

SHAPING ORAL INTERACTION IN AN EFL CLASSROOM: A PROPOSAL BASED
IN THE MULTILITERACIES PEDAGOGY

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The dedicatory of this research study is divided in four:

*First, to my parents and my siblings from whom I have learnt kindness and
responsibility*

*Second, to all my friends, who always listened to me and even in the most
desperate times lit my path with their warm hugs and their unforgettable
words*

*Third, to my teachers in Universidad Pedagógica Nacional from whom I have
learnt almost all things I know today*

And finally, to myself, just because.

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CHAPTER I

Introduction

Characterization

Local

I.E.D Prado Veraniego is a public school located in the north side of Bogotá. It was founded in the early 1960's as a collaboration between Ministerio de Educación Nacional (MEN) and the U.S embassy. Nowadays the I.E.D Prado Veraniego has Primary and Middle education in morning and afternoon shifts in two different branches. In middle education an emphasis in tourism administration is offered to students, so one day per week they must take those classes in the opposite shift. The school is surrounded by mechanical shops, the neighbourhood in which it is located is strata three and the easiest way to arrive is by Transmilenio in Autopista Norte.

Institutional

The Institutional Project of Education highlights the importance of communication “Quality of communication to human development” (PEI, 2018, pag.4), therefore, the institutional mission aims to “Position local, district and nationwide as an institution that prepares people for life, committed in their own development through a high quality of communication” (PEI, 2018, pag 13). As for the vision, in 2020, “The school will lead, generate and strengthen the educational community through the cognitive and social processes oriented to rise competent human beings by means of quality communication and appropriate values to a sane social harmony” (PEI, 2018, pag 14). The I.P.E aims to develop communication among students as an alternative to generate social awareness of the values that society needs now a days in its communities.

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Prado Veraniego school is rather small, it counts with a very small playground and a small sport field. In fact, it is usually very annoying for students to take the break because of the number of students from different grades and the lack of open and green spaces. The school has three floors with one restroom in each one; it also counts with a small cafeteria, the teacher's lounge, the Anne Frank's library and the system's room where the English class is taught.

Participants

The participants in this project were tenth graders and they belonged to the afternoon shift. The students from 1003 took the English class four hours per week, in one of those hours they worked in TechEnglish, which was a platform designed by their teacher Martha Vargas. Through a series of videos, websites, workshops and quizzes uploaded in TechEnglish platform students explored, discovered and learnt about some iconic touristic places in the country and all over the world. In fact, this class allowed students to be exposed to the language and to expand their cultural knowledge. (See Annex A Field Note)

As for the regular English class, students did different activities with different resources. The ones students used the most during the class were notebooks, the textbook and media resources such as a platform for grading quizzes and homework. Also, there was a reading project in which students were meant to learn new vocabulary through picture books read on the platform. In general, students enjoyed the English class. Based on a survey 76% of students from 1003 found the English class interesting and they expressed they liked to attend to it. (See Annex B survey and Annex A Field Note)

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The 98% of participants in the project were between fourteen and fifteen years old, which meant they were dealing with puberty. Although the majority of them were born in Bogotá, there was an interesting variety and diversity of regions inside the classroom, for instance 18% of students came from Huila, Boyacá, Cúcuta and Nariño and 12% of the students were born in Venezuela and had moved to the city in the previous years. Also, most of the students belonged to the stratum three, only the 18% of them belonged to stratum two and the 12% to stratum four.

As for the attendance to school, the results from the survey showed that despite 65% of students liked to attend to school, the number of students who disliked it was high as well. The 18% of the participants did not like to attend to school, the popular reason among them was that they did not find school interesting or useful, while the 17% expressed that they liked to attend sometimes when there were especial activities prepared for them. This fact could have positive implications in the project, due to fact there are many different activities planned for the classes and students would probably engage with their learning process and therefore, with school. As for the favorite subjects of the participants, the 39% answered that Biology was their favorite one, this result was followed by English with the 19% and Physical Education with the 15%. On the other hand, the least liked was Arts with the 5%. Although most of the students answered they prefer to have group activities to develop in class, through observation, the student-teacher researcher realized they tend to work individually. (See Annex A Field Note)

To conclude, in general the participants of this research were willing to attend and participate in the activities from the school. Most of their families are regular families and in

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general they belong to middle class. Three students were taking tenth grade for the second time. As for the special needs, there was one student medicated as Limitrophy and another one with concentration problems, none of them had special accompaniment in any of their classes. (See Annex A Field Note)

Diagnosis

The sources to collect the following data were a diagnostic test (See Annex C Diagnostic test) and field notes of an activity that the student-teacher researcher did in class. The diagnostic test had three sections in which the intention was to have an overview of the students' writing and reading skills. The first part was a comprehension exercise in which the students were required to fill in the gaps from a short text with verbs in the present simple and progressive tenses. As for the second part, it consisted on answering three WH questions about the students' likes and dislikes. Finally, the third part of the diagnostic test was the reading of a short text named "The Princess in the Tower". In this part the students were expected to answer five questions about their comprehension of the text.

The overview of the students' listening and speaking skills came from an activity developed in class (See Annex D Field Note). In the first part, the student-teacher researcher divided the class in two groups. One of the groups performed some muted situations with vocabulary related to animals, occupations and actions, for instance: "*The tiger is jumping*", the other group of students had to guess the animal and the action in the present progressive tense. In the second part the student-teacher researcher told a short story with some actions and the students performed as they listened. As for the speaking skill, the participants tried to give their point of view about a controversial topic.

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The test was graded from zero to five, being zero the lowest score and five the highest in the writing and reading skills. From twenty-six students that participated in the diagnostic test and the speaking activity, seven of them had a score higher than three, eleven had a score lower than three but higher than two and eight failed with a score below two (See Annex E Results), therefore, none of them had a score below one. Based on the results, the most difficult part of the diagnostic test appeared to be the first one. Although most of the students wrote the correct verb in the gaps, almost none of them wrote the correct form of it in the present progressive tense, even though the verb to be was explicit in the text.

The same phenomenon appeared in the speaking activity. Although the students understood the question and answered it with their own thoughts, the only tense they used to express their opinion was the simple present and sometimes the verbs in the ING form without the verb to be. For instance, when some students were asked why they were studying at school, a common answer was: *“Ehh... I studying because my future important in school”* (See Annex D Speaking Results).

The results of these exercises depict that the most developed skill in students was listening. They had a good reading comprehension too and they were willing to speak and share their point of view and thoughts in the foreign language; however, their lack of structures made them feel insecure with the language. In addition, it is important to mention that not only was the structure of the language their problem, but also the lack of interaction among them in the foreign language. (See Annex D Field note)

Statement of the problem

Based on the National Standards for Foreign Language Learning, tenth graders are supposed to have developed some abilities during their academic life that would help them to achieve the goals for this stage of learning. These goals are: In terms of listening, students should be able to listen and identify instructions, as well as identify the key words in real life conversations in the target language. In terms of reading, students should be able to recognize the parts of a narrative text, beginning, climax and end, as well as identify the implicit information of the texts. As for the writing part, students should be able to write short coherent narrative texts and provide real life examples to support their points of view once they are facing the creation of a text.

Finally, in terms of speaking it is expected from the students to participate in a conversation, taking the risk to speak in the target language without fear or shame, as well as having conversations among them talking about past experiences. The National Standards for Foreign Language Learning points out another skill, that is the monolog part, in which students should be able to do small prepared presentations about a daily life topic, as well as express their thoughts, likes and dislikes and telling narrative short stories created by them.

Unfortunately, based on the diagnostic test and observations, these goals proposed in the National Standards were not being achieved by the participants in this project, at least not all of them in the stage they were meant to be. Although, the participants had developed their listening, reading and writing skills in different levels, when it came to speaking it was notable that the process had not been the same. The lack of oral interaction in English made

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students feel uncomfortable with the foreign language when they were facing a real conversation that was not prepared or written before the moment of speech. (See Annex D Field Note and Annex E Results)

To conclude, the main problem that the participants had in their process of learning English as a foreign language was related to the speaking skill. Due to the fact speaking is the ability they disliked the most, it was very difficult to generate spaces where they felt free to speak without pressure or fear. As a result, this lack of interaction among them in the target language didn't allow them to take risks to speak in English.

Rationale of the Study

Once described the problem found in tenth graders from Prado Veraniego School, it was needed to identify a strategy to engage students when oral interaction activities were proposed in the English class. As it was mentioned before, the participants were adolescents who were between fourteen and sixteen years old, it means they were in the age in which interaction with friends, family, and even strangers take highly importance for them. This interaction is not only done through Social Networks, but also, via the spoken words in real and everyday life contexts, such as the classroom and the classes. *The Oxford English Dictionary* defines “orality” as “The quality of being oral or orally communicated” this definition affirms orality as a medium to communicate, which means that human beings use orality to exchange information when interaction with other humans is required.

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When oral interaction takes place in an EFL classroom some considerations are needed:

As cited in *Collaborative strategies to enhance oral interaction in an EFL classroom* (2018)

Tuan & Nhu (2010) pointed out, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions in order to exchange information based on an academic topic, thoughts, ideas or feelings but it needs to be fostered by the teacher and its activities because the students need a communicative environment to put into practice their oral interaction in a foreign language (Valencia, 2018, pag.27)

As the author mentions, one of the considerations needed to achieve oral interaction in students has to do with an environment in which the students feel comfortable to interact. Another important consideration has to do with the kind of activities proposed by the teacher, which are meant to foster the exchange of information, thoughts, comments, discussions, ideas and feelings in the class. All the mentioned before must be produced by orality in the target language.

In *Self-confidence in oral interaction through short-stories in ninth graders* (2016) the researcher develops his project under the light of Brown & Yule's (1983) definition of interaction: "it is an interactive process of constructing meaning that involves receiving (input) and producing (output) information" (León, 2016, pag.26) to recognize this process as constructive of meaning. It means that if the student-teacher researcher wants the students to produce output, it is needed to receive input on the activities. Therefore, input is required and essential on the activities developed in the EFL classroom. The most important item related to input is the way in which it is presented to the students. Teenagers are able to learn

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from different kinds of input, not only technological, but also from traditional ones and sometimes from a mixture of both.

As cited in *Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education: An Interdisciplinary Approach* (2013), the multiliteracies pedagogy to teach foreign languages “aims at the development of functional, visual, multimodal and digital literacies, transcultural competence, language awareness and critical-reflective skills” (Viebrock, 2013 pag.8). It is important to highlight that as it was described in the characterization some students expressed their lack of motivation to attend to school and one of the most interesting advantages that have had an impact in the process of learning a foreign language when multiliteracies are used, is the engagement that the students start having with the class.

The New London Group (1996) advocates for a multiliteracies pedagogy with four components: situated practice, meaning making, overt instruction and critical framing. The goal is to transform the ideas of teaching practice and student’s role, which is passive most of the time. When multiliteracies pedagogy is implemented, it points out to make students creators of their process of learning and designers of their future. As one of the components from the multiliteracies pedagogy is the critical framing and meaning making, the opportunity for students to participate in the design of their future and in their process of learning is a unique way to make them realize that they are the ones who can create their path in life. It is a way to engage them to participate in the creation of their own life, defending their own truth while designing their social futures.

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On the other hand, Boche, B (2014) states that multiliteracies pedagogy recognizes both, the increasing cultural and linguistic diversity in the new globalized society and the new variety of text forms from multiple communicative technologies. This is an important conception of the multiliteracies pedagogy because in here not only the linguistic forms of the language is what matters in an EFL classroom, but also, the way in which all around the world that language is perceived. How students receive all the diverse information related to the language and what impact it has in their life because in the multiliteracies pedagogy the students' values and identities are an area of focus.

Finally, this project also, aims to fill in the gap existing between the new approaches and strategies in English classes with teenagers, due to the fact most of the researchers are being developed in primary school. Saying this and reflecting about the problem found in the diagnostic test, survey and observations, the following is the research question this project has established and the general and specific objectives.

Research question

How may tenth graders from a public school in Bogotá shape their oral interaction in English when the Multiliteracies pedagogy is implemented to boost a conversation club?

Objectives

General objective

- To identify the impact of the Multiliteracies Pedagogy when implemented in a conversation club to shape oral interaction in tenth graders.

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Specific objectives

- To describe tenth graders' oral interaction when the Multiliteracies Pedagogy fosters a conversation club.
- To analyze tenth graders' oral interaction when describing their personal goals and values in a conversation club.

CHAPTER II

Theoretical Framework

In order to support the proposal that will be presented in this project, it is necessary to review some ideas that have been expressed by some authors about the constructs. Based on those ideas, this chapter presents the considerations that some theoreticians have developed related to oral interaction and to the multiliteracies pedagogy.

Oral interaction

The concept of oral interaction is widely known, Brown (2001) states that oral interaction is “the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other” (pag. 164), the author also highlights the importance of interaction by saying that is thanks to this collaborative exchange that human beings can “negotiate” meaning or to put an idea into someone else’s head. Brown’s statement of oral interaction takes importance for this study because oral interaction is seen as a verbal transaction of all the things a person is able to feel and think related to a specific topic. This transaction takes place via the spoken words and the use of a specific language; in this case English as a foreign language.

Based on this idea of use of a foreign language and the oral interaction among students in that target language; Rivers (1987) states that “In interaction students can use all they possess of the language -all they have learned or casually absorbed- in the real life exchanges” (pag.5) This is an advantage that oral interaction has in classrooms when is fostered in a foreign language. It is important to highlight that this oral interaction as the

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author mentions could be achieved even in very basic levels, it is not mandatory to have fluent students because the purpose of oral interaction in EFL classrooms is that students begin to use all their previous knowledge of the language and to keep creating, negotiating and sharing the meaning of their own lives.

As it was mentioned before, this oral interaction is done via the spoken words, Brown and Yules (1983) state that one of the language intentions is the transactional one and the other is the interactional one. The first one comes from the written production while the second one interactional. So, they highlight that when students of an EFL classroom

use language transactionally, it is important that they are able to make clear what is they want to say. It is inappropriate to produce or to try to interpret in terms of this level of clarity when the purpose of speech is primarily interactional (pag. 11).

The authors also highlight that as this purpose of speech is interactional, it usually reflects the speaker's identity, the role of the participants which eventually leads to a formal or informal type of interaction.

After this brief analysis of the three authors selected it is possible to conclude that first, interaction is something that could be promoted in an EFL classroom. In order for this interaction to be effective, it is necessary to involve the thoughts and feelings of the participants as it is a collaborative exchange. Oral interaction in foreign language is also a process of receiving input and give output in the target language.

Multiliteracies pedagogy

In order to shape oral interaction in tenth graders from Prado Veraniego school the proposal presented in this project took its bases in the Multiliteracies pedagogy. The new century in which students are living and have been growing up demand a new way of perceiving literacy, which is no longer something distant from their context, their way to learn, their values and their way to live in a world full of digital and non-digital resources.

The New London Group (1996) recognizes that literacy is centered in language only and most of the time on a singular national perception of that language, in this case English. In opposition to this perception of literacy they discuss in their works the presentation of a Multiliteracies pedagogy that “focuses on modes of representation much broader than language alone” as well as arguing that multiliteracies pedagogy

also creates a different kind of pedagogy, one in which language and other modes of meaning are dynamic representational resources constantly being remade by the users as they work to achieve their various cultural purposes (pag. 64).

The perception of language as it is seen is totally different from the traditional ones, giving the learner the opportunity to create language and to design their own process of learning while at the same time this process of learning is based on their own context.

The New London Group also presents the idea behind the concept of multiliteracy which is seen as a way to focus on the realities of increasing local diversity, for them as there are different people from multiple nationalities and multiple contexts, the idea of multiple

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literacies will also lead the practice into multiple ways of English as well. They state that this proposal introduces the concept of “design”. As users of any language the speakers design meaning of the linguistic literacy and as designers of meaning, the users are also active designers of future. The New London Group aims not only to develop their personal future but also community futures, workplace futures and public futures.

This goal can be achieved through six design elements, those are: Linguistic meaning, audio meaning, visual meaning, gestural meaning, spatial meaning and the multimodal patterns that is the relation that exists among them. The New London Group (1996) provides an overview on how this could be made, suggesting four components of pedagogy:

Situated Practice, which draws on the experience of meaning-making in lifeworlds, the public realm and workplaces; Overt Instruction through which students develop an explicit metalanguage of Design; Critical Framing which interprets the social context and purpose of Design of meaning; and Transformed Practice, in which students, as meaning-makers, become designers of social futures (pag. 65).

In the proposal, they present these components of the Multiliteracies pedagogy that will lead students to design not only their process of learning English as a foreign language, but also it attempts to make them creators of their own future and designers of their reality.

In the path of multiliteracies pedagogy it is also important the perception that Hamilton, Tett and Crowher (2012) depict about multimodality, the authors expressed that students nowadays will not only learn from the digital literacy they are surrounded by, but also, the traditional ones, they state:

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They are going to have to learn to handle both the teamwork literacies associated with the new work order, and the iconic systems evident in many communicative practices. These include the kinds of icon and the signs evident in computer displays like the Microsoft. Word package, with all its signs, symbols, boundaries, pictures, words, texts, images and so on (pag. 24).

This is an interesting perception of multimodal literacy nowadays. The relation between the multimodal concept and the multiliteracies approach comes due to the fact the need to provide students not only digital literacies, but also to shape their oral interaction through all the literacies possible and explained before. To establish a multiliteracies pedagogy will demand then, the usage of digital and non-digital literacies.

The field of multiliteracies pedagogy and oral interaction have been object of study from different researchers who have implemented some principles in their classes and projects, the following are some examples of those.

As cited in *Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education: An Interdisciplinary Approach* (2013) The multiliteracies pedagogy to teach foreign languages “aims at the development of functional, visual, multimodal and digital literacies, transcultural competence, language awareness and critical-reflective skills” (pag.8). This study presented the use of visual aids to promote multiliteracies to teach a foreign language. The results were satisfactory because it was notable not only an increasing level of the foreign language, they were learning but also the transcultural competence the students developed through the period of time in which the study was released.

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Boche, B (2014) in *Multiliteracies in the Classroom: Emerging Conceptions of FirstYear Teachers* states that multiliteracies pedagogy recognizes both, the increasing cultural and linguistic diversity in the new globalized society and the new variety of text forms from multiple communicative technologies. This is an important conception of the multiliteracies pedagogy because in here not only the linguistic forms of the language is what matters in an EFL classroom, but also, the way in which all around the world that language is perceived. How students receive all the diverse information related to the language and what impact it has in their life because in the multiliteracies pedagogy the students' values and identities are an area of focus. The procedure he developed was the one that The New London Group stated on their article, the five teachers who were studied implemented the multiliteracies pedagogy and the author concluded that even though it is an effective new perception for kids, the field still needs research and practice.

To conclude, the proposal of this project stated its theoretical bases in the Multiliteracies pedagogy proposed by The London Group in 1996. Therefore, the student-teacher researcher considered it would be a useful and interesting source to shape oral interaction from tenth graders in a public school in Bogotá.

CHAPTER III

Methodology

The following chapter presents the type of study and methodology established for this research; it also contains the description of the instruments that were used in order to collect the data needed to be analyzed.

Type of study

Based on Burns (2009) action research, is the combination and interaction of two activities, the action is located within the social processes of a particular societal context and the research comes from the systematic observation and analysis of the developments and changes (pag.290). The author also states that the purpose of this kind of research is to bridge the gap existing between the ideal and the real way to do research in social situations. It means that this research was focused on the process that the student-teacher researcher had with the participants when it came to answer the research question.

Data collection procedures

During the implementation of this project the instruments selected to collect the data were field notes, audio recordings and semi-structured interviews.

Field notes: According to Wolfinger (2002) field notes are very important in research because they not only reflect the researcher knowledge, but also, they have an important role in the relation that exists between what is been seeing by the researcher and the actual thing

that is happening. Field notes allow the researcher to reconstruct events that he saw and to collect data to be analyzed.

Audio recordings: Audio recordings are an easy and quick instrument to collect data in action research. According to Johnson (2012) audio recordings are less intrusive than any other kind of recordings, also they are easy to listen and to carry in the classes. Although using audio recordings did not allow the researcher to focus on the gestural expressions, it was an important instrument when it came to analyzing oral interaction. This instrument was not used in all the units proposed in this project, however, it took an important role in the conversation club section.

Semi-structured interview: This instrument is commonly used in action research. It consists on designing some questions to the interviewed and to structure the following ones based on the previous answers. According to Drever (2003) The detailed structure is left to be worked out during the interview, and the person being interviewed has a fair degree of freedom in what to talk about, how much to say, and how to express it. With the semi-structured interview, it is also possible to identify more honest perceptions from the interviewed, that is the reason why this instrument was selected to analyze data at the end of each cycle.

To conclude, this chapter presented the type of research in which this project was based, therefore, it presented the instruments that were used to analyze the data as well, the moment or cycle in which each one of them were used.

CHAPTER IV

Pedagogical intervention

The following chapter presents the vision of language and learning as well as the pedagogical principles, stages and materials needed in the intervention. Moreover, this chapter deals with the proposal of the pedagogical intervention and chronogram.

Vision of language

Although there are many interesting perspectives of language that somehow support the needs of this research, the prominent vision of language is language as a self-expression. According to Tudor (2001) “when language is viewed as a self-expression, learning goals are defined by what the learner wishes to express” (p.65) Moreover, allowing students to share their points of view in the foreign language is an important fact when it comes to interaction. This vision of language learners make sense through the language and create their realities.

Vision of learning

As for the vision of learning, this research took its basis on experiential learning. It is based on a naturalistic perception of learning, which means a direct contact with the target language. Vera, Chapetón and Buitrago (2018) highlight that “it implies two key factors: 1) Exposure to substantial amounts of input in the target language; and 2) Use of the language with communicative purposes” therefore, this vision of learning focusses its efforts on the idea of learning by doing. This vision presents five important principles: First, activities should focus on processing and communicating messages, second, activities should reflect all dimensions of communication, third, authentic material, fourth, communication strategies

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should be encouraged, and finally, the activities should promote collaboration among learners.

Multiliteracies Pedagogy

Taking into account that language is seen as a self-expression of every human being, in the Multiliteracies Pedagogy this vision remains, The New London Group (1996) highlights that “The languages needed to make meaning are radically changing in three realms of our existence: our working lives, our public lives and our private lives” (pag.65) In order to achieve this changes they proposed six elements of meaning making which are the visual design, audio design, linguistic design, spatial design, multimodal design and gestural design. These designs of meaning are presented to learners through four components of pedagogy, The New London Group (1996) states that situated practice draws the experience of meaning making in life worlds; in overt instruction students develop explicit metalanguage of design; in critical framing they interpret their own context and in transformed practice students become the owners of their own futures (pag.65) It means that in the Multiliteracies Pedagogy students are active participants of their process of learning.

This proposal had four cycles. In every cycle, and through three classes, at least three components of the Multiliteracies Pedagogy and four of its designs of meaning were meant to be developed. The cycles finished with the conversation club; however, it is important to highlight that even though the data was collected from the conversation clubs at the end of each cycle; some important facts related to interaction happened during the classes and were taken into account for the analysis.

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The designs from the Multiliteracies pedagogy were presented by the student-teacher researcher during the classes as input. As for the components of the Multiliteracies pedagogy, they were established by the students while developing the activities proposed in each class (See Annex F: Lesson plan) Across the cycles developed in classes students were exposed to different types of literacies and through all the sessions, they were expected to reflect about their working, public and private lives as one of the aims of this pedagogy.

Each cycle was prepared to guide students in their process of becoming designers of their learning process, moreover, to transform their lives and to shape their oral interaction in the foreign language. As this project was developed during the second semester of 2019 and the first semester of 2020, some considerations are required. Due to the strikes in 2019 and the Public Health emergency produced by Covid-19 it was not possible to achieve the amount of interventions planned at the very beginning. Having said the precious information, the following three tables present the chronogram, cycles and questions of this proposal.

Table 1: Chronogram: Month, week, components and designs that were developed in the intervention.

Month	Week and components	Designs
	<p>Week 1: Unit 0: Introduction situated practice</p> <p>Week 2: Unit 1 Mistakes made in the past. Situated practice and overt instruction components</p>	<p>Unit 1: Mistakes made in the past Getting to know inspirational and important characters from the history and learning their own stories through</p>

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<p>SEPTEMBER & OCTOBER</p>	<p>Week 3: Unit 1 Critical Framing and transformed practice components</p> <p>Week 4: Unit 1 Conversation club</p> <p>Week 5: Unit 2: Segregation in USA Situated practice and overt instruction components</p>	<p>the multimodal, gestural, audio and linguistic designs. -Designing posters that reflect opinion -Collaborative written workshops -Speaking activities</p> <p>Unit 2: Segregation in USA Exploring few important moments in the world through the visual, multimodal, gestural, audio and the linguistic designs</p>
<p>NOVEMBER</p>	<p>Week 6: Unit 2 Critical Framing and transformed practice components</p> <p>Week 7: Unit 2 Conversation club</p>	<p>-Writing workshops -Listening interviews -Reflecting on racism through role plays</p>
<p>FEBRUARY</p>	<p>Week 8: Unit 3 The last utopia of the XX Century. Situated practice and overt instruction components</p> <p>Week 9: Unit 3 Critical Framing and transformed practice components</p> <p>Week 10: Unit 3 Conversation club</p>	<p>Unit 3: 3 Counterculture</p> <p>Exploring students' dreams and resolutions for the future through the visual, multimodal, linguistic and audio designs.</p> <p>-Written workshop -Designing a gallery to show our love ones -Recording loved memories</p>
<p>MARCH</p>	<p>Week 11: Unit 4 Designing my own future. Situated practice and overt instruction.</p> <p>Week 12: Unit 4 Situated practice and overt instruction components</p>	<p>Unit 4: Designing my own future</p> <p>Talking about dreams, plans and expectations in the public, private and working life dimensions in English</p> <p>-Planning life after school -Inspiring people workshop -Seeking for opportunities</p>

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	Week 13: Situated practice.	-How to create a better world? Workshop
	Week 14: Final conversation club.	

Table 2: Description of topics, goals and resources per unit.

Cycle 1: Mistakes made in the past	Cycle 2: Segregation in USA	Cycle 3: Counterculture	Cycle 4: Designing my own future
Public life dimension	Private life dimension	Working, private and public life dimensions	Working, private and public life dimensions
<p>Goal: At the end of this cycle students will be able to talk about important moments in the past that made them. Also, they will reflect on the concept of war.</p> <p>Grammar: Simple past</p> <p>Connectors to interact during the club</p> <p>Activities: 1. Introducing the Second World War. 2. Reflection on captures from “The Schindler’s list.”</p>	<p>Goal: At the end of this cycle students will be able to talk about their emotions and activities done in the past tenses. Also, they will get a deeper sight in the concepts of war, discrimination and peace</p> <p>Grammar: Past continuous</p> <p>Connectors to interact during the club</p> <p>Activities: 1. Presenting the concept of Segregation . KKK in songs.</p>	<p>Goal: At the end of this cycle students will be able to talk about values and principles some people defended in the past. Also, they will be able to talk about their beliefs related to values.</p> <p>Grammar: Simple past and continuous Connectors to interact during the club</p> <p>Activities: 1. Presenting the concept of Counterculture. 2. Exploring life in during the 60’s through videoclips.</p>	<p>Goal: At the end of this cycle students will be able to plan and design their lives after leaving high school. Also, they will be able to share that information in English</p> <p>Grammar: Future tenses will and to be going to. Connectors to interact during the club</p> <p>Activities: 1. Introducing inspirational stories from people who have changed the world.</p>

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3. Letters and conversation club	3. Conversation club	3. Posters and conversation club	2. Planing and designing my own future 3. Video and conversation club
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To conclude, this chapter presented the vision of language and learning that has this research, it also presented the chronogram of activities that were developed in the intervention and the specific topics, goals and activities per cycle that were discussed in the conversation clubs.

CHAPTER V

Data analysis and findings

The following chapter presents the findings and the analysis done with the data gathered in the pedagogical intervention. In this chapter it is described the approach used to analyze the data, the categories that emerged from the data collecting procedure and the findings.

Procedure of analysis

The present research sought to identify the impact of the Multiliteracies Pedagogy when implemented in a conversation club to shape oral interaction in tenth graders. Therefore, along with the field notes, recordings and semi-structured interview a procedure of analyzing data was developed during this stage of the research. The approach used to analyze data was *The Grounded Approach*. According to Strauss and Corbin (1995), the grounded approach is an inductive process in which theories emerge from the data itself. It allowed the researcher to construct theory through grounding data that was systematically gathered and analyzed. Additionally, the grounded theory is characterized as systematic and emergent (Cohen, Manion, & Morrison, 2007); as the authors highlight the theory comes from the results of the analysis, which means there was a strict process to analyze and compare the data.

The data presented in this research was collected during the pedagogical intervention that lasted eight weeks in the second semester of 2019 in Prado Veraniego School. Different sources of analysis were triangulated: Field notes, recordings and a semi-structured interview were compared and analyzed.

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In order to develop the data analysis, and under the light of the theory the following steps were included in the process: First, *coding* the data, in this step the student-teacher researcher took all the information gathered and started to find relations among the most relevant facts that appeared dividing them in colors. Once this step was finished, the second one corresponded to *grouping*, in which all the similar information was selected and divided into groups that lead the names of the categories. This step allowed the student-teacher researcher to select carefully the data used in the analysis and to organize and classify it in order to make the analysis easier and with a higher quality. The third step was to *compare data and find relationships*, in this step the student-teacher researcher was able to take all the data and started making connections, stablishing patterns and relationship among all the instruments. Once the third step was implemented, some categories appeared unexpectedly, therefore, there was needed to follow a fourth step that was *displaying the outcomes*, in which the patterns and relationships among categories were structured, allowing the student-teacher researcher reflect and make interpretations and also, to set up subcategories.

Categories of analysis

After the process described before, the following categories emerged from the data analysis: *Multiliteracies effect*, *Oral interaction* and *Student's participation along the clubs*. The following chart allows a view of the connection stablished between the emerged categories and the objectives proposed at the beginning of this research.

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OBJECTIVE	CATEGORY	SUBCATEGORIES
To identify the impact of the Multiliteracies Pedagogy when implemented in a conversation club to shape oral interaction in tenth graders	Multiliteracies Effect along the sessions	Use of chunks of language Interpretation of the context presented
To describe tenth graders' oral interaction when the Multiliteracies Pedagogy fosters a conversation club.	Oral interaction	Interaction student-teacher Interaction student-student
To analyze tenth graders' oral interaction when describing their personal goals and values in a conversation club	Student's participation	Sharing the point of view Creating reflective thoughts throughout the sessions

As it is presented in the chart, the categories that emerged have a close relation with the objectives presented in this research. Also, during the fourth step of the data analysis, some subcategories emerged and were vital in the path of developing this stage of the research.

Category 1: Multiliteracies effect along the sessions

This category refers to the effect that the Multiliteracies Pedagogy had along the sessions, during the implementation of the pedagogical proposal. Two subcategories emerged from this category once the process of analysis data started, those subcategories were:

- Use of chunks of language and vocabulary

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- Interpretation of the context presented

Data showed that the implementation of the Multiliteracies pedagogy in a conversation club to shape oral interaction in tenth grades had a positive impact. According to The New London Group (1996) when learners juxtapose different languages, discourses, styles, and approaches, they gain substantively in meta-cognitive and meta-linguistic abilities and in their ability to reflect critically on complex systems and their interactions (pag 69). One of the most interesting facts that data showed was this process, in which tenth graders were able to reflect critically about the topics discussed through the sessions. This allowed them not only to expand their vocabulary in English and to learn some useful expressions, but also to feel their opinion was being valued and mattered to the others.

During the two cycles of implementation, students were exposed to different kinds of input dealing with specific cultural and historical topics. *The second world war, the segregation in USA* and the *counterculture movement* were the ones that took most of the sessions. The input was presented through different modes of representation and literacies in order to provide students with a wide context of the topic, therefore, once the conversation club was developed, they had enough linguistic and cultural tools to be able to share their opinion.

The following transcripts belong to the first conversation club and on them it is possible to see the multiliteracies effect during the pedagogical intervention:

S3: The Second World War was killing and massacres,

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Hitler and the Nazis shot Jews and people fight for the territory.

S4: In my opinion on the matter the Second World War was a massacre.

S5: In my opinion it was terrible, people die.

S1: I think it was a terrible time because the tortures at the Jews.

I draw this drawing.

This is Hitler with an atomic bomb near his head
and the symbol is representative for the world because the leader of the Nazis
and his moustache is funny, jajaja... for me, ya.

[Audio Recordings, Conversation Club #1: *The Second World War*]

As it is seen in the transcript there are few facts to highlight. First, the answers from the students show that from the beginning of the conversation clubs they knew the importance of using the chunks of language, such as *in my opinion* or *I think that*, in order to introduce their opinion of the topic. As Lindstromberg & Boers (2008) state chunks of language are a sequence of words which native speakers feel is the natural and preferred way of expressing a particular idea or purpose (pag 7). Learning this sequence of words was an important goal for students and once the conversation clubs continued through time, they began using the chunks of language in a more natural way when it came to introducing their ideas in the club. Secondly, another example shows how they not only used the chunks of language *I agree with and on the other hand*, but also developed a formal critical idea about a topic.

The following transcript belongs to conversation club four, in which the Counterculture movement was introduced to students and they discussed about the ideas of peace and values in society

S2: I agree she have a reason in Colombia some people that is so bad
and don't help in the peaceful in Colombia and the history in Colombia does not is peaceful,

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on the other hand, in Colombia was some problems that don't access to the peaceful in Colombia like the Guerrilla, ELN, FARC.

[Audio Recording, Conversation club #4: *The counterculture movement*]

As it is presented, the student was able to share his point of view about an abstract topic using the chunks of language and creating a full critical stand close to his reality. When the students were asked in the semi-structured interview about their thoughts related to the sessions in order to identify the effect of Multiliteracies Pedagogy in the sessions, most of the answers were favorable

S1: A mí me ha ayudado a buscar las palabras en inglés más rápido para poder armar las oraciones (..) y en la manera en que se desarrollan las clases, por ejemplo, es como si uno viera una clase o no como una clase sino como una socialización, pero solamente se le añade el idioma, ¿sabes? por ejemplo como si estuviéramos en una no sé, como si nos enseñaran a hablar y entonces estuviéramos ahí como todos hablando (...) para pasarla bien.

S2: No pues a mí me parece interesante porque también aprendemos de historia y así nos aprendemos a expresar en inglés y todo eso.

S3: Además es súper interesante ver cómo no todo es escrito si no que como son diferentes temas también hay diferentes recursos como Word y distintos videos y así nos enseña de una forma lúdica y a mí me ha parecido chévere de esa forma.

[Semi-structured interview #1]

This evidence depicts the effect that Multiliteracies Pedagogy had when implemented in the sessions. Student 3 highlighted an important fact in his experience, it was the related to the resources used to give input to students. As he said, the chunks of language and vocabulary were given to them in different modes of representation, which had a positive impact in their process of learning the vocabulary and the chunks of language before the clubs. After this process of analysis of data, it is possible to identify that the implementation of the Multiliteracies Pedagogy had a positive impact in students along the sessions.

Category 2: Oral interaction

This category refers to the oral interaction that tenth graders had during the implementation of the pedagogical proposal. Data showed that when the Multiliteracies Pedagogy is implemented in a conversation club, it is possible to shape oral interaction in tenth graders. In order to describe how the oral interaction was shaped, two subcategories emerged from this category once the process of analysis data started, those subcategories were:

- Interaction student-student
- Interaction student-teacher

According to Brown (2001), oral interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (pag. 164), the author also highlights the importance of interaction by saying that is thanks to this collaborative exchange that human beings can “negotiate” meaning or to put an idea into someone else’s head. This definition of oral interaction took an important role once the categories emerged, due to the fact along the sessions this collaborative exchange it was seen how it increased among students. It is worth noting that the interaction was seen in two ways: student-student and student-teacher.

When it came to student-student interaction some considerations were needed to high point. As cited by Nóbrega in *Oral interaction and its implication in the learning and teaching process in EFL* (2008) according to the research developed by Tavares (2006) oral interaction tended to occur more when the pedagogic and institutional strategies were not at

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stake but of the contact and of spontaneous type, the ones that favor humor, affection, thus a more friendly and informal interaction (pag. 4). This phenomenon was seen while the pedagogical intervention was developed. During different sessions while the students were not being recorded a more natural interaction was perceived. The following transcription belongs to a Field Note from the first class in the second cycle.

Student-teacher researcher does	Students do
After reading some quotes from Anne Frank's diary he asks students if they are optimistic or pessimists	They gathered in couples to try to answer the question: S13: Optimistic because the life is to enjoy with friends and family S10: and valorate a person that stays with you.

[Field Note #8 October 4th, 2019: *Class 1 Cycle 2: The Diary of Anne Frank*]

This first class from the cycle two was more challenging for students than the ones from cycle one. Some of the most famous quotes from The Diary of Anne Frank were presented to students and from time to time the student-teacher researcher asked a question that they were able to discuss with the person next to them for few minutes. As the ideas presented were about abstract topics such as: Death, life, or hope, some students found difficult to express their ideas, however, some interaction was perceived. In the previous example S13 not only answered the question, but also, he gave a strong argument that lead to interacting with his classmate.

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Student-teacher researcher does	Students do
While presenting the concepts of segregation and discrimination to the class, the student teacher researcher boosts the class with the following question: Is segregation good? Why?	<p>S1: No, it's not good because humans should live in peace</p> <p>S2: I agree with Luis, every people ehh.. white and black life in the equally rights at world.</p> <p>S3: Yes, I agree too...All everybody has the same derechos profe, injusto.</p>

[Field Note #11 October 31st, 2019 *Class 1 Cycle 3: Segregation in USA*]

The previous example came from the first class from the third cycle, in which the topics of segregation and discrimination were presented to students. It was notable how interaction among students increased class after class. In the example three students interact among them in order to answer the question. Although, the third student who interacted used some words in Spanish, as Tavares (2006) stated her act was completely spontaneous, which is also, one of the facts that allow students to interact among them.

This interaction among students did not only occur during the classes, but also it was possible to identify these characteristics during the conversation clubs, the following transcript belongs to the last conversation club, in which the concepts of war, peace and love were subject of reflection

Student-teacher researcher: Do you think Colombia will be a peaceful country in the future?

S1: No, in this country the people is very conflict and no honest and sincerity

S2: I agree no peace and love in society, because if have peace and love in a society everybody life good, life happy but if not do it the world is too bad.

[Audio recording Conversation Club #4: *Counterculture movement*]

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As it was stated when analyzing the Field Notes, during the classes and through conversation clubs the students were able to develop some strategies that allowed them to interact among them in a spontaneous and more natural way, sharing their points of view, even supporting each other's statements.

An important thing to point out when talking about interaction is the second subcategory, which is interaction between student and teacher. During the intervention it was quite interesting to identify that as the student-teacher researcher was the one asking questions and boosting the conversation club and sessions, interaction between student and teacher became a matter of analysis. According to Tuan & Nhu (2010), at the first stage of learning a foreign language, both student-student and student-teacher interaction need to be guided and supported with visual aids. In this section, it will be described the interaction between student-teacher during the pedagogical intervention.

Student-teacher researcher: What do you think about the Second World War?

S1: Pues, my feeling on the matter is about in the Second World War... ¿Cómo se dice fue acerca de?...

Student -teacher researcher: Was about...

S1: was about a war of two ideologies, they use mmmm... nuclear weapons

Student-teacher researcher: Yes, very good, any other opinion?

S2: The world change the war... Básicamente cambio las ideas del mundo, eso hice en el taller

S3: The Second World War was killing and massacres, Hitler and the Nazis shot Jews and people fight for the territory.

Student-teacher researcher: Excellent! Very interesting opinion

S4: In my opinion on the matter the Second World War was a massacre

[Audio recordings, conversation club #1: *The Second World War*]

The previous example is the transcription from one of the audio recordings. As it is seen, in this conversation club interaction between students was not the main target of analysis, but instead interaction student-teacher was relevant. During the first classes and

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conversation clubs, it was very common that students only answered to the questions the student-teacher researcher asked. This interaction was established mainly because of the fear that speaking in a foreign language had in students during the first sessions.

Student-teacher researcher does	Students do
The student-teacher researcher asked the students to create a poster in which their feelings about the second world war were depicted.	Students began to draw in their posters and also, start asking things such as: <i>Teacher, pero ¿por qué los mataban? / Teacher, ¿cómo digo que era horrible? / ¿Y usted qué piensa teacher? Pero en español para entenderle.</i>

[Field Note #2: *Cycle 1 Session 1 The Second World War*]

As it was presented in the previous example, the interaction student-teacher began from their doubts in vocabulary and their interest in knowing what were the student-teacher researcher's points of view in the topic they were working on. Although, these questions were made mostly in Spanish, the answers provided to students were in English. These moments tended to happen mostly when answering the workshops or preparing themselves to the conversation club.

This evidence allowed us to see how students were able to shape their oral interaction skills throughout the sessions. Interaction seen not only between the relation established student-student, but also, student-teacher.

Category 3: Student's participation

This category refers to student's participation along the clubs during the implementation of the pedagogical proposal. As it was pointed out before, data showed that when the Multiliteracies Pedagogy is implemented in a conversation club, it is possible to shape oral interaction in tenth graders. However, it is important to identify and analyze how student's attitude towards the sessions and activities proposed had an impact in the process. Therefore, this category was named Student's participation along the clubs and two subcategories emerged once the category was identified, those categories were:

- Sharing the point of view
- Creating reflective thoughts throughout the sessions

One of the most relevant ideas behind the vision of learning and language is that those aimed to create a safe space where students were able to share their opinions without fear, and as a natural consequence to create reflective thoughts when discussing about their lives. According to Tudor (2001) "when language is viewed as a self-expression, learning goals are defined by what the learner wishes to express" (p.65) therefore, in this category it was important to create connection between the intention the student had once participating and the content, more than the language as such.

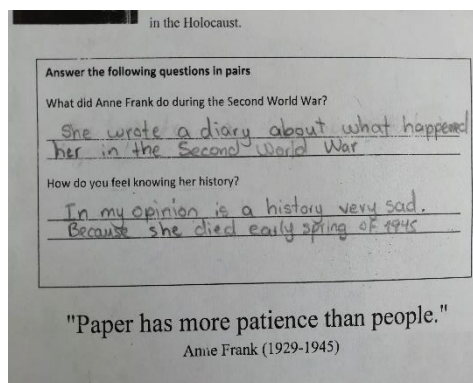
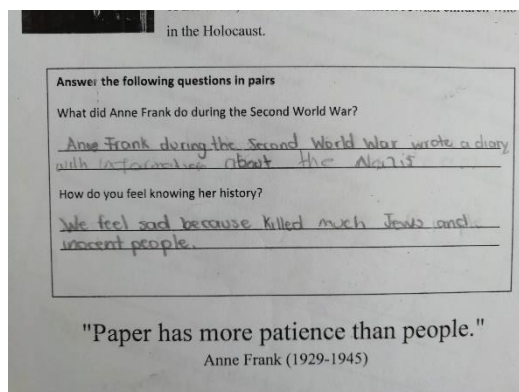
Student's participation along the sessions increased class after class, in order to present and explain this process, the following Field Note shows the first exercise in which students were required to give their point of view for the first time.

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Student-teacher researcher does	Students do
The classroom is divided in two groups, the right side is “cats” and the left side is “dogs”. So, the student-teacher researcher asks questions such as: What do you prefer cats or dogs? Why?	Most of the students walk to the left side of the classroom which means the like dogs the most. Once the student teacher researcher asks “why?” the following answers appeared: S1: dogs sweet S2: very beautiful y alegres S3: more funnier dogs, cats lazy.

[Field Note #1 Week 1, Cycle one: *The Second World War*]

As it is presented in the Field Note, students were willing to participate during the sessions not only with the concrete concepts, but also, with abstract concepts. In order to achieve that, different strategies from the Multiliteracies Pedagogy were implemented. The following images belong to a workshop developed at the beginning of cycle two. Once all the information was presented, they were asked to answer some questions in which their opinion had to be presented.



[Student's workshop #2 *The Diary of Anne Frank*]

As it is seen in the images, after some sessions enhancing students to participate, to feel free to speak, to share their points of view and to use the vocabulary presented in the

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sessions, they started to feel more comfortable and secure when it came to sharing their points of view, moreover, when the topics discussed in the clubs were controversial.

During the last conversation club, the topics of civil rights, segregation, discrimination and racism were a matter of discuss. Although all of the students agreed with the idea that racism is wrong, when the student-teacher researcher asked if Venezuelan immigrants deserved the same legal rights than Colombians, the opinions started to be debated.

S3: All everybody have human derechos.

S2: I agree with Emily because ehh, no discrimination

S4: I am agree, because we are same

S5: Depend if this person is a legal in the país or illegal.

S1: I not think, is not a reason because I... quality persons and we has ah... equal rights.

[Audio Recordings Conversation club: *Segregation in USA*]

As the evidence show, even when S4 had an unpopular opinion in relation to the question and the discussion that emerged from it, he did not hesitate to share his point of view with the class and even when nobody supported his point of view, on the contrary, the disagreed kept participating and tried to defend his idea. This is a depiction of how after a process of encouragement to students and the creation of an environment where everyone's opinion matter, students feel secure and free to share their points of view.

Finally, one last fact is needed to be considered in this analysis, it is how the conversation club and the Multiliteracies Pedagogy helped students to transform their practice.

S3: Yo no es que me guste sentirme escuchado, lo que me gusta es escuchar, es como si tú escucharas a alguien, lo entiendes y tienes una manera de decir algo al respecto, pero después de escucharlo (...)

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S4: Saber la opinión de las demás personas y aprender a escuchar. Y la ayuda del curso porque cada vez que voy a decir algo y no encuentro las palabras, mis compañeros me dan ideas.

[Semi-structured interview #1]

Data also showed, that students expressed that the main changes they perceived in their class environment were in terms of group support and listening. It is important to point that before the implementation of the project, they listened to each other, however, once they were facing the conversation clubs, they listened to each other in order to answer and or provided advice or help to some others when they could not find the specific words or ideas. The last but not the least, has to do with the social awareness produced from the reflection they created through the sessions. To listen to the others, to recognize the others and therefore, feel comfortable sharing points of view and debating those ideas, mean to transform practices.

To conclude, this chapter presented the data analysis and finding from the pedagogical intervention. Also, the categories and subcategories that emerged from that analysis were presented and explained through the different instruments used to collect data.

CHAPTER VI

Conclusions and limitations

The following chapter presents the conclusion and limitations that arose from the implementation of the current study. Based on the pedagogical intervention, data analysis, findings and all the information presented in the previous chapters, here are some of the most relevant conclusions that emerged in this project.

Based on the pedagogical intervention, the analysis of data and the interpretation of the findings, three categories emerged to answer the research question that lead the investigation. During the intervention the principles and designs from the Multiliteracies Pedagogy were implemented in classes and in a conversation club to shape oral interaction in tenth graders. The data showed that this proposal had a positive impact in tenth graders, this impact is reflected in three aspects: The effect of Multiliteracies Pedagogy, oral interaction in students and students' participation during the sessions.

First, in regards to the effect of Multiliteracies in the EFL classroom, the findings revealed that tenth graders had a good experience through the sessions. This experience allowed them to learn historical facts that determined their behaviour nowadays in their own contexts. Moreover, they expressed they learnt new vocabulary and chunks of language that allowed them not only to know how to introduce their ideas or to support other's opinion, but also, to take the risk to speak in the foreign language.

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As for the modes of representation and the principles from the Multiliteracies theory some things have to be mentioned. Although all the designs from Multiliteracies were implemented, situated practice was the one that allowed the student-teacher researcher caught learners attention. Also, transformed practice took a relevant role, as the data showed students were able to reflect upon some topics that developed their awareness in the world. Hopefully this effect will also be part of the daily life since now.

Second, regarding to oral interaction some positive conclusions came up after analyzing data. The process of shaping oral interaction in an EFL classroom takes more time than expected, however, in this research it was possible to identify that interaction happened in the sessions, mostly in two ways: Student-teacher interaction, in which students asked the student-teacher researcher for questions related to words and concepts in English during the classes or the clubs; and also, interaction student-student, in which students interact among them using the target language. Probably the most interesting finding in this section has to do with the intervention students made during the sessions. They created sentences in the target language, sentences in which they truly expressed their ideas, feelings and thoughts about a specific topic, and from those interventions lead to shape the whole group's oral interaction.

Third, regarding to student's participation it was an achievement to see how students through the sessions started to participate more. Their participation during the sessions was closely related to the intention to share their point of view after reflecting upon the ideas of the class and the classmate's opinion. Although the group was willing to participate since the beginning of the classes, the participation increased when the topic was related to their

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realities. They were allowed to feel vulnerable, to feel they were the owners of their ideas, therefore, their participation increased.

To conclude, this study tried to answer the research question: How may tenth graders from a public school in Bogotá shape their oral interaction in English when the Multiliteracies pedagogy is implemented to boost a conversation club? After eleven sessions with the students it is possible to highlight that interaction is shaped when tenth graders felt comfortable with the presentation of topics and vocabulary through all the modes of representation and principles that the Multiliteracies Pedagogy proposes, also, when they felt the topics discussed in the sessions generated an impact in their lives and when they felt their opinion was important and even when if they made mistakes regarding to pronunciation or grammar, they were going to be listened by the student-teacher researcher and the classmates.

Limitations

Although this proposal had a positive result in students and in the research, several limitations came up in the process. To begin with, the time was not enough to accomplished the goals established. The proposal was designed to be developed in more than fifteen weeks, unfortunately strikes inside the university delayed the beginning of the semester and the quarantine from the world spread Covid-19 were events that interrupted the process.

Another limitation was in regards of attention spam, some students were easily distracted by notifications that appeared in their technological devices or events promoted by

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the school such as soccer matches or the current need to use the time from the English class to develop homework from other subjects. Nevertheless, and spite of all the limitations that came up in the process, it was possible to apply the pedagogical proposal and to obtain the results previously mention from students.

To conclude, this process was a unique opportunity for the student-teacher researcher, extremely enriching and challenging at the same time. The student-teacher researcher was immersed in real practice of teaching English as a foreign language to teenagers in Colombia, constant reflection and analysis during almost a whole year. Also, it was a meaningful experience not only for the student-teacher researcher, but also, for the students. Everyone had something to share and when possible, it was shared.

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ANNEX A: Field note

TEACHER'S DO	SS'S DO	REFLECTION
<ul style="list-style-type: none"> · She enters to the classroom and greets some students; they talk about different things in the door of the classroom. 	<ul style="list-style-type: none"> · They get in to the classroom very messy. 	
<ul style="list-style-type: none"> · She controls the group by starting speaking in English, then translating what she'd just said. 	<ul style="list-style-type: none"> · They are re paying attention, quietly 	<p>Students were paying attention while the teacher spoke in English, as soon as she switched to Spanish, they lost interest. It's very interesting to see and to know that they were all praying in English, because some how they are using the language since the beginning of the class.</p>

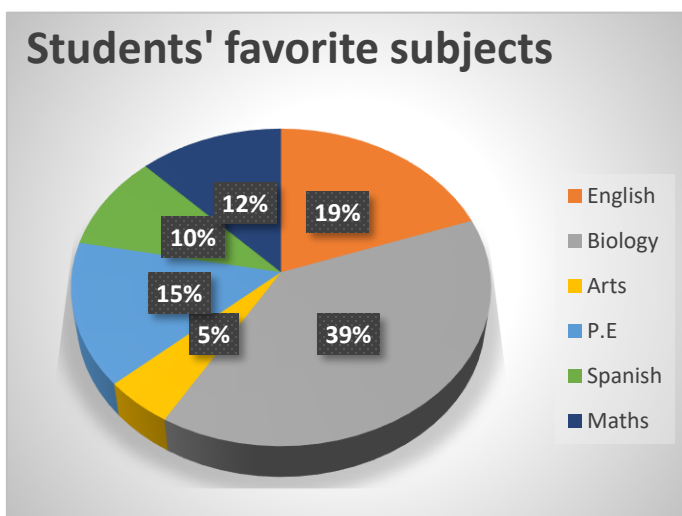
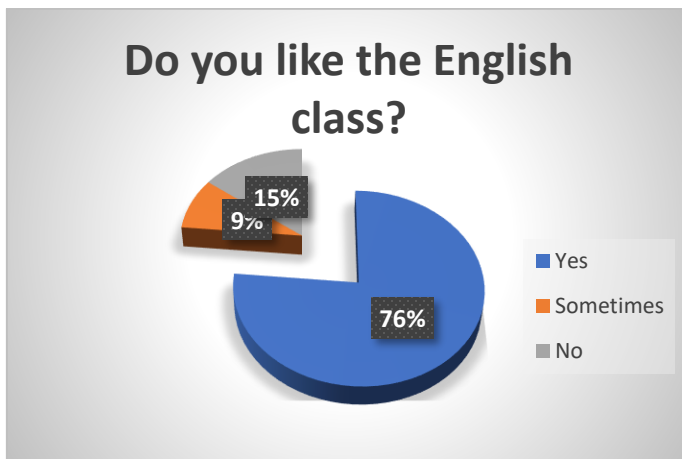
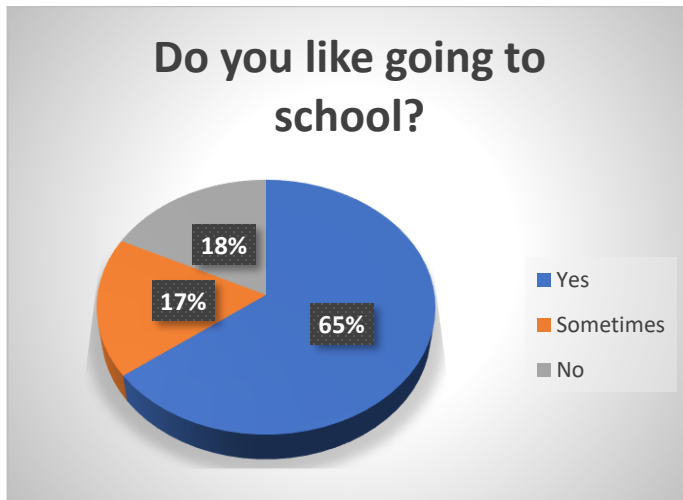
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<ul style="list-style-type: none"> · After doing that, she starts guiding the pray of the day in English. 		<p>It seems that they're willing to understand and learn the language. I also consider that the students became messy after a while because the teacher was talking about some specific students and it took her too much to express the intention she had, so the others got bored and the mess started.</p>
<ul style="list-style-type: none"> · She starts talking in Spanish about how the students are wearing the uniform and also how some girls are wearing makeup. She tries to catch their attention by doing jokes and seems friendly. 	<ul style="list-style-type: none"> · Students start following the pray very quietly and in a respectful way. 	
	<ul style="list-style-type: none"> · Students are messy, talking to each other while the teacher speaks. 	
	<p>Two of them are playing music on their cellphones.</p>	
<ul style="list-style-type: none"> · She starts talking about the grades she has. Today they're about to have a TechEnglish Quiz so, the teacher explains that the quiz will be available for 40 minutes. 	<ul style="list-style-type: none"> · They start solving the quiz each student in a different laptop. 	<p>It appears to me that as the teacher only focused in some students, the ones who came closer to her and asked her questions, the others got bored or distracted easily. Some of them were working on the quiz, some others weren't, it means that not all of them were engage with the class.</p>

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<p>· The teacher sits down on her desk and talks to the students that approach her to ask questions about the grades because the term is finishing.</p>	<p>· Students listen to music aloud, play in their cellphones, they take pictures of the correct answers that some have had and start sharing among them. They use Google Translator to translate the questions from the quiz. They're messy and distracted, two of them, the ones in the back are even having lunch.</p>	<p>TechEnglish is something that the teacher Martha invented few years ago. It's a platform designed by her in which students have a username and a password. She uploads information about the class, homework and quizzes. It seems that TechEnglish is the center of the whole class.</p>
		<p>Although, after a while, students stopped being messy, it is shocking how little they talk among them. Every student is on a laptop doing different activities. In general, for the time being, the classroom is quiet. I consider their immersion in technology is exceeded and that is why the spoken word is not heard.</p>

ANNEX B: Survey



As for the attendance to school, the results from the survey show that despite 65% of students like to attend to school, the number of students who dislike it is high as well. The 18% of the participants do not like to attend to school. As for the reasons, the most common is that they do not find school interesting or useful, while the 17% express that they like to attend sometimes, when there are especial activities prepared for them. This fact could have positive implications in the project, due to fact there are many different activities planned for the classes and students would probably engage with their learning process and with school.

In general, it seems that students enjoy the English class, based on the survey 76% of students from 903 find the English class interesting and they like to attend to it. The resources students use the most in classes are the digital ones, such as the class platform, apps and websites from the Internet to learn English.

As for the favorite subjects of the participants, the 39% has answered that Biology is their favorite followed by English with the 19% and Physical Education with the 15%. On the other hand, the less liked is Arts with the 5%.

ANNEX C: Diagnostic test

DIAGNOSTIC TEST

1. Complete the text using the verbs in the box

Speak Write Learn Read Eat Sleep Take Live
--

My name is Anna, I _____ in London and I am _____ to you because I heard you are very interested in my life. Well let me tell you something about myself, I _____ English because I learnt it when I was a child. I love _____ all day long, and I love _____ hamburger and French fries. I don't like _____ big books because I usually get bored, however, when you read, you understand better the world. Right now I'm _____ a Spanish course because I think Spanish is a beautiful language. I want to visit Bogotá, I'm _____ some expressions such as: "Dar papaya" in my class. That's all for today, I hope to see you soon.

2. Answer the following questions

What is your favorite kind of movies? Why?

What is your favorite kind of music? Why?

What is your favorite food?

3. Read the following text and answer the questions

THE PRINCESS IN THE TOWER

Laura is a beautiful princess, she's fifteen years old and she has always been living in a tower on a distant village named Oldville. Laura usually feels sad because there are many things she wants to discover from the outside world. She wonders how do the flowers smell, because she loves yellow flowers and she's never touched or smelled one. Laura sees through her window the world that is full of wonders such as flowers, birds, trees and people. The only person Laura has ever spoken to is her mother Maura. She loves her mother, however, she wants to have friends and to go to parties with them. One day, Laura decided to escape from the tower and discover the world.

As soon as she did it she found a black cat "Hello dear Cat, I'm Laura, I don't have any friend, do you want to be my friend?" said Laura to the cat. "Friend? Of a human being? No way!" replied the cat and left Laura alone in the hood. But then she found a gorgeous yellow flower. "Hello dear flower, you are beautiful. Do you want to be my friend?" said Laura kindly to the flower. And the flower answered:

"What are you doing in the hood?"

"I'm discovering the world, I want to make new friends and go to parties with them, do you want to go to a party with me?" said Laura.

"No way!" answered the flower and then added "you should go home, the world isn't full of friends, it's a dangerous place, get back home, little kid" Laura felt so sad that she decided to get back to her tower and never leave it again.

Questions

1. What is the name of Laura's mother?
2. How old is Laura?
3. Does Laura enjoy living in the tower? Why?
4. What does Laura want to do outside the tower?
5. Does the flower think the world is a beautiful place?

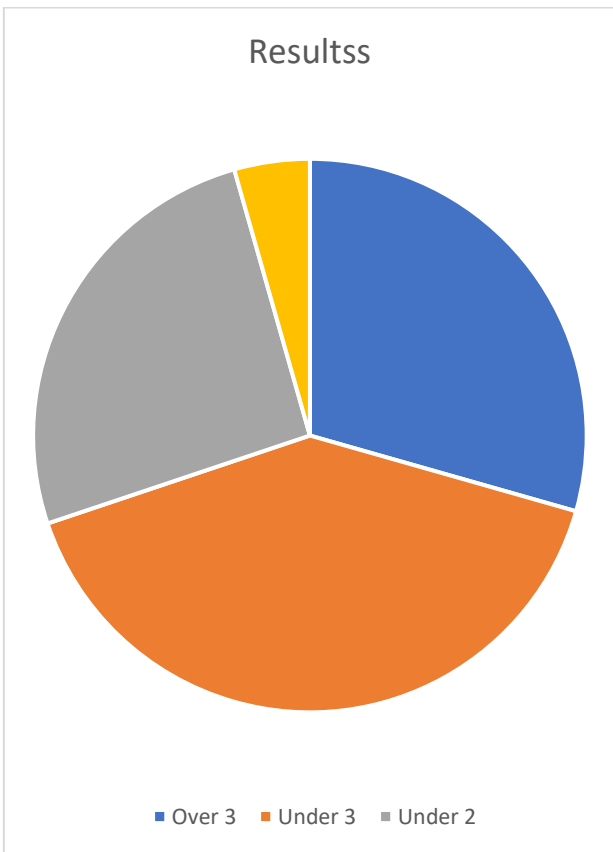
ANNEX D: Speaking results

STUDENT-TEACHER RESEARCHER'S DO	SS'S DO	REFLECTION
<p>What is your name?</p> <p>What do you like to do?</p>	<p>S1“My name is Juan David Guerrero, I have fourteen years old, I like play soccer, I like play video games y I like typing.”</p> <p>S2“I’m Laura, I have 13 years old, I like reading, watching movies, I like listening to music.”</p> <p>S3“My name is Andres, I have fifteen years, I like play soccer, I like food y ya.”</p> <p>S4“My name is Alejandro Sacristan and I have fourteen years old, I like play soccer, play videogames, ehhe, and I am like ehhe, ehhe.. go to the gym”</p> <p>S5 “My name is Luis Eduardo, I like to read and to study. I like going to concerts too”</p>	<p>In general, students understood the question without the need of repetition. They wanted to share their personal information and they did it. There are not terrible problems in terms of pronunciation, the most common mistake they got was the “I have” instead of “I am” there is a special situation with student 2 who used gerunds to talk about her likes and dislikes.</p>
<p>Do you support abortion?</p>	<p>S5 “I agree with that because, ehhe... is a decision of the person who wants look to...yes”</p> <p>S2 I disagree ehhe, because the life is beautiful”</p>	<p>In this question students were required to give arguments, and of course it was a difficult task for them. They can use the language when basic structures are needed but</p>

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	<p>S1: “No, porque no teacher, ¿Se puede en Español? No en inglés yo no puedo hablar”</p> <p>S3: Yes... ehh is fine.</p> <p>S4: I like, because yes teacher, jajaja</p>	<p>not when complex tasks are required.</p>
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ANNEX E: Results



From twenty-six students that participated in the diagnostic test and the speaking activity, seven of them had a score higher than three, eleven had a score inferior to three but higher than two and eight failed with a score below two. Therefore, none of them had a score below one. Based on the results, the most difficult part of the diagnostic test appears to be the first one. Although most of the students wrote the correct verb in the gaps, almost none of them wrote the correct form of it in the present progressive tense, even though the verb to be was explicit before the gap.

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LESSON PLAN N° 1

School:	Prado Veraniego	Schedule:	3:45 - 5:20
Teacher's name:	Martha Vargas	N° of Students:	36
Date:	September 13th 2019	Lesson Length:	40-50 minutes
Grade:	903	Topic:	Past Simple
Room N°:	303	Materials needed:	Board, markers, Video Beam
Keys:	SW: Students will SWBAT: Students will be able to		
Prescribed Learning Outcomes:	Students will be able to create sentences about the past		
	Students will be able to share their feelings about the SWW		
	Students will be able to recognize important characters from history		
Key linguistic structures	Simple past		

LESSON OUTLINE			
Stages and Estimated time	Specific objectives	Description/Procedures	Resources/Materials
Warm up activity verbs in past (10-15 minutes) Spatial, visual, linguistic meaning designs	To create a funny environment in the classroom for learning. To make them aware of the class is about to start. To review the verbs in present and past.	Verbs are presented in flashcards in the present, past and participle form by the teacher. After that the past tenses are hidden from students and they start to match them.	Flashcards
What was the second world war? (10 minutes) Linguistic, multimodal, visual designs	To get closer to an specific period of time in humanity's history. To learn how to use the past tense when it comes to talk about events in the past.	Some slides with brief information and images of the Second World War are presented to students. Eventually some of them will be required to read it aloud and some questions will be asked by the teacher.	Slides, Video Beam
written workshop (20 minutes)	To rehearse vocabulary and the understanding of the slides.	Students answer the questions from a printed workshop related to the Second World War.	Printed workshop

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linguistic design			
Short films (10 minutes) Linguistic and visual designs.	To practice the simple past in an spontaneous way	Some clips from The Schindler's List are presented to the class, students will be required to answer questions such as: What happened on the video? Why did it happen? etc.	Video Beam
Practice (25 minutes) Critical framing and transformed practice.	To put into art the feelings and thoughts that the videos have inspired in each student. It is also the connector between the class and the conversation club.	Students are given an empty sheet of paper and in there they draw, write or depict their feelings related to the class.	Sheets of paper.

Key vocabulary	Verbs in past.
Anticipated difficulties	It'll be probably difficult to catch the attention of all of them, basically because they're coming from their break
Evaluations	
Observations	

Annex: Transcripts

Question	Description	interpretation
<p>CONVERSATION CLUB A</p> <p>Do students create sentences in English to share their point of view?</p> <p>Do students connect the ideas presented in class and their own to create their point of view?</p>	<p>The student-teacher researcher boosts the conversation club with the question: What do you think about the Second World War?</p> <p>S1: Pues, my feeling on the matter is about in the Second World War... ¿Cómo se dice fue acerca de?... was about a war of two ideologies, they use mmmm... nuclear weapons</p> <p>S2: The world change the war... Básicamente cambio las ideas del mundo, eso hice en el taller</p> <p>S3: The Second World War was killing and massacres, Hitler and the Nazis shot Jews and people fight for the territory.</p> <p>S4: In my opinion on the matter the Second World War was a massacre</p> <p>S5: In my opinion it was terrible, people die.</p> <p>S6: In my opinion mmm... mataron mucha gente.</p> <p>S7: The Second World War is very sad and sangrienta.</p> <p>S8: In my opinion it is terrible for exterminio.</p> <p>S9: In my opinion the Second World War is a period of war, jajaja, no más. A much kill and sangrienta in the world</p>	<p>I consider most of the students are willing to participate in the conversation. It is important to highlight that even when they wanted to share their ideas related to the SWW the vocabulary and structures they already knew were not enough for them.</p> <p>Most of the students caught the main ideas related to the War and presented in class. In their sentences is very common to listen the words: Nazis, Jews and atomic weapons, which were three important aspects during the Second World War.</p> <p>Some of the students had forgotten the reasons why the SWW was an important period of time and they were able to review this information in English and to participate in the conversation giving their point of view, which means the input given in class was accurate.</p> <p>As it was the first conversation club, students were not very confident with their English level and they were doubting about their participation, when they participated it was very common to see them nervous and for that reason some times they switched the code to Spanish. It is important to highlight that the words in which they switched the most were adjectives.</p>

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<p>Do students use the chunks of language to give their opinion?</p>	<p>S10: In my opinion I think it was violent and massacre, Hitler and the Nazis is shot a Jews, ehh... black people, no más.</p> <p>S1: I think it was a terrible time because the tortures at the Jews. I draw this drawing. This is Hitler with an atomic bomb near his head and the symbol is representative for the world because the leader of the Nazis and his moustache is funny, jajaja... for me, ya.</p> <p>S11: In my opinion Second World War caused many died people from different cultures, eso.</p> <p>The student-teacher researcher asks: Do you think we're living in a peaceful world nowadays?</p> <p>S1: No, because it is an economic world and hay war.</p> <p>S12: No, paz in the world because disacord of people ehh, and hay mucha guerra entre ellos.</p>	<p>Most of the students tried to use the chunks of language given at the beginning of the club such as: In my opinion and my feeling on the matter.</p>
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CONVERSATION CLUB B The Diary of Anne Frank's quotes

Question	Description	Interpretation
<p>Do students connect the quotes from Anne Frank's Diary with their personal life?</p>	<p>The student-teacher researcher asks the participants if they agree with some of Anne Frank's statements from het book.</p> <p>S1: Because is a different people.</p>	<p>This conversation club was more challenging than the previous one. In this one the questions were guided to know if students agreed or not with some statements presented in The Diary of Anne Frank. As the ideas</p>

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<p>Do students interact among them?</p>	<p>S2: I think the people is a bad people for the world or bad people are is in the earth.</p> <p>(Teacher's participation)</p> <p>Student-teacher researcher asks: Are you hopeless or optimistic about life?</p> <p>S13: Optimistic because the life is ¿cómo se dice disfrutar? To enjoy with friends and family</p> <p>S10: valorate a person that stays with you y no cuando están lejos de esa persona.</p> <p>Teacher translates one of the quotes from Anne Frank's Diary. The student-teacher researcher asks if students agree with Anne Frank or if they disagree.</p> <p>S1: I agree because yes.</p>	<p>presented were related to abstract topics such as: Death, living or hope students not only found difficult to express their opinion in English and answer the questions, but also, they found difficult to think about these topics (most of them haven't ever thought about this before).</p> <p>One interesting fact is the relation S13 created between his optimistic perception of life and the reasons why he still has hope.</p> <p>The mixture between Spanish and English is still presented and some of the students aren't comfortable enough to talk without writing their ideas before. Interaction is something to work on because even when they are listening to each other, they're not interacting among them yet.</p>
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