action of writing, as they were telling the others something related with their real lives. In

general, the students showed an improvement of their writing skills, enjoyed the writing activities, they showed excitement and commitment as well (Annex O).

In the same way, the *use of the online blog* was proposed to establish a communication environment through writing. Beyond this, the blog was useful for students to acquire some skills related to technology. The results show that students learnt to manage the blog elements to publish a post with different characteristics. Besides, as the posts evidence the students developed the ability of typing more skillfully, as the blog use allowed them to be involved in the use of a computer in a way that is different from their normal practices.



*Figure 14. Students posting on the blog. (October 30<sup>th</sup> / 2019)*

Accordingly, the blog use provided the opportunity to students of being aware of the intention of the texts since these were read by the other classmates thanks to the blog. Furthermore, the students had as a task adding an open question at the end of the text to get a response from the readers regarding the content of the text. Through this task the students were able to exchange information regarding to celebration, which established communication among them. The comment section allowed the readers to respond, who expressed different opinions and ideas about the posts and the authors.



With respect to the analysis category application of the multiliteracies approach, the results evidence that relating the students' experiences and real lives to the learning environment increased their engagement. Also, as students based on their own experiences, the activities had meaningfulness for them, which allowed the students to have a connection with the topic and the activities. According to Tudor (2001), if the contents to learn have personal relevance for students, they are more motivated to use the language to communicate their ideas. Therefore, students were provided with inspiration and enough material to use the language, since they had eagerness of telling the others what they do to celebrate a determined special date.

In addition to that, the *knowledge processes* of the multiliteracies approach provided to the students an innovative and significant way of learning. According with the results, the students had a different approach to the language learning which allowed them to build up their knowledge from their experiences and use it in various situations. Through the *knowledge processes* the students also could acquire more consciousness regarding to what they know and how to use it in a determined context. Students achieved this due to their participation in different engaging and appealing activities in which they could use their knowledge of the language with a purpose.

In summary, the obtained results from the pedagogical intervention demonstrate that the analysis categories opened the possibility of creating activities for students to write in order to communicate using an online blog and the multiliteracies approach. The opportunity of telling the others about celebration through a blog increased students' interest in writing. As they were interested and engaged in writing, it was progressively developed with more efficacy. Lastly, the multiliteracies approach helped the students to use their experiences meaningfully.

## CHAPTER VII

### CONCLUSIONS

Taking into consideration that the main reason that led this study was the students' difficulty with the writing skills and the lack of meaningful communication in the English classes, it is possible to evidence that the objectives were successfully achieved. The analysis of categories and indicators, and the obtained outcomes prove that there was an improvement in the students writing skills and their communicative competence was strengthened. This was accomplished thanks to the use of the multiliteracies approach as an innovative way of learning that values the students' experience, and the use of the blog as a tool that enhanced written communication. In the same line, through this research, it was possible to evidence that using the language in a purposeful context contributes to its acquisition.

Concerning the first objective, which was about the impact of using an online blog as medium that allows students to write with a purpose, it was evidenced that the interaction among them was possible through writing because the blog served as a means. During the implementation activities, the students created texts having in mind that the intention was to tell about celebrations to their classmates. The communicative purpose of the texts was noticeable for students due to the use of the blog, which helped them to understand that the language, and specifically writing have a function in the real world.

Additionally, the blog contributed to the exchange of information among the students, as they received a message and replied to it, establishing communication. This objective was achieved because the activities set a communicative environment that allowed the students to learn and to use the language with an aim in different situations. The students perceived writing as a vehicle to communicate with the others and it acquired more significance for them as well.

Likewise, the second objective related to the enhancement of students' writing skills reached through the elaboration of the texts, was achieved because of the meaningful practice students had. Students were involved in writing because of the difficulty they had with this skill in terms of spelling and production. However, through the implementation activities the students learned different vocabulary and grammar structures and used them as tools to create a text. Also, the implementation activities helped students to perceive writing as an interesting skill that has important functions such as communicating with the others and expressing themselves.

Thanks to that, the students developed progressively this ability, as it is evidenced in the outcomes where the spelling and the language use improved with time. Furthermore, the students gained familiarity with the written language, and were able to place words correctly and to use determined vocabulary according to a context. Also, students acquired grammatical and verb tenses insight because they needed to consider the time in which each celebration had place and write according to that. Therefore, there was an enhancement of the students' writing skills in terms of spelling, production, word and grammar use due to the meaningful activities they developed through the creation of texts.

Regarding the third objective, about the use of the multiliteracies approach and its impact in the students' learning and use of the language to write about celebrations, the obtained outcomes demonstrate that this approach had a positive impact on students' performance. Firstly, the multiliteracies approach provided to the students the opportunity of using their own experiences and knowledge as the foundation for the activities. The *knowledge processes* made possible that the vocabulary used in all the texts emerged from the students' memories and experience of celebrations. In addition, the students were able to get close to the language through a different way that required them to conceptualize, analyze, and discern.

Secondly, the multiliteracies approach also had a positive impact in the students' production of texts. Writing a text about celebrations was significant for the students, because it is a personal topic, and requires a connection with the students' experiences and real life. This different approach to writing allowed the students to see this skill as a way to materialize their experiences. The outcomes obtained from the pedagogical intervention demonstrate that the activities done in every *knowledge process* of the multiliteracies approach helped the students to be based on their experience to learn and use language.

In conclusion, this study proves that using a blog in the classroom fosters the communication among the students. Also, the blog is a way through which the students can understand that writing is a means of communication and expression. When the classroom offers conditions to practice meaningfully the language, the students learn its features with the purpose of using it in communicative situations. Besides this, the knowledge and experience of the students must be considered in order to increase their motivation and engagement (Annex O). Lastly, the due to the multiliteracies approach, the language leaning became a significant process for students, as they used the language to express and communicate a special topic which is their celebrations.

## **CHAPTER VIII**

### **RECOMMENDATIONS**

This chapter presents some recommendations in investigative, didactic and pedagogical terms. When carrying out this type of studies in education, it is essential to contribute with new knowledge and strategies through which it is possible to improve the foreign language teaching and to enrich the students' learning process.

To begin with, in every learning environment it is essential to know the students, in order to meet their individual needs and understand their interests and real-life context. This is because the students learn better when the topic is linked to some interesting everyday activities that they already know. In addition, when the learning situation has a relation with the students' experience, it becomes meaningful for the student. Therefore, it is recommendable to take into account the students backgrounds, because they learn by making connections and building on what they already know.

Regarding to language learning, it is necessary to set a communicative environment where the students can use the language with an aim. The activities in the language classroom must create genuine needs for communication, so that the students can learn the language in context. Hence, as it was mentioned throughout the present study, the language activities contribute to the development of the communicative competence. In the classroom there must be conditions in which the students are exposed to the language and can interact with it in real situations.

Concerning the recommendations to the school, it is advisable to give more importance of developing this type of study research and the benefits it provides to students' learning. In the English classes, to continue working on significant communication is recommendable in order to

continue with the process and strengthen their abilities. Furthermore, in the English classes there should be more opportunities for students to practice writing by producing their own texts in communicative situations. This is because the current methodology of teaching vocabulary through memorizing, copying and translation have not been successful as it is evidenced in the evaluations, which also need more thorough planning.

On the other hand, in terms of recommendations for the University, it is important to provide enough time, and an established schedule that allows to have a constant process with the students. This is because carrying out these research project helps the students to acquire skills that all the teachers must have. It can be said that these types of research give the opportunity to the student-researcher to learn to deal with students, to plan classes, to develop strategies and to design materials. Also, in terms of research, there is the possibility of acquiring many skills related to the research process. Last but not least, developing a research project which objective is helping a group of students to overcome some academic difficulty, provides to them the possibility of learning something new and meaningful.

## REFERENCES

- Arfé, B., Dockrell, J. E., & De Bernardi, B. (2016). The effect of language specific factors on early written composition: The role of spelling, oral language and text generation skills in a shallow orthography. *Reading and Writing, 29*(3), 501–527.
- Brown, D. (2007). *Principles of language learning and teaching*. New York: Pearson English.
- Burns, A. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners*. New York Routledge.
- Byrne, D. (1988). *Teaching Writing Skills*. Essex: Longman Group UK Limited.
- Colegio Villemar el Carmen. (2018). Proyecto Educativo Institucional. Bogotá.
- Cope, B. & Kalantzis, M. (2000). *Multiliteracies: literacy learning and the design of social futures*. London: Routledge.
- Cope, B. & Kalantzis, M. (2005). *Learning by Design*. Common Ground.
- Cope, B. & Kalantzis, M. (2009). Multiliteracies: New literacies, new learning pedagogies. *An International Journal*. 164 -195. doi: 10.1080/15544800903076044
- Creswell, J. (2014). *Designing Research. Qualitative. Quantitative and mixed method approaches*. SAGE Publications, Inc.
- Danzak, R. L. (2011). Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories. *Journal of Adolescent & Adult Literacy, 55*(3), 187-196.
- Dombey, H. (2013). What we know about teaching writing. *Preschool & Primary Education, Vol 1, Issue 1*, 22-40.
- Durga, S & Rao, C. (2018). Developing students' writing skills in English - A process approach. *Journal for Research Scholars and Professionals of English Language Teaching, Vol. 2*.
- Fageeh, A. (2011). EFL learners' use of blogging for developing writing skills and enhancing attitudes towards English learning: An exploratory study. *Journal of*

- Language and Literature*, Vol. 2. No. 1.
- Given, L. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE publications, INC. USA. Available at: <https://goo.gl/2iAB1Y>
- Glasow, P. (2005). *Fundamentals of Survey Research Methodology*. Washington C3 Centre. McLean, Virginia.
- Gracia, D. (2007). *Mass Media in Writing Expression*. Universidad Pedagógica Nacional. Tesis de pregrado.
- Halliday, M. (2007). *Language and education*. London: Biddies Ltd.
- Harris, P. (2004). *Writing in the Primary School Years*. Cengage Learning Australia.
- Hymes, D. (1972). *On Communicative Competence*. In: J.B. Pride and J. Holmes (eds) Sociolinguistics. Selected Readings. Harmondsworth: Penguin, pp. 269-293. (Part 1)
- Jackson, R., Drummond, D., & Camara, S. (2007). *What Is Qualitative Research? Qualitative Research Reports in Communication*, 8(1), 21–28.
- Johnson, M. (1999). Communication in the classroom. *U.S. Department of Education*.
- Kalivoda, T. (1976). Communication in the foreign language classroom. *Hispania*. Vol. 59. No. 2, 294-301.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, N.J. Prentice Hall.
- Kumar, D. (2014). Effectiveness of guided writing in teaching composition. *Journal of NELTA Surkhet*, Vol. 4, 18-25.
- Lamprea, A. (2011). *The implementation of a social network to foster students' writing skills in the EFL classroom*. Universidad Pedagógica Nacional. Tesis de pregrado.
- Lunenburg, F. (2010). Communication: The process, barriers, and improving effectiveness. *Schooling*, Vol. 1, No. 1, 1-11.
- Mateo, N. (2016). Teaching writing in the primary school. *Encuentro*, 25, 25-61.
- McKay, S. (1979). Communicative writing. *TESOL Quarterly*, Vol. 13, No. 1, 73-80.
- Miller, J. (2009). *Process Writing*. Editorial Macmillan.



- Ministerio de Educación Nacional (1998). Lineamientos Curriculares de Idiomas Extranjeros. Bogotá.
- Ministerio de Educación Nacional. (2006). Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Bogotá.
- Ministerio de Educación Nacional. (2016). Derechos Básicos de Aprendizaje: inglés, transición a quinto. Bogotá.
- Myhill, D., Lines, H. and Watson, A. (2011) Making meaning with grammar: a repertoire of possibilities. *Metaphor*, Issue 2.
- Nation, I. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Navarro, D. (2006). The use of guided composition through topics in order to help students develop their writing skills. *InterSedes: Revista de las Sedes Regionales*, Vol. 7, No. 12, 77-89.
- Navehebrahim, M. (2011). Multiliteracies approach to empower learning and teaching engagement. *Procedia - Social and Behavioral Sciences No. 29* 863 – 868.
- Noytim, U. (2010). Weblogs enhancing EFL students' English language learning. *Procedia Social and Behavioral Sciences*, Vol. 2, 1127–1132.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Parada, R. & Quentín, E. (2010). *Fostering reading and writing skills in EFL classrooms through a social network site*. Universidad Pedagógica Nacional. Tesis de pregrado.
- Phillips, D. K. & Carr, K. (2010). *Becoming a teacher through action research: process, context, and self-study*. New York, USA: Taylor & Francis.
- Pinkman, K. (2005). Using weblogs in the foreign language classroom: Encouraging learner independence. *The Jalt Call Journal*, Vol. 1, 12-24.
- Puschmann, C. (2013). Blogging. *Pragmatics of Computer-Mediated Communication*. 83 - 108.
- Rajendram, S. (2015). Potentials and challenges of the multiliteracies pedagogy in

- teaching English language learners. *Critical Intersections in Education*, Vol. 3, 1-18.
- Richards, J. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Rodríguez, M. & Rodríguez J. (2010). Task-based language learning: Old approach, new style. A new lesson to learn. *Profile* Vol. 12, No. 2, 165-178.
- Rogers, A. (2008). Using technology to facilitate process writing and interaction among adult students. *Profile*, Vol 9, 197-218.
- Rojas, G. (2011). Writing using blogs: A way to engage Colombian adolescents in meaningful communication. *Profile*, Vol. 13, No. 2, 11-27.
- Schmerbeck, N. & Lucht, F. (2017). Creating meaning through multimodality: Multiliteracies assessment and photo projects for online portfolios. *Die Unterrichtspraxis/Teaching German*.
- Suleiman, M. (2000). The process and product of writing: Implications for elementary school teachers. *Association for Bilingual Education Conference*.
- Thurmond, V. (2001). *The Point of Triangulation*. *Journal of Nursing Scholarship*, 33(3), 253-258. doi:10.1111/j.1547-5069.2001.00253.x
- Tudor, I. (2001). *Visions of learning in the dynamics of the language classroom*. Cambridge, UK: Cambridge University Press.
- Valdés, G., Haro, P., & Echevarriarza, M. (1992). The development of writing abilities in a foreign language: Contributions toward a general theory of L2 writing. *The Modern Language Journal*. Vol. 76, No. 3, 333-352. doi: 10.2307/330163
- Velentzas, J. & Broni, G. (2015). Communication cycle: Definition, process, models and examples. *Recent Advances in Financial Planning and Product Development*.
- Vera, E., Chapetón, C. & Buitrago, Z. (2018) *An Informed and Reflective Approach to Language Teaching and Material Design*. Bogotá: Universidad Pedagógica Nacional.
- Widdoson, H. (1978). *Teaching English as Communication*. New York: Oxford University Press.

- Willis, J. (1996). *A Framework for Task-based Learning*. Essex: Longman.
- Xin, Z. (2007). Reflective thinking on communicative teaching in writing. *US-China Education Review*, Vol. 4, No.5, 19-25.
- Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL Quarterly*, Vol. 16, No. 2, 195-209.

# ANNEXES

## Annex A: Students' Survey

The students answered a survey which results were used to characterize the population.

Date: April 09<sup>th</sup> / 2019



### CHARACTERIZATION SURVEY (Third grade)

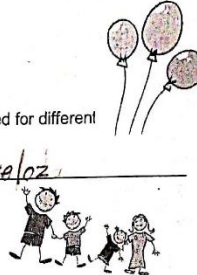
This survey has only research purposes. Any of the collected information will be used for different purposes. Please answer as honestly as possible and follow the instructions.

NAME: [Redacted] NICKNAME: la veloz

#### I. DEMOGRAPHIC PART

- I am  Boy  Girl.
- How old are you? I am 8 years old.
- Where were you born? I was born in Bogotá
- In which neighborhood do you live? I live in Medellia
- Who do you live with? (Choose the options with an X)
 

<input checked="" type="checkbox"/> Mother	<input type="checkbox"/> Grandmother	<input type="checkbox"/> Cousin. How many? _____
<input checked="" type="checkbox"/> Father	<input type="checkbox"/> Grandfather	<input type="checkbox"/> Stepsibling. How many? _____
<input checked="" type="checkbox"/> Brother. How many? <u>1</u>	<input type="checkbox"/> Uncle. How many? _____	<input type="checkbox"/> Stepmother
<input type="checkbox"/> Sister. How many? _____	<input type="checkbox"/> Aunt. How many? _____	<input type="checkbox"/> Stepfather



#### II. SOCIO - CULTURAL

- What do you like to do outside school? leer un libro
- Which of the following activities do you do after school? (Choose the options with an X)
 

<input type="checkbox"/> Language course. Which language? _____	<input type="checkbox"/> Music course. Which instrument? _____
<input type="checkbox"/> Sport course. Which sport? _____	<input checked="" type="checkbox"/> Other. Which one(s)? <u>de la iglesia</u>
- What activities do you do with your family? jugar en el parque
- Are there some dates that you celebrate with your family? (Choose ONE option with an X)
 

<input checked="" type="checkbox"/> Yes. Which ones? <u>cumpleaños, día del niño, del padre, año nuevo, navidad</u>
<input type="checkbox"/> No. Why? _____
- How do you feel with the people that surround you in your neighborhood? (Choose ONE face)



#### III. ACADEMIC PART

- What is your favorite subject? My favorite subject is matemáticas.
- How much do you like your school? (Choose ONE option with an X)
 

<input checked="" type="checkbox"/> I love my school! 😊	<input type="checkbox"/> I don't like my school 😞
<input type="checkbox"/> I like my school. 😊	<input type="checkbox"/> I hate my school! 😞



- How do you feel about your classmates? (Choose ONE option with an X)
 

<input checked="" type="checkbox"/> I feel great with my classmates! 😊	<input type="checkbox"/> I don't feel good with my classmates 😞
<input type="checkbox"/> I feel good with my classmates 😊	<input type="checkbox"/> I feel really bad with my classmates 😞
- What are your favorite activities at school? la clase del crea, la clase de matemáticas, hacer manualidades.
- Which other activities you would like to do? hacer ejercicio, jugar baloncesto
- How much do you like English classes? (Choose ONE option with an X)
 

<input checked="" type="checkbox"/> I love English classes! 😊	<input type="checkbox"/> I don't like English classes 😞
<input type="checkbox"/> I like English classes 😊	<input type="checkbox"/> I hate English classes 😞
- What activities would you like to do in the English class? (Choose the options with an X)
 

<input checked="" type="checkbox"/> Read books or stories	<input checked="" type="checkbox"/> Listen to music and sing
<input checked="" type="checkbox"/> Watch videos or movies	<input checked="" type="checkbox"/> Speak with my partners
<input checked="" type="checkbox"/> Play games	<input checked="" type="checkbox"/> Act or give presentations
<input checked="" type="checkbox"/> Write	<input checked="" type="checkbox"/> Draw and color
<input checked="" type="checkbox"/> Make crafts	<input checked="" type="checkbox"/> Solve puzzles
- How do you prefer to work in class? (Choose ONE option with an X)
 

<input type="checkbox"/> Individually	<input type="checkbox"/> In group
<input checked="" type="checkbox"/> In pairs	<input type="checkbox"/> In big group
- Who helps you at home with your homework? Mi hermano

#### IV. COGNITIVE PART

- In which of the following skills are you good at?
 

<input type="checkbox"/> Listening	<input type="checkbox"/> Writing
<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Reading
- Which resources do you use to learn English?
 

<input checked="" type="checkbox"/> Books	<input type="checkbox"/> Dictionary
<input type="checkbox"/> Computer	<input type="checkbox"/> Apps
<input type="checkbox"/> Cellphone	<input type="checkbox"/> Other. Which one(s)? _____
- You understand better when you...
 

<input type="checkbox"/> Watch a video or images	<input type="checkbox"/> Read about the topic
<input checked="" type="checkbox"/> Listen to your teacher	<input type="checkbox"/> Make drawings
<input type="checkbox"/> Play a game using your body	<input type="checkbox"/> Do an activity about the topic
<input checked="" type="checkbox"/> Write about the topic	<input type="checkbox"/> Ask questions to the teacher



#### V. AFFECTIVE PART

- Do you make new friends easily?
 

<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> No
- Do you have many friends?
 

<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> No
- Do you discuss often with your family and friends?
 

<input checked="" type="checkbox"/> Yes. Why? <u>Porque mi mamá grita</u>
<input type="checkbox"/> No
- Do you feel happy at your home?
 

<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> No. Why? _____
- Do you feel sad often?
 

<input type="checkbox"/> Yes. Why? _____
<input checked="" type="checkbox"/> No
- Do you feel stressed often?
 

<input type="checkbox"/> Yes. Why? _____
<input checked="" type="checkbox"/> No



## Annex B: Teacher's Interview

The English teacher was interviewed in order to know characteristics about the classes, the students' behaviors, interests, strengths and weaknesses with the language.

**Interviewer:** Yuly Paola Suárez

**Date:** May 02<sup>nd</sup> / 2019

**Interviewed:** Yamile Castro

**Duration:** 8 minutes

1. **Researcher:** ¿Qué aspectos relevantes conoce acerca del contexto
2. **habitual de los estudiantes de 302 fuera del aula?**
3. **English teacher:** Ah, del 302 específicamente... Que de pronto los papás de ahora no
4. tienen tiempo para acompañarlos tanto con las tareitas, para estudiar y todo eso, porque
5. ambos tienen que trabajar, y entonces los tienen que dejar con otras personas, y cuando
6. ya ellos llegan, pues ya es a compartir con ellos un ratito, a dormir y no más. Entonces
7. eso pues impide tanto su fortalecimiento como personita, como en las actividades
8. académicas de acá, ¿si ves? Entonces no les pueden hacer mucho acompañamiento. Pero
9. no es porque no quieran, sino por las circunstancias.
10. **R:** ¿Tiene en cuenta este contexto al momento de impartir su clase? ¿Sí o no? ¿Por qué?
11. **ET:** Sí. Porque entonces yo trato de hacer todo en la clase, y no dejar de pronto para...
12. tareas ni nada de esas cosas, sino yo les dejo para fuera de clase es fortalecer el tema que
13. vimos, para que lo repasen allá en la casa; y como menos mal es cada ocho días la clase,
14. entonces tienen tiempito con los papitos de repasar. ¿Si ves? Entonces trato de
15. aprovechar el mayor tiempo posible y hacer todo durante la clase.
16. **R:** ¿Cómo calificaría el manejo del inglés en este curso? ¿En qué habilidades
17. **presentan dificultad?**
18. **ET:** Eh, a todos los niños en todos los cursos lo que les fastidia es la parte escrita, es lo
19. que a ellos les molesta. Porque ellos, por ser niños, se les facilita hablar, se les facilita
20. comprender, se les facilita relacionar imagen con la palabra. Lo que a ellos se les dificulta
21. total y absolutamente es la parte escrita, porque como los sonidos son diferentes a como
22. se escriben, entonces para ellos es un complique total esa parte.
23. **R:** ¿Tiene alguna actividad para fortalecer la parte escrita?
24. **ET:** Sí. A veces hacemos spelling, a veces hacemos que se aprenda la palabra total
25. viendo la imagen... Así, la vamos diciendo y ellos la ven escrita, y la vamos diciendo y
26. viendo la imagen. Y así de pronto se les facilita un poquito más.
27. **R:** ¿Qué fortalezas encuentra en cuanto al comportamiento de los estudiantes?
28. **ET:** ¿Fortaleza? ¡Que les gusta! Les gusta mucho la clase, el inglés y las actividades que
29. se realizan, y mientras las personas estén motivadas, pues todo se les facilita mucho, ¿si
30. ves? Entonces creo que esa es la parte principal.
31. **R:** Claro, el comportamiento es bueno. La escuchan, le prestan atención...
32. **ET:** ... Sí, participan, bailan, cantan, hacen las actividades, todo con gusto, ¿si ves?
33. **R:** ¿Y qué dificultades encuentra en el comportamiento de ellos?
34. **ET:** Dificultades... En que como la parte escrita es lo que más les incomoda, cuando ya
35. nos toca hacer práctica escrita, entonces ya les da pereza. Entonces esa es la dificultad
36. que les veo. No a todos, sino a poquitos, digamos un 20% del 100%. Entonces ahí como
37. que se comienzan a distraer y pues perdemos el hilo, y le hacen perder el hilo a los

demás.

38. **R: Sí, eso he visto con ellos. ¿Qué aspectos especiales conoce en este curso que**  
39. **deban tenerse en cuenta al momento de impartirse la clase de inglés? De pronto un**  
40. **niño que no hable, que no comprenda las instrucciones, que no sepa escribir muy**  
41. **bien...**

41. **ET:** A ver, como tú sabes, han llegado muchos niños venezolanos. Esos niños  
42. venezolanos lastimosamente, vienen con cero nivel de inglés, y poco escolarizados.  
43. Entonces no saben cómo comportarse en el salón ni nada. Entonces, ellos tienen que  
44. tenerse en cuenta porque no están al mismo nivel de los demás. Entonces me toca  
45. fortalecerles mucho a ellos. Mientras yo por ejemplo les pongo una actividad general a  
46. todos, yo los cojo a ese grupito y trabajo con ellos especialmente, para tratar de irlos  
47. nivelando poquito a poquito. De resto todos bien.

48. **R: ¿Cómo definiría una clase de inglés exitosa?**

49. **ET:** ¿Exitosa? Que los niños la disfruten y que hayan aprendido el tema. Y que lo  
50. muestren cuando salgan de la clase, que les digan a los papás ¡mira, aprendí esto, aprendí  
51. lo otro y tal cosa! ¿Si ves? Y que los papás vengan y me cuenten que ellos cantaron en  
52. inglés, que ellos les contaron qué palabras eran, que todo eso. Eso pienso que sería una  
53. clase de inglés exitosa.

54. **R: ¿Y qué herramientas, material o recursos utilizas para esa clase exitosa?**

55. **ET:** Eh, más que todo, ellos son muy audiovisuales, entonces yo aprovecho lo que está en  
56. el salón, que es el computador, los videos, las canciones, todo lo que es audiovisual.  
57. Porque de esa manera, aprenden más, porque les encanta, y además se les facilita porque  
58. lo están viendo.

59. **R: ¿Hay algún documento oficial como un syllabus, o estándares o libro que siga**  
60. **para desarrollar las clases?**

61. **ET:** Imagínate que nosotros nos reunimos al comienzo del año y miramos si los  
62. estándares, si lo temas, si todo está bien o que si hay que acomodarlo o no. A nosotros  
63. nos está, digamos, asesorando desde hace como dos años, el Consejo Británico. Entonces,  
64. ellos nos ayudaron a acomodar como el syllabus que nosotros teníamos con el de ellos.  
65. Eh, lo acomodamos, lo cuadramos, y ellos para bachillerato, por ejemplo, les obsequiaron  
66. el libro, pero para primaria no. Para primaria, nos dieron unas páginas en el computador,  
67. para que lo hiciéramos más virtual, y listo, lo utilizamos, pero como con ellos también  
68. toca pues una guía, un taller o algo así, entonces, sí, ellos están siguiendo un taller que les  
69. gusta mucho, porque es con stickers, con jueguitos, con actividades muy lúdicas.

70. **R: ¿Y cómo se llama el libro, profe?**

71. **ET:** El que estamos utilizando ahorita, Puppets on Stage. Puppets on Stage hay desde  
72. jardín, pre-jardín, hasta quinto.

73. **R: Pero si tiene un syllabus establecido...**

74. **ET:** Sí señora, claro que sí. Y es igual en todas las sedes del colegio, para la mañana  
75. para la tarde. O sea, yo no utilizo uno aparte de la profesora de la mañana, no, ni a las de  
76. la sede C tampoco. Somos todas a principio del año nos ponemos de acuerdo y con ese  
77. manejamos todas.

78. **R: Ah, y de ahí sacas todos los temas. ¿el syllabus se hizo de acuerdo al libro o**  
79. **ajustaron el libro para el syllabus?**

80. **ET:** No, ajustamos el libro al syllabus.

81. **R: Listo, profe. Muchas gracias.**

**Annex C: Fragment of Field Note (Observation No 5)**

**Observer:** Yuly Paola Suárez

**Number of students:** 31 students

**Date:** May 09<sup>th</sup> / 2019

**Participants:** English teacher and students

**Time:** 4:00 pm – 5:30 pm

	<b>OBSERVATION'S DESCRIPTION</b>	<b>INTERPRETATION</b>
1	After that, the teacher asks the students to go to	The students are getting bored because the class has been repetitive, and they have written a lot. The majority of the students are not paying attention, but the teacher does not give relevance to it. She continues with the class, in spite of the fact that she notices that most of the students are not paying attention to her. This shows that the teacher is not really interested in students' learning. The teacher does not use strategies to retrieve students' attention, and this could have consequences on the learning of the students who got distracted.
2	the next page. There is a listening exercise about	
3	the weather on some days of the week, and the	
4	students must write if it true or false according to	
5	what they listen to. The teacher explains the	
6	content of the images, and some students	
7	participate. When the students listen to the audio,	
8	some of them translate it immediately to help the	
9	others to understand, although they were not	
10	asked to do so. The teacher checks the answers	
11	with the students. For the next exercise, students	
12	must match the day of the week with the image of	
13	the clothes according to an audio.	
14		Generally, the English classes are focused on transcription on vocabulary. However, it has not been an appropriate way to teach spelling to the students, as they continue to have difficulties with writing. Also, students are very dependent to transcription, they are used to seeing the written word and copying. The students are not able to produce authentic writing in the English class.
15	The textbook only shows the images of the	
16	clothes without their names, and students do not	
17	know how to write the names of the clothes; so	
18	they look at the vocabulary part of the textbook to	
19	transcript the words. Also, the teacher decides to	
20	help the students, and start to work as a whole	
21	class. The teacher writes the answers on the board	
22	and the students copy. The teacher asks to the	
23	students what to wear in determined weathers, and	
24	some students answer in English, the teacher	
25	writes the answers on the board and the students	
26	copy.	
27	The teacher leaves as homework to write lines of	The homework that the teacher assigned is a very traditional and out of date method that in my opinion is not useful for students to memorize vocabulary or spelling. Therefore, this group of students need to experience different and useful activities in which they can use the target vocabulary in a more interesting context.
28	the days of the week and the numbers from 1 to	
29	30.	
30		
31		
32		
33		
34		
35		
36		
37		
38		

**Annex D: Fragment of Field Note (Observation No 6 )**

**Observer:** Yuly Paola Suárez

**Number of students:** 31 students

**Date:** May 16<sup>th</sup> / 2019

**Participants:** English teacher and students

**Time:** 4:00 pm – 5:30 pm

	<b>OBSERVATION’S DESCRIPTION</b>	<b>INTERPRETATION</b>
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	<p>The teacher writes the points of the quiz on the board in English, and she reads in Spanish. All the points require the students to write words from the vocabulary learned and to translate them. When the teacher finished writing the points, she translates them once again and gives examples. However, some students keep asking what they have to do, some students answer, and they help each other.</p> <p>The teacher reads the quizzes that students have handed in, but she returns them saying that are not well developed, or that translations are missing. Some students are confused with the vocabulary and the translation, and other students are not focused on the quiz, as they are talking, the teacher asks for silence. A few students continue asking what they have to do in the quiz, the teacher answers.</p> <p>In the quiz that the teacher is grading, many students failed because of incorrect spelling of the words. The teacher is disappointed because of the results students got, and she does not understand why students can participate and speak, but the majority cannot write correctly.</p>	<p>Although the students have practiced and studied this vocabulary for many classes, they do not evidence understanding of the problem. The students keep making mistakes in spelling, in spite of the fact that they have transcribed the same vocabulary many times. This could be because the strategies that the teacher uses are not effective for the students to learn how to write words correctly. Also, the teacher explains knowing that only some students are paying attention. Sometimes students are speaking or doing other things when the teacher is explaining, she can notice it, but she does not say anything. The teacher pays little attention to what students do in her class. This is an influential factor in students’ development in the English classes, as students are not learning properly.</p>

**Annex E: Fragment of Field Note (Intervention No 6)**

**Observer:** Yuly Paola Suárez

**Number of students:** 25 students

**Date:** October 29<sup>th</sup> / 2019

**Participants:** Student-teacher and students

**Time:** 1:30 pm – 3:30 pm

	<b>OBSERVATION’S DESCRIPTION</b>	<b>INTERPRETATION</b>
1 2 3 4 5 6 7 8 9	<p>This time the students had less difficulty with the blog (<a href="http://www.ourdiverseclass.edublogs.org">www.ourdiverseclass.edublogs.org</a>) in terms of logging in and posting. Also, the students were faster than before at the moment of typing the texts. The students were excited about going to the computers’ room and using the blog again, and when they were publishing their texts, they were very concentrated.</p>	<p>The blog is a tool that has attracted the student’s attention and their willing to write. It is interesting for them because the texts that they create do not just stay on their notebooks, but they can do something different with them. do in her class. This is an influential factor in students’ development in the English classes, as students are not learning properly.</p>



**Annex F: Fragment of Field Note (Intervention No 7 )**

**Observer:** Yuly Paola Suárez

**Number of students:** 20 students

**Date:** March 06<sup>th</sup> / 2020

**Participants:** Student-teacher and students

**Time:** 3:30 pm – 5:30 pm

	<b>OBSERVATION'S DESCRIPTION</b>	<b>INTERPRETATION</b>
1 2 3 4 5 6 7 8 9 10 11 12 13	In order to make a list of concepts related to Christmas, the students participated in the experiencing step. For this, they manipulated some objects related to Christmas like a Christmas hat, ornaments and they ate Christmas cookies. Also, the students observed some images and videos related to the celebration. According to this input, I asked the students to say words related to Christmas as a whole group, and I wrote on the board the answers. Likewise, the students took note of the words on their notebooks and created a list of concepts in order to make their ideas more concrete.	The first step of the multiliteracies approach is experiencing, where learners bring their own, invariably diverse knowledge, experiences, interests and life-texts to the learning situation. For this, I used authentic material like objects, cookies and Christmas song, so that students could remember their celebration.

**Annex G: Fragment of Field Note (Intervention No 8 )**

**Observer:** Yuly Paola Suárez

**Number of students:** 20 students

**Date:** March 13<sup>th</sup> / 2020

**Participants:** Student-teacher and students

**Time:** 3:30 pm – 5:30 pm

	<b>OBSERVATION'S DESCRIPTION</b>	<b>INTERPRETATION</b>
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	When students finished their drafts, I checked their job and realized that the texts did not require much correction as it did in the first classes. With the corrections students proceeded to edit and revise their texts. Students included in their texts many words from the vocabulary previously studied and they could conjugate the verbs into past simple correctly. Considering the time students spent doing this process, it was noticeable that they struggled less with the language and the production of the text. Students presented the final version of their text where they described if they decorated their house or not, who they shared the celebration with, what they ate, and if they received gifts or not.	Students had less difficulty with spelling and grammar, this is because they are now more familiarized with writing in English, new vocabulary and new structures.

### Annex H: Diagnostic test (Vocabulary part)

The students developed a diagnostic test that had as purpose to determine what the students' strengths and difficulties in vocabulary, reading, writing, listening and speaking.

Date: April 29<sup>th</sup> / 2019

21 NAME: \_\_\_\_\_ GRADE: 302 3B

**DIAGNOSTIC TEST**

**VOCABULARY PART**

> Match the word with the correct image (18/20)

4,1

> Follow the instructions and color correctly the words below

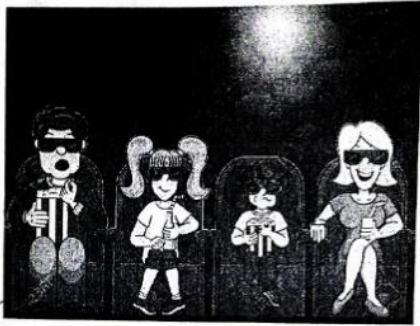
Body parts	School objects	Animals	Emotions	Food
<b>Red</b> (2)	<b>Yellow</b> (2)	<b>Green</b> (2)	<b>Purple</b> (2)	<b>Blue</b> (2)

### Annex I: Diagnostic test (Reading part)

**READING PART** (4/3)

➤ Read the text and circle the correct option of the sentences below

**Going to the cinema**  
Felipe goes to the cinema with his mother and his father. His mother buys the tickets. Then his father buys popcorn and soda. Next, they go into the theatre and Felipe sits in the first row with his mother and his father. They love the movie. It is very funny. Felipe has a fun day with his family.



1. Felipe goes to the park / cinema
2. Felipe eats popcorn / candy
3. The movie is very sad / funny
4. The mother / father buys the tickets
5. Felipe has a long / fun day


### Annex J: Diagnostic test (Writing part)

**WRITING PART**

➤ Read the text and fill the blanks with the words from the box (3/5)

Eat Sister Family Father Brother


**My Family**  
Hi, my name is Gerardo, I am 7 years old. I love my family. There are five people in my Family. I have one Sister and one sister. My brother is one year old and my Bother is two. My mother and Father love me. My little sister plays with toys. Our favorite thing to do as family is to Eat ice cream together.




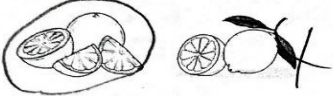
Annex K: Diagnostic test (Listening part)


Audio: <https://www.123listening.com/freeaudio/fruit-4.mp3>


123Listening.com Choose the Correct Picture and Write the correct answer


1.  What's your favorite fruit?  
I like water melon 0.5

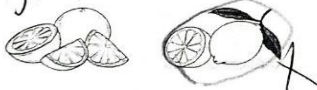
2.  (9.5/15)  
What's your favorite fruit?  
I like cherry 0.5


3.  What's your favorite fruit?  
I like lemons 0.5


4.  What's your favorite fruit?  
I like Bananas 0.5


5.  What's your favorite fruit?  
I like grapes 0.5

6.  What's your favorite fruit?  
I like apples X

7.  What's your favorite fruit?  
I like oran jese X

8.  What's your favorite fruit?  
I like X

9.  What's your favorite fruit?  
I like X

10.  What's your favorite fruit?  
I like X

Annex L: Diagnostic test (Speaking part)

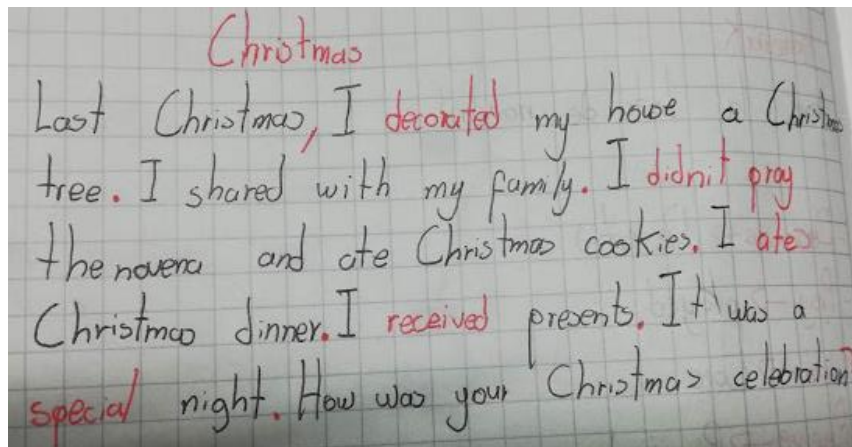
Questions:

1. What is your name?
2. How old are you?
3. What is your favorite color?
4. What is your favorite animal?
5. What is your favorite food?

### Annex M: Written artifact

The students created diverse texts during the lessons following the process writing. This is a final draft about the Christmas celebration.

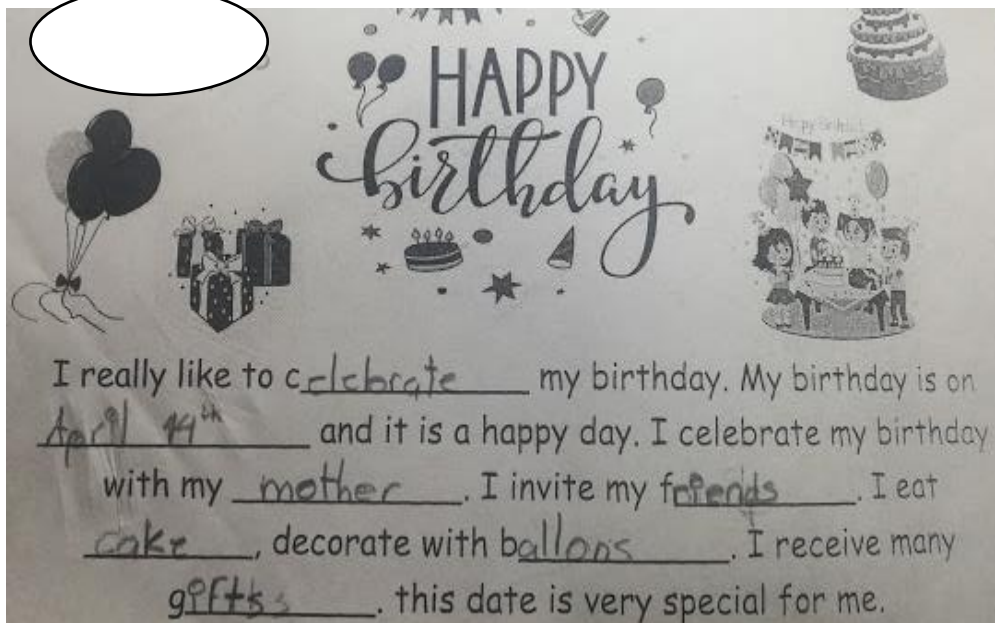
**Date:** March 13<sup>th</sup> / 2020



### Annex N: Test

The students developed two different mini tests about birthday and Halloween during the lessons in order to check their word use and spelling.

**Date:** October 18<sup>th</sup> / 2019





## Annex O: Questionnaires

The students answered a questionnaire that had the purpose of looking into the students perspectives and thoughts of the lessons.

Date: November 05<sup>th</sup>/2019


**CUESTIONARIO**

Responde con la mayor honestidad posible las siguientes preguntas de acuerdo con tu experiencia durante las actividades de inglés.

1. ¿Te han gustado las actividades que se han realizado durante las clases?  

sí  NO

¿Por qué?  
porque aprendemos cosas nuevas y tambien porque me gustan las actividades como la del cumpleaños con los globos.

2. ¿Sentiste más interés por escribir al saber que publicarías tus textos en un blog? 

sí  NO

¿Por qué?  
Sí porque en el computador es mas divertido y mas rapido y mas tecnologico.



3. ¿Qué fue lo que más te gustó de haber escrito textos sobre tu cumpleaños y Halloween?  
del cumpleaños porque abigamos escrito todo lo d el cumpleaños con decoración regalos. en Halloween por e disfraz tambien la predios en ingle igual que todo.

4. ¿Qué tanto sientes que has aprendido durante las clases de inglés?

Mucho  Algo  Poco


**CUESTIONARIO**

Responde con la mayor honestidad posible las siguientes preguntas de acuerdo con tu experiencia durante las actividades de inglés.

1. ¿Te han gustado las actividades que se han realizado durante las clases?  

sí  NO

¿Por qué?  
porque son muy muy divertidas y faciles

2. ¿Sentiste más interés por escribir al saber que publicarías tus textos en un blog? 

sí  NO

¿Por qué?  
en ninguna clase ni en la de informatica puedo postear lo que aprendi

3. ¿Qué fue lo que más te gustó de haber escrito textos sobre tu cumpleaños y Halloween?  
porque en mi cumpleaños podia recordar lo que hacia yo en mi cumpleaños y en Halloween porque tambien podia recordar lo que hacia en Halloween

4. ¿Qué tanto sientes que has aprendido durante las clases de inglés?

Mucho  Algo  Poco

**CUESTIONARIO**

Responde con la mayor honestidad posible las siguientes preguntas de acuerdo con tu experiencia durante las actividades de inglés.

1. ¿Te han gustado las actividades que se han realizado durante las clases?  
 sí  NO

¿Por qué?  
 porque hacemos actividades y nos divertimos mucho

2. ¿Sentiste más interés por escribir al saber que publicarías tus textos en un blog?  
 sí  NO

¿Por qué?  
 porque yo vi la página y uno podía publicar y comentar, y por eso me gusto

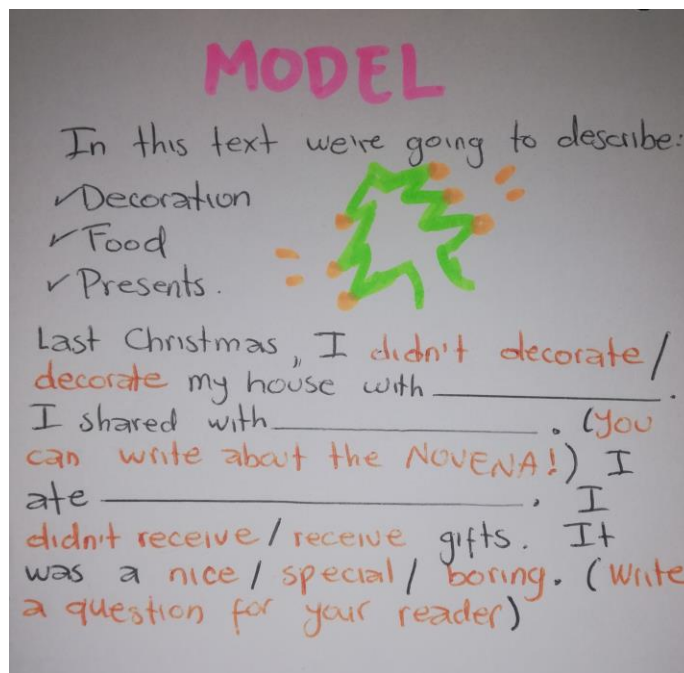
3. ¿Qué fue lo que más te gustó de haber escrito textos sobre tu cumpleaños y Halloween?  
 que cada persona pudiera ver todo sobre mi cumpleaños y Halloween

4. ¿Qué tanto sientes que has aprendido durante las clases de inglés?  
 Mucho  Algo  Poco

**Annex P: Model of the texts**

For students to write their first draft, they observed a model in order to have a guide to organize the information and describe their celebration

**Date:** March 13<sup>th</sup> / 2020



## Annex Q: Consent form

The students' guardians signed a consent form that informed them about the nature of the research and through which they authorized the students to participate.

**Date:** May 31<sup>st</sup> / 2019

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

### PARTE DOS: CONSENTIMIENTO INFORMADO

Yo [REDACTED] mayor de edad, identificado con Cédula de Ciudadanía N° [REDACTED] de [REDACTED] con domicilio en la ciudad de Bosochi  
 Dirección: [REDACTED] Teléfono y N° de celular: [REDACTED]  
 Correo electrónico: [REDACTED]  
 Como adulto responsable del niño(s) y/o adolescente (s) con:  
 Nombre(s) y Apellidos: [REDACTED] Tipo de Identificación: [REDACTED] N°: [REDACTED]

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

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

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

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: [REDACTED]

<b>FORMATO</b>	
<b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 3 de 3

N° Identificación: [REDACTED] Fecha: 30-06-2019

Firma del Testigo:

Rosa Lachino  
 Nombre del testigo: Rosa Lachino  
 N° de identificación: [REDACTED]  
 Teléfono: [REDACTED]

**Declaración del Investigador:** Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

July Paola Suarez  
 Nombre del Investigador responsable: July Paola Suarez  
 N° Identificación: 1023953173  
 Fecha: Mayo 31 / 2019

*La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación*