

**CREATING A SITUATED DIARY THROUGH MULTIMODAL TEXTS: A
GENRE-BASED APPROACH**

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ABSTRACT

This document displays a proposal of pedagogic and didactic innovation in which creating a diary supported by multimodal texts based on current events attempts to promote writing skills as a situated practice. This proposal aims to be developed with a group of ninth-grade students in a public school in Colombia. During the characterization of the target population, it was found that students of ninth grade, mostly adolescents, need a situated learning environment that fosters interaction in writing activities. Consequently, the main objective of this proposal is for students to create a socially situated diary through the implementation of multimodal texts. Thus, three cycles of intervention framed in the principles of genre-based approach were designed to be implemented through 15 classes of 60 minutes each. Over the course of the classes, students are addressed with the material and the activities that serve as support for students to express opinions, feelings, and perspectives from a situated written experience.

Key words: Diary, Multimodal Texts, Situated Writing, Genre Based Approach

CHAPTER I

Contextualization and approach of the problem

Context and target population

This section presents an attempt at contextualizing the target population this proposal is intended to work with. The proposal is designed for ninth-grade students of a public school in Colombia. According to Shepherd and Ainsworth (2018), the education system in Colombia consists of pre-primary, primary, and lower secondary school, followed by the upper-secondary school in which 85 percent of primary schools and 60 percent of secondary schools in the country are public institutions. This proposal aims to be developed with students of ninth grade, meaning that these are learners from upper secondary school ranging between the ages of 13 to 16 years. According to DANE¹ as of 2017, there were 5.9 million people between that age span who belonged to the adolescent cycle, 9 percent of the overall population of the country. Therefore, this characterization details the main features of the target population as individuals and how that impacts their learning process.

Consequently, it is important to review the concept of adolescence, and its characteristics, such as age span, behavior, and cognitive development. In that respect, the term adolescence refers to the period in which humans transit from children to adults. Commonly, this period begins at age 12 and ends at age 18 where several changes inside the brain happen, and as a result, they reflect on their behavior. In addition, Jaworska and Mcqueen (2015) state that these behavioral changes occur in the context of developmental transitions that are influenced by environmental and internal factors that reinforce such behaviors.

¹ Departamento Administrativo Nacional de Estadística

Additionally, Tassoni (2016) observes that adolescence begins at age 13 and ends at age 16 when they begin to develop their own identity. Thus, from a social and emotional perspective, it is vital to consider that not only the adolescents' mind changes but the body does too. Due to this fact, these changes may cause uncertainty, low self-esteem, and as a result, they will start to experience mood swings. Furthermore, according to Piaget (2016) as adolescents develop their identity they move past solid encounters. Consequently, they think in dynamic and more constant ways achieving the concept of acquisition and allowing them to use logical reasoning.

Moreover, Vanegas (2020) points out, based on her observations of a ninth-grade group, that, at this stage of their lives, students like to go to school to share with their friends and that "They really liked working in groups, they were good at socialization, and they loved playing. Most of them had many friends at school and this was an important factor in their lives" (Vanegas, 2020, p.4) Based on the aforementioned aspects, school is an important factor in students' life since it is the principal environment where they interact and where socialization becomes key to the development process during adolescence.

Furthermore, at this point in their lives, they also start to question sources of information, which leads them to create awareness of the context with which they interact daily. Therefore, the context with which they interact constantly can be reflected in their likes and dislikes, and how that translates into their learning process. Vanegas (2020) remarks that students usually enjoyed music from all across the musical spectrum, also playing, reading, and watching TV as a part of their daily routine. Considering the attitudes shown by students; two major factors contribute to learning a second language. First, it is the biological aspect of the student that suggests that the changes are occurring while undergoing academic life. And second, the particular

environment that surround a person at this point in their lives ultimately defining the kind of people they are going to become in the future.

In brief, most ninth-graders are adolescents, and as such, this fact bears great importance in the learning process. At this stage of their development, several behavioral changes affect students. Consequently, they impact the learning process in instances such as motivation, concentration, and overall engagement with the class. These aspects make it difficult for teachers to create an environment in which students' interests and class contents coincide.

Statement of the problem

In the last sixteen years, Colombia has had five major bilingual programs, created with the main objective of teaching English as a foreign language. The implementation the bilingual programs has allowed political and social benefits in the country, which is why those have become a top priority for *Ministerio de Educación Nacional* (MEN) and since 2004, it has been one of the government's purposes to create a suitable policy. Their latest attempt: *Colombia Bilingue* (2018) was created not only to improve English, but also to alphabetize Colombians in a foreign language in service of the current state of globalization. Nonetheless, this program has shown not to be as successful as initially considered, due to the lack of continuity, and in addition, not being under the needs of both teachers and students. In that regard, it is stated that:

These plans and policy have shared the objective of inserting the Colombian human capital into the international dynamics by fostering communicative skills in English. However, many academics have criticized the policy and plans arguing lack of continuity, consistency and articulation among them, emphasis on employability rather than on social development. (Gómez, 2017, p. 131)

As a result, certain expectations deriving from acquiring English as a foreign language have not been met. Therefore, as brought up by the DBA² (2016), students should be able to reach a certain level of English that allows them to communicate, interact, share knowledge, and consequently boost their human and professional abilities. Despite that, learners are neither achieving the level required nor reaching the goals proposed by the MEN which by the end of high school as stated in the Common European Framework of Reference should be at an A2 level. Due to this, Colombia's English learning performance has been reported to be declining over the last few years. Following the English proficiency index, in 2020 Colombia was ranked among the worst non-native speaking countries. According to Bustos (2020) as of November 2020, Colombia ranked at number 77 out of 100 countries, continuing with the declining trend of previous years in its performance.

In addition, this low level of English often translates into poor English learning and writing performance in schools. Gómez (2011) observes that, “the norms, preferences, and rules about written communication were not learned in the classroom but gleaned from their cultural and disciplinary context” (p. 208). Certainly, his views come from the experience with undergraduate pre-service teachers, but it yields great importance on the overall context of the current Colombian instruction of writing in high schools. As a result, the factors previously mentioned ultimately affect students when they decide to apply to public or private higher education institutions.

Problematic issues can also be frequently related to predispositions that learners may have on Writing and learning in English. In this section, Ngoc Anh (2019) remarks, “The process of learning to write English as a foreign language is often affected by

² Derechos básicos de aprendizaje de Colombia

factors such as lack of motivation, limited reading activities, and the influence of the mother tongue.” (p. 76) Hence, not being motivated is a key factor when it comes to fathoming and mastering skills; along with the strong impact of the mother tongue on successfully learning how to write properly. In that regard, Guerrero (2011), explains how the social context leads to difficulties in L2³ students since there is a lack of interaction in English. As is the case of most institutions in Colombia, interaction is limited to a certain amount of time per week. As a result, the abovementioned factors affect the overall performance of a student when writing in a foreign language.

Writing for L2 learners within the Colombian context has shown a considerable gap concerning the performance between the foreseen expectations by MEN and the actual outcome. In that respect, a study conducted by Shepherd and Ainsworth for the British Council (2018) in Bogotá, Colombia, disclosed that 39% of the students over 15 years old possess A1 level in writing while only 3.3% of the students possess B1 level when writing in English. Consequently, the claims stated before show that L2 students are not able to meet the expectations delimited by MEN; and thus, resulting in a general discontent in terms of performance in public exams.

Since ninth-graders are merely two years away from taking the SABER 11 exam, it is pressing to see how the performance of the exam has been. A report from two years ago MEN (2019) reviewed the historical performances on the English test for SABER 11 over the period between 2017 – 2019 which displayed few to no changes in trend showing that 36% of students possess an A1 level. Thus, it indicates that students do not possess the faculty to express themselves to comprehend English even in its most

³ Second language

basic components, such as introducing themselves, having small conversations, providing information, among others.

In conclusion, the problematic issues faced in terms of writing, and English learning in general, can be summarized in the way English teaching has been structured in Colombia. It is important to note how certain, often unrealistic expectations ultimately affect the overall performance of students by the time they graduate. As a result, ninth-grade students do not acquire the means to successfully communicate in English, which is why they may find themselves unable to write and express their ideas appropriately before they graduate. On account of this, learning to write and communicate properly in English, is essential not only for the period they are in school, but also for future endeavors.

Rationale

We live in an everchanging world, where situations such as political and social unconformities, economic changes, and unsuspected global health emergencies take place; these, only to name a few examples of the setting in which we live. Due to this, it is important to bear in mind how critical is to communicate the perceptions that emerge from such situations. Therefore, writing is an essential skill and a pivotal device to express a wide range of feelings and emotions in different social contexts; in this proposal's case, to promote English writing. However, as Gómez (2011) stated, writing in English is a skill that has not been fostered properly in EFL⁴ classrooms through high school. Little to no written tasks have been developed along with the processes; resulting in major problematic issues for students to face in future academic or professional settings.

⁴ English as a foreign language

The English language possesses the status of lingua franca; this refers to the use of English as a common means of communication among speakers of different languages. In that regard, learning a second language brings a great variety of political and social benefits, generally speaking. Nevertheless, as stated by Baker, cited in Barreto (2012) “Baker (2001) refers to a fifth ability, and it is the language used for inner thinking” (Barreto, p. 120) Language, as Baker perceives it makes students able to reason, think, and criticize in both mother and foreign language in different contexts encouraging them to produce ideas surrounding their own personal and social context.

At the same time, out of the four skills in English, being: speaking, listening, reading, and writing. Writing is critical to learn and master since, as stated in the DBA (2016), students in ninth grade should be able to produce texts making recommendations in academic, social and personal related situations. Which is why, the importance of writing to express ideas within an immediate context is highlighted as vital in the social and academic realm by the DBA. Hence, in Chapetón and Chalá’s (2012) view it is important to recognize learning a second language and writing as an event affected by different sociocultural factors, in which students as writers are involved. And as such, students have to partake in the dynamics of the world, providing opinions on the current state, by writing from a socially situated standpoint.

Seeing writing as a socially situated practice allows students to think about their reality and reflect on it. Socially relevant situations instigate opinions and different perceptions; according to Feldman (2001), “We argue that all writing is situated in the social conditions that prompt it, and we believe that students take this axiom more seriously when an actual audience and a "real-life," complex, social context are elements of the writing situation.” (p. 38) On account of this, writing as a situated practice is pertinent regarding the constant changes befalling the country and the world

alike. Accordingly, fostering, and finding paths to improve writing skills among ninth graders becomes increasingly relevant nowadays, as students need tools to express ideas and perceptions.

To sum up, as it has been stated, living in a constantly changing society, demands from the academic world tools for students to communicate perceptions, and ideas surrounding current events. Considering ninth-grade students are not able to express ideas how they are expected to do at this level according to the DBA. It is indispensable to change the dynamics for them, in such a way; they become able to write about personal experiences. For that purpose, this proposal is mainly concerned with finding ways to foster and promote written communication in English among ninth-graders creating a diary supported by multimodal texts.

Objectives

- To promote the development of writing skills of ninth-graders following the genre-based approach (GBA) in the creation of a socially situated diary.
- To design a pedagogic and didactic proposal based on multimodal texts to contribute to the understanding of current events in the creation of a socially situated diary framed in the principles of genre-based approach (GBA).

CHAPTER II

State of the art and theoretical framework

The following chapter presents the state of the art, along with the theoretical framework that serves as the foundation for this proposal. To begin with, the state of the art reviews both national and international studies that deal with the four theoretical constructs that support the project. Moreover, the theoretical framework comprehensively details each construct as follows: Situated writing, genre-based approach, the diary as a situated writing experience, and multimodal texts based on current events.

State of the art

This section contains the research background, which focuses on reviewing five national studies and three international studies, providing backup about the four principal constructs that compose and serve as basis of this proposal.

The first research study considered relevant for the current proposal is titled: *The Impact of Process Genre Based Approach in Students Written Competence* (2017), and was conducted by Valencia in the Alfred Binet School with six grade students. In order to collect data, the researcher led a series of observations with sixth graders that expanded over three months; this allowed her to depict several problematic issues in terms of writing in the school where she developed the practicum. Considering those issues, she created an action plan through a set of steps taking account of process/genre-based approach to tackle the main problematic issue.

Finally, after the observations and data collection were done, she observed a significant difference between the first and the last encounter. In the first one, the students were disengaged with the class, while in the last observation she found that through the implementation of the plan students were more creative and participative in

the class than before. Resulting in an improvement that not only showed a change in their attitude but also in their performance and the perception that they had on writing.

The relevancy of the previously mentioned research for this proposal is vital since, it explores and implements a genre-based approach in an EFL setting. Additionally, it characterizes the general perception that students have on writing and provides a suitable solution. This information guides the development and implementation of writing a diary in an EFL setting, as it provides insights on the application of the genre-based approach, along with the beneficial outcomes that it offers.

The second study considered important is entitled: *WEWRITE!: A complementary, access-self online material for the improvement of EFL students' writing skills at the bachelor of arts in the teaching of modern languages of Pontificia Universidad Javeriana* By Ruiz and Castañeda (2016) This project explores the role of access-self online material focused on genre based approach with undergraduate students from the bachelor of arts in the development of writing skills. For that purpose, the study was divided into three phases. Firstly, in the design phase, students were addressed with the material designed. Secondly, the material was used by the target group in the implementation phase. Finally, in the evaluation phase not only their written production was evaluated, but also their opinions on the material were collected as well. Hence, the researchers created an online webpage titled *WEWRITE!* This webpage was conceived from the needs that university students have when writing academic texts improving their writing skills through practice and proper feedback.

Consequently, the aforementioned remarks the importance of teaching writing in an academic setting bearing in mind the necessity of complementary resources so that students can trace their process as writers. Furthermore, they also recognize that writing

should not be a decontextualized practice being imperative to create awareness of academic discourses through a genre-based approach. Thereby, the importance of Ruiz and Castaneda's study for this proposal derives from a solid interpretation of writing skills and the attention to detail of students' specific needs. Thus, it provides this proposal with two contributions: First, the importance of creating meaningful material to foster writing skills, and second, the significance of acknowledging specific needs within the population to provide an interactive solution.

The third study considered for this research *Multimodal Material with Social Content: Promoting Situated Writing Skills* by Galindo and Rodriguez (2020), aims to identify the role of multimodal materials in seventh-grade students at Prado Veraniego School. This qualitative research found that among the four skills in English, students showed a particularly low level in terms of writing. Furthermore, students were completely disengaged with their context when writing in contrast with what is promoted by MEN. Resulting in the researchers spotting the need to encourage the use of multimodal material to foster writing skills. As a result, by implementing multimodal material to create a situated environment, the researchers found that students' attitudes towards writing in English changed. Additionally, compared to the beginning, the stimuli received by the social contents seen in class allowed students to express their ideas, opinions, and feelings more coherently; thus, impacting their writing process.

The relevancy of this research to this proposal lies mainly in the effectiveness of the implementation of multimodal materials to create a social environment to promote writing. Therefore, the positive outcomes of the aforementioned research provide an attestation that the use of multimodal texts based on current events carries great significance when promoting situated writing skills. Given the objectives of this

proposal, designing significant material it is crucial to build an appropriate environment to foster writing skills.

Furthermore, the fourth study titled: *Using a Systemic Functional Genre-Based Approach to Promote a Situated View of Academic Writing Among EFL Pre-service Teachers* by Correa and Echeverri (2017) provides a fulfilling perspective on English teaching using genre as an approach with EFL pre-service teachers in a level two of a written communication course. The research focuses on stating both benefits and drawbacks teachers might face through their practice when teaching writing. Additionally, it also sees writing as a skill that has to be mastered by teachers in different situations, challenging them to forget their grammar-fixated views on writing, to a socially situated approach practice. The research challenge was to break into the pre-established paradigm pre-service teachers had on writing and teaching alike. On the other hand, changing these paradigms would allow for a more purposeful, contextual view of writing.

The importance of this research for the present proposal derives from the perspective that it provides on teaching English writing and the need for a more purposeful and contextualized instruction. Additionally, it allows teachers to reflect on writing as a socially situated practice and less as a fixated set of grammatical rules taught to cover the topics of a syllabus. The authors' emphasis on those ideas help to this proposal's purpose. As it seeks to portray writing as a situated practice understanding the particular needs of its population.

Teaching Writing through Genre-based Approach by Tuan, Luu (2011) is the fifth research considered for this proposal, and it examines the impact and attitudes that students have towards implementing the genre-based approach in writing learning. The population considered for this research consisted of a group of first-year students from

Ho Chi Minh City university of finance. The research found that two of the most prevalent difficulties that EFL students have when writing in English are generating and, organizing ideas, and putting those ideas into an intelligible text using appropriate vocabulary. Therefore, to tackle those problematic issues, the implemented genre was the biographical recount genre, in which the purpose was to write about a famous person. For that reason, the researchers emphasized on the importance of writing outside the classroom to serve a bigger purpose than strictly writing to not fail tests, allowing students to build a positive perception towards learning how to write.

The results showed generally favorable acceptance, and as was anticipated students faced some difficulties due to the lack of knowledge of the recount genre; however, the researcher insisted on the flexibility of the genre-based approach to write meaningful texts. The importance of the research for this work comes from an understanding of the key features of the genre-based, and its effectivity inside and outside the classroom, seeing writing as a social activity. Also, grasping the difficulties that some students have when writing provides this work with a background that enriches the development of appropriate material to tackle those problematic issues.

The sixth study, *The Effect of Diary Writing on EFL Students' Writing and Language Abilities* by Hanan A. et al (2015) inquiries about the influence of diary writing on students' writing and language abilities in 52 students of two advanced writing courses. The study used the diary as a tool, serving as a side task to help the students boost their writing skills. For that reason, students had to write a daily diary for fourteen weeks while writing four essays assigned at the beginning of the semester. However, the diary did not serve as a quantitative task but rather a qualitative process in which students would not have the pressure of writing a perfect task but would explore language possibilities to write something of their interest instead.

Furthermore, in this research, the diary is viewed as a learner-centered approach since it is the students' full responsibility to choose the topic and the language used in each entry resulting in an improvement of writing in academic tasks. This study is relevant for this proposal as it uses the diary as a tool for language and writing improvement, allowing the students to take creative control of the content they desire to express. Hence, in this research, the teacher's role is to contextualize and provide support while students undertake the act of writing a diary.

The seventh and final research *I'm a writer: Developing situated writing using genre-based tasks to create a diary with four graders at Hernando Duran Dussán school* by Morera (2019) explores the possibilities of using genre-based tasks in the creation of a diary. Through a set of observations, the researcher found that fourth grade students of English faced difficulties in the four skills of English. However, the biggest problem was found in writing due to the lack of procedures. For this reason, the researcher chose the diary as the tool to work on students' issues regarding writing in English. Consequently, the researcher decided to implement the genre-based approach and conduct a series of tasks guided for the students to write about their daily lives. The research considered the importance of situated writing and the role of the genre-based approach within the selected population to write a diary. Nonetheless, at the beginning students' attitude towards writing was grim; yet, as the implementation progressed students gained awareness of their surroundings, and progressively their attitude began to evolve and ultimately changed.

Therefore, the importance of this research for the present proposal is crucial, since both use the diary to promote writing. Nevertheless, even if both make use of the same tool, the appliances differ in certain instances. In this proposal, situated writing and the creation of the diary aims at writing and providing perspectives on personal

experiences regarding current events occurring in the country and in the world. On the other hand, Morera's research focuses on providing tools for students to communicate about themselves and their immediate individual contexts. Nonetheless, the similarities found in Morera's work nurtures this proposal with vital information all through its development.

All in all, the studies displayed in this section show the results, effectiveness, along with the challenges of the genre-based approach, situated writing, multimodal text, and the diary as a tool. Additionally, each study provides imperative information needed to implement such concepts in the classroom. In that respect, this present proposal aims to implement multimodal texts to create a situated environment where students purposefully boost their writing skills. Hence, in implementing the diary as a situated tool the students are becoming active writers, by providing opinions and ideas on the current state of the country and the world alike.

Theoretical framework

Situated Writing

Writing is an essential skill in our daily life, and as such it is applied in different contexts. Due to this, it is important to define it, as well as to understand how it works and its employment in EFL writing. In Coulmas's view "It is not risky to call writing the single most consequential technology ever invented" (2002, p. 1). Coulmas, also explains the different meanings attached to the concept of writing, stating that writing can be distinguished as a system of recording language by visible or tactile marks and as an activity of putting such a system to use. Therefore, understanding writing, as well as its impact requires the writer's awareness of what the use of the system and the role of the writer in that process involve.

Moreover, Sokolik (2003) considers that writing is a series of contrasts. Considering it as both physical and a mental act. Physical, since it is the act of translating ideas to a physical medium through the use of the written expression, and mental since it involves processes such as thinking about ideas and finding ways to express them. Its purpose can both express and impress. Additionally, it is considered as both a process and a product. Therefore, writing is a skill that elicits several mental and physical processes resulting in a full-fledged idea. As seen in this proposal students are meant to use writing as a way to describe ideas that are significant to express perceptions and opinions in relation to their context.

Furthermore, it is also pressing to understand that writing and learning English as a foreign language implies that it is taught in a specific context. According to Kachru (1992), English is learned and taught as a foreign language (EFL) when placed in one out of the three circles he explains in his English model. In that regard, he states, “these circles represent the type of spread, the patterns of acquisition and the functional allocation in diverse cultural context.” (1992, p. 356). Thus, the circles are divided as follows: The inner circle, the outer circle, and the expanding circle; the last one being where English as a Foreign Language (EFL) belongs. The expanding circle, in Kachru's view, “is located where the performance varieties of the language are restricted to particular EFL contexts” (1992, p. 357). On account of this, writing in EFL is restricted to particular scenarios. Thus, for this proposal, writing practice is mindful of the context to create meaning from the immediate reality where it takes place.

Therefore, writing is viewed as a socially situated practice with a focal point in real life, bearing in mind the impact of current events where little or no concern has been paid when writing. In Chapetón & Chala's view (2013) descriptive and narrative texts have been privileged, while the social reality is neglected; thus, this fact limits

students' discourse. To this regard, Lilis (2001) remarks that it is pressing to "(...) shift away from thinking of language or writing skills as individual possession, towards the notion of an individual engaged in socially situated action" (p. 31) This means, considering writing as an act that involves society as a core element of its development to create meaningful texts.

According to the aforementioned, this proposal understands writing as a situated social practice due to the relevance of current events during the process of creating a diary. In that respect, Chapetón & Chala (2013) add that; "Writing as situated practice takes place at a specific moment in time and history and at a specific place in society." (p. 27) For this reason, considering writing fundamentally as a social statement in itself takes into account students' perspectives to break traditional writing schemata.

The diary as a situated writing experience

"Diary" is defined by the Cambridge Dictionary as a book in which you record thoughts, feelings, or what has happened during the day. Bailey (1990), on the other hand, defines it as an academic instrument used to record introspective reflections in the first person about someone's learning or teaching. However, both definitions agree that a diary is an instrument typically used to record thoughts and feelings, in which the writer is allowed to have an introspective view of what has been written previously. Furthermore, Bazir (2016) adds that "Diaries usually focus on meaning rather than the form where learners send a message about a topic of interest to them." (p.179). Considering the objectives of this proposal meaning-making through the use of the diary is essential since students are meant to write a situated diary allowing them to express themselves setting out from a socially relevant context.

Bazir (2016) also claims that diaries are good examples of writing, where students write without fear of being corrected in grammar and spelling and where their

attempts are praised. Regarding the beforementioned, for this proposal it is pivotal to note that writing in diary format denotes freedom and expression for the writer.

Therefore, the writer is able to find their voice through writing a diary without feeling their opinions are disregarded or judged, because they come from their experiences, feelings, and thoughts which are inherent to them.

Furthermore, writing as a situated practice entails an understanding of the social context in which it is developing. As stated by Chapetón & Chalá (2013), writing as a social practice is only understood when fully viewed from the historical moment where it occurs. This fact is particularly relevant for this proposal, being that the students are involved in the particular juncture in history in which the activities are developed. As a result, enabling them to express their ideas from an already familiar place for them.

Genre-based approach

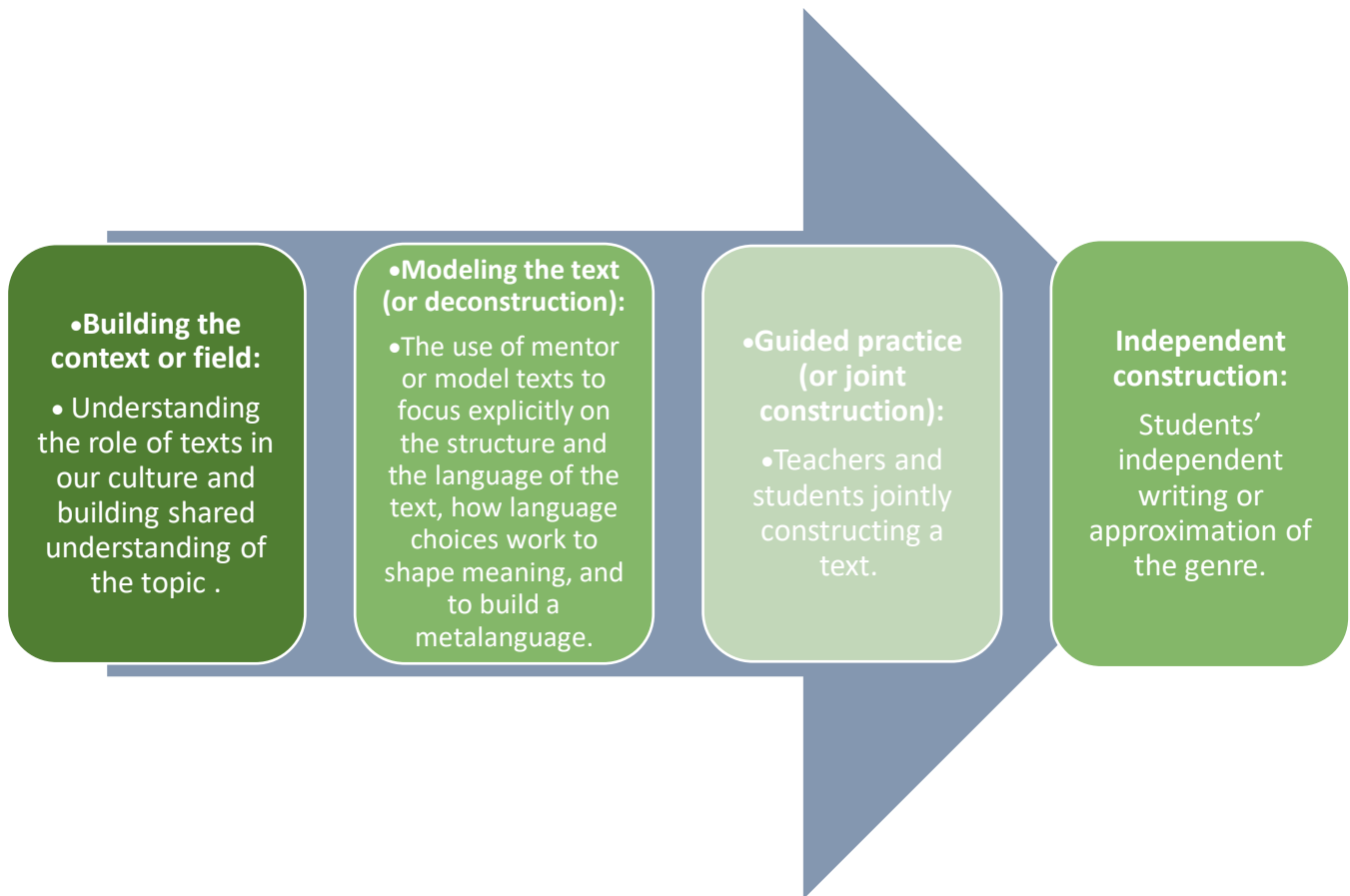
Genre is a concept that spans a wide variety of fields; however, for this proposal, it is understood as a teaching approach. According to Swales (1990), genre is defined as a class of communicative events that possess a shared set of communicative purposes recognized by the parent discourse community. In the case of this proposal, language and writing are used for a specific purpose, being the creation of a socially situated diary based on the events taking place in both the world and the country. Besides, Dirgeyasa (2016) states that genre as an approach is relatively new in English teaching and learning. However, genre writing has also offered different perspectives on teaching since the writer is meant to achieve a particular goal which comes out of a particular social situation, not just to write without a clear objective in mind.

Furthermore, Hyland (2015) understands genres as schemata developed through shared experiences that help construct contexts. Those shared experiences, in this proposals' case, current events, help the students to create a context and express their

perceptions. Consequently, the genre-based approach in teaching aims to choose a genre that serves the purpose of a written task. Thence, it fathoms the structure, communicative features, and purposes to familiarize with the selected genre's nature. As established before, this proposal intends to work with the diary as the chosen genre to promote writing skills. Derewianka & Jones, (2016); Humphrey, (2017); Humphrey & Feez, (2016) state four stages the for teaching and learning of writing through the genre-based approach: a) building the context b) modeling a text, c) joint construction of a text, and d) independent construction of a text:

Figure 1

Teaching and learning of writing through genre-based stages



Note. This is a model representation created for the proposal citing the four stages of the genre-based approach developed by Derewianka & Jones, 2016; Humphrey, 2017; Humphrey & Feez, 2016. From “Teaching-learning cycle: reading and writing connections” by Victoria State Government, 2019. *Education and Training*, p. 1.

All in all, the usefulness of the genre-based approach to this proposal is critical; as mentioned before, genre is a construct based on a set of shared experiences to understand a particular context. For this reason, bearing in mind the current events underpinning the writing practice, diary writing as a genre bears a vital role in writing with purpose while considering the immediate context of students. Moreover, the genre-based approach demarcates the proposal as it provides the functional method to proceed when teaching and learning about a genre. Thus, it defines its role within our culture, its particular features, and how to construct it jointly and independently.

In addition, Chapetón and Chalá (2013) remark the importance of the social component that is present in the use of genre in writing, in which they assert “Although linguistic and textual aspects are recognized as a part of genres, the social dimension of communication and the relationship between the genres and the social context in which they occur are more relevant” (p. 28). On account of this, diary writing is fundamentally a social act, inasmuch as current events explored in this proposal are a part of the collective experience that has been prevalent in humanity; and thus, worth writing about.

Multimodal texts based on current events

Multimodal texts use a combination of two or more modes of communication. The combination of modes is used to transmit meaning creating multimodal texts and providing different communicative possibilities. To that regard, a mode as viewed by Bezemer and Kress (2008)"(...) is a socially and culturally shaped resource for making meaning. Image, writing, layout, speech, moving image are examples of modes, all used in learning resources." (p. 171). This is especially important for this proposal since the multimodal texts bear vital social relevancy based on current events.

Furthermore, Ezguerra (2012) argues that creating meaning in multimodality mainly relies on material resources and their employment in a particular context. To that effect, the use of different multimodal materials, such as videos, podcasts, photography, and PowerPoint presentations, facilitate and contextualize the understanding of a specific reality. Thus, using multimodal texts based on a specific moment in history is critical in designing the material of a pedagogical proposal since it helps the learner to create meaning from what is perceived in the material. Consequently, writing a diary within a context implies its nature as a situated practice, aiming for students to write and form an opinion.

In addition, concerning learning and teaching a second language through the use of multimodal materials, three principles are relevant - multimedia, coherence, and redundancy. As stated by Abraham & Farias (2016), each principle accomplishes a particular function when learning a second language. First, the multimedia principle asserts that students learn better from pictures and words than from isolated words. Secondly, the coherence principle states that learning is enhanced when irrelevant material is excluded rather than included in lessons. Thirdly, the redundancy principle explains how the learning environment improves when the modes of communication are combined, thus, allowing the student to process information more effectively and engagingly.

As previously stated, the use of multimodal texts implies an essential social and cultural component that is vital to develop this proposal. Designing material based on current events reinforces the idea of meaning-making through writing. For example, Jewit (2009), as cited in Álvarez (2016), explains that multimodality understands communication and representations as something that involves several communicative forms and the relationship between them. Therefore, multimodal texts based on current events used as materials provide different elements for students to engage in diary writing from a contextualized environment.

In conclusion, the four constructs and theories underpinning this proposal were presented and defined using several authors' perspectives to show how they can effectively be integrated into this proposal and its objectives. Furthermore, to understand how situated writing, genre-based approach, the diary as a situated writing experience, and multimodal texts based on current events are integrated into and complement each other in this proposal, the following figure is presented.

Figure 2 *Visual representation of the constructs: mitsu-domoe. Own source.*



Figure 2 is a mitsu-domoe, a symbol based on Japanese culture generally used by Samurais during the Heian period that at its core expresses the unity between the forces that compose the universe. The tomoe is a swirl-based shape used in threes that rotate around a central axis. Consequently, the three tomoe in this figure represent situated writing, genre-based approach, and multimodal texts, which rotate around the central axis; being, the diary as a situated writing experience. As a whole, the mitsu-domoe expresses the cycle of life that never ends; as such, in this proposal, the mitsu-domoe is reinterpreted as the never-ending cycle of learning.

CHAPTER III

Methodological design

This chapter details the meaning of what a proposal of pedagogical and didactic innovation is; besides, the vision of language, learning, classroom, and curriculum are reviewed to understand how they are ultimately portrayed throughout the development of each of the three cycles and lessons presented in chapter four.

Proposal of pedagogic and didactic innovation

Innovation has always been inherent to the teaching field. According to Carvalho et al (2020) “Innovation means creating something new, and it refers to an idea, method or object that is created and based on previous standards.” In that respect,

Innovative pedagogy comes from an element previously explored; however, it also leads to the elaboration of new paths that adapt to students' necessities in specific contexts. Furthermore, Walder (2014) defines innovation as “to that of adjustment, improvement, development, study/pilot project, experiment, or even modernization, reform or renewal.” (p. 196). Although creating a diary is not necessarily new in the teaching field, this proposal takes core elements previously explored to adapt and improve them, providing material based on the current state of the world and fostering writing skills in a meaningful manner.

In that respect, Béchard (2000), as cited in Walder (2014), points out that there is also an intentional action to introduce something new to improve students' learning where interaction and interactivity are key. On this account, innovation in this pedagogic proposal emerges from a particular need seen in the characterization of the population considering vital aspects to work on in regards to promote writing skills. Therefore, designing multimodal texts based on current events is, an attempt to adapt an environment for students to create a situated diary. Consequently, the designed material works as a stimulus for students to watch, digest, and write based on their social reality, while boosting their writing skills.

Additionally, Béchard and Gregoiré (2007) state that pedagogical innovations are studied concerning two related dimensions. Firstly, understanding the learning and teaching foundations of pedagogical innovations. And secondly, understanding the contextual factors involved in the implementation of pedagogical innovations. Hence, this proposal, in addition to adapt something new, recognizes the importance of understanding the foundations and implications of what it intends to apply along with grasping the context in which it is meant to be applied. Ninth graders are unique; thus, it

is vital to understand such details to promote concrete and contextualized learning that fosters English writing.

Vision of language

Language, in this proposal, is viewed as a socially situated practice to understand student's reality based on current events. As it is by social encounters knowledge is created; language is assumed as a medium for students to express opinions and insights through the use of diary writing, considering that "Language is the principal means whereby we conduct our social lives." (Kramsch, 1998, p. 3). Thus, a socially situated language allows students to write from their own experience about what takes place in their reality.

Therefore, language viewed as a socially situated practice implies that students can use it to express while being aware of the social context in which events occur. In this regard, Gee (2001) considers that language has two primary functions. The first is language as the performance of the action in the world, including social activities and interactions; and the second, to entice others to take certain perspectives based on their experience. According to the objectives of this proposal, language is used in a socially situated context for students to write based on the experience obtained from current events. Ultimately, writing a situated diary must be mindful of the students' experiences and context; hence, as Gee (2001) observes "language is tied to people's experiences of situated action in the material and social world" (p. 137).

Vision of learning

Regarding the vision of learning, in this proposal is viewed as socially constructed. According to Dudley (2012), learning is conventionally understood to be a matter of acquiring knowledge and skills just for the sake of it. On the other hand, learning assumed as a social construction signifies that its value is largely due to the

purpose, audience, and social setting in which it is carried. Thus, learning is essentially a social activity that involves several processes of interaction with the real world.

Ultimately, learning as socially constructed derives from prior experiences applied to what is new. Hence, as Vygotsky (1930) observes, new knowledge is facilitated by interactions with people and the world surrounding it.

Furthermore, learning is a socially constructed practice that takes place in different social contexts. In that regard, Cole (1996), as cited in Dudley (2012), comments that the context is not only where learning takes place, but it is also a part of what is learned. Therefore, the materials and activities of this proposal are meant to create an environment in which students can foster writing skills by creating a diary constructing knowledge from the social context and experiences in which the written activities take place.

Vision of classroom

The classroom is the environment where students spend most of their time and, due to this, it is a vital factor concerning motivation and development. Therefore, the classroom, in this proposal, is seen as a social environment. According to Zurbriggen, et al (2021), "(..)is quite conceivable that a positive social classroom climate – characterized by the acceptance of diversity, mutual support, and good social relationships among students – can have a substantial impact" (p. 4). In that regard, Patrick (2003) explains that a classroom as a social environment must consider four dimensions appropriate for students. The dimensions to be considered involve the teacher as a supportive figure, mutual respect among students, the promotion of task-related interaction, and less competition among students. In each of these dimensions, the main aim is to encourage students to work and engage positively with the activities proposed by interacting with teachers and students alike.

The classroom as a social environment creates a setting where students can discuss perceptions without hesitation or judgment. Therefore, in this proposal students are provided with multimodal text to interact, inquire, and share their standpoints based on their understanding of the world. Due to this, the material based on current events contributes to an environment in which students' interactions and shared perceptions help to promote and construct knowledge. Ultimately, students' motivation when writing and creating a diary seeks to be enhanced.

Vision of curriculum

The vision of the curriculum considered in this proposal is the situated curriculum. As it is understood in this proposal curriculum takes into account the fact that learning is a process that cannot be detached from students immediate reality since "its content is closely related to the specific set of local material, economic, symbolic, and social characteristics of the system of practices and work activities" (Gherardi et al., 1998, p. 12) In that manner, the implementation of situated curricula requires from the teacher to be aware of the interaction between students and teachers underlying the general instruction of contents. Consequently, it provides a material whose contents promote a meaningful interaction considering the specific social aspects where it is implemented.

According to Özüdoğru and Özüdoğru (2017), a curriculum that represents situated learning incorporates authentic activities, scaffolding, instructor and peer feedback, as well as learning with different materials and in different social relevant contexts. Therefore, the use of multimodal texts in this proposal aims to understand a social component inherent to the student's realities along with creating a situated diary that arises from the interaction between teachers and peers alike.

CHAPTER IV

Proposal of pedagogic and didactic innovation

Description of the proposal

This chapter's concern is to describe the proposal of pedagogic and didactic innovation along with the instructional design that supports it. Hence, the implementation of activities framed in the principles of the genre-based approach is considered and mediated by multimodal texts creating an environment where students can express thoughts, feelings, and opinions while creating a situated diary. To that end, the proposal is divided into three cycles; each cycle contains five lesson plans for 15 classes of 60 minutes each.

The cycles are designed for ninth-grade students to promote their writing skills through the creation of situated a diary; also, they are encouraged to interact, share, write and construct knowledge with their peers. For this reason, the students are meant to write a total of four full diary entries and two short diary entries. As a result, the content of the diaries has to be mindful of the underlying reality surrounding the students considering the material seen in class and the interactions that took place in class.

In addition, to illustrate how each cycle is organized, the following table (*Table 1*) shows the objectives, the activities to be developed, the suggested language, and the material selected for the classes. Afterward, lesson plans corresponding to cycles 1 and 2 are listed and presented in detail with appendixes that belong to each lesson. However, cycle 3 can be found in the annexes section at the end of this document.

Finally, it is necessary to mention that the material proposed is found on the webpage where students have access to both audiovisual and printable material to work

either in groups or individually depending on the case. The webpage includes detailed instructions on how to use it and how to access the different materials.

For access to the webpage, go to this link:

<https://sebasnewjersey.wixsite.com/diary/getting-to-know-my-diary>

Pedagogical intervention

Table 1

Cycle of the pedagogical and didactic proposal

CYCLE	LESSON	OBJECTIVES	SITUATED WRITING	SUGGESTED LANGUAGE AND VOCABULARY	MULTIMODAL TEXTS
Cycle #1 Knowing My Diary	Lesson #1 Getting to Know my Diary	<ul style="list-style-type: none"> • To recognize the diary as a tool to express thoughts, feelings and opinions. • To identify the benefits, purposes and characteristics of the diary. • To introduce the main features of a diary. 	What's on my mind today?	Basic vocabulary in reference to diary use.	<ul style="list-style-type: none"> • PowerPoint presentation: <i>Getting to know my diary</i> • Situated diary sample.
	Lesson #2 Diary and Society	<ul style="list-style-type: none"> • To recognize the importance of the diary within society. • To identify the most relevant diaries written through history. 	<ul style="list-style-type: none"> • What is going on in the world? • My opinions and expectations 	Expressions: giving opinions.	<ul style="list-style-type: none"> • Podcast: <i>First Entry # 1</i> • Genial.ly presentation: <i>Society and Diary Writing</i> • Quotes (images Canva) • Padlet

	Lesson #3 Tell the Dates	<ul style="list-style-type: none"> • To identify how to tell the date in English for diary writing. • To recognize important dates in recent human history. • To use the date correctly in the following writing assignments. 	What happened the day I was born?	Ordinal numbers, months. Write the date in English. Preposition of time: on.	<ul style="list-style-type: none"> • PowerPoint presentation: <i>Tell the date</i>
	Lesson #4 Past is not that Simple	<ul style="list-style-type: none"> • To identify the use of the past simple, regular and irregular verbs. • To recognize the importance of the past and its relevance nowadays. 	How does the past affect the future?	Past simple structure Regular and irregular verbs	<ul style="list-style-type: none"> • PowerPoint presentation: <i>The past simple when writing daily</i> • Berlin footage
	Lesson #5 Feel the Emotions	<ul style="list-style-type: none"> • To identify the use of the adjectives to describe feeling and emotions. • To recognize the importance of writing about feelings and emotions. 	What does my context make me feel?	Adjectives about feelings and emotions	<ul style="list-style-type: none"> • PowerPoint presentation: <i>Feel the Emotions</i> • Video: <i>Feel the Emotions</i> • Collage
Cycle 2 Using my Diary	Lesson #6 A Day in the Life	<ul style="list-style-type: none"> • To identify the use of the present simple to talk about basic daily routines. • To start writing a short diary entry on a day in the life of lockdown. 	First short diary entry: A Day in the life during lockdown.	Present simple structure Routine vocabulary Lockdown vocabulary	<ul style="list-style-type: none"> • Video: <i>A Day in the Life</i>
	Lesson #7 My Lockdown Experience 1	<ul style="list-style-type: none"> • To write about a personal experience during lockdown. • To organize ideas in order to write a diary entry. 	First diary entry part 1: My experience during lockdown	Past simple structure Lockdown vocabulary	<ul style="list-style-type: none"> • Paper Article #1: <i>Colombia Lockdown to Continue until May 11</i> • Diary Sample #2: <i>June 6th, 2021</i>

	Lesson #8 My Lockdown Experience 2	<ul style="list-style-type: none"> • To identify the use of personal narrations to talk about their personal experience • To finish the first full length diary entry. 	First diary entry part 2: My personal experience during lockdown in Colombia.	Personal narration opinions	<ul style="list-style-type: none"> • Podcast: <i>First Entry #2</i>
	Lesson #9 My Thoughts on the Future	<ul style="list-style-type: none"> • To recognize expressions to talk about the future. • To write from their own experience. • To start writing the second full length diary entry. 	Second diary entry part 1: My hopes, expectations and feelings towards the future after Covid ends.	Future simple structure Pandemic vocabulary	<ul style="list-style-type: none"> • Padlet presentation: <i>My thoughts on the Future</i> • Meme images
	Lesson #10 What the Future will Hold	<ul style="list-style-type: none"> • To write about predictions on the future. • To recognize the use of future expressions. • To finish writing the second full length diary entry. 	Second diary entry part 2: My hopes, expectations and feelings towards the future after Covid ends.	Future simple structure Future expressions Pandemic vocabulary	<ul style="list-style-type: none"> • Paper Article #2: <i>What the Future Holds</i>
Cycle #3 My Diary	Lesson #11 Changes	<ul style="list-style-type: none"> • To express ideas based on the national strike of 2021. • To identify and use time conjunctions when writing. • To create a short diary entry. 	Second short diary entry: My opinions and personal experience at the beginning of the national strike	Time conjunctions	<ul style="list-style-type: none"> • Video: <i>Changes</i>
	Lesson #12 A turning point for Colombia, Pt 1	<ul style="list-style-type: none"> • To identify useful situated vocabulary • To express ideas in Colombia's most recent national strike • To start creating the third full diary entry 	Third diary entry part 1: how did the national strike of 2021 impacted my life?	Vocabulary related to the national strike.	<ul style="list-style-type: none"> • Power Point Presentation: <i>A turning point for Colombia</i>
	Lesson #13 A turning point for	<ul style="list-style-type: none"> • To identify the cause and effects connectors. • To identify vocabulary related to the causes of the national strike 	Third diary entry part 2: How did the national strike of 2021 impacted my life?	Cause and effect connectors	<ul style="list-style-type: none"> • Article: <i>Cause and effects.</i>

	Colombia, Pt 2	<ul style="list-style-type: none"> • To finish the creation of the third full diary entry. 			
Lesson #14 Look back, Pt 1		<ul style="list-style-type: none"> • To recognize the present perfect tense, present perfect continuous and the adverbs of time • To start write the final full diary entry 	Fourth and final diary entry part 1: How have your life been?	Present perfect, present perfect continuous and adverbs of time.	<ul style="list-style-type: none"> • Podcast: <i>First entry #3</i> • Situated diary sample #3: <i>September 1st, 2021</i> • Genial.ly presentation: <i>Brief lesson.</i>
	Lesson #15 Look back, Pt 2	<ul style="list-style-type: none"> • To identify and implement everything learned during the last fourteen sessions. 	Fourth and final diary entry part 2: How have your life been during the past two years?	All the suggested vocabulary reviewed during the last fourteen sessions.	<ul style="list-style-type: none"> • PowerPoint presentation: <i>Good memories</i> • Padlet: <i>Will you continue writing your future experiences in the diary you have been creating?</i>

Cycle 1: Knowing my diary

This first cycle focuses on introducing the principal language and structure characteristics that a diary possesses. It is divided into five lessons based on building the context of the diary, which is the first stage of teaching and learning through a genre-based approach (GBA). The five lessons planned provide a general overview to students of the diary's language characteristics and also its purposes within society as a situated writing tool.

The first lesson titled *Getting to Know my Diary* centers on providing the students with a general idea of what a diary is. In addition, in this lesson, they will also review the main language features of the diary, benefits, and purposes. Students are also expected to start recognizing the diary as a tool that would help them to express, thoughts, feelings, and opinions.

The second lesson, titled *Diary and Society*, attempts to build the context of diary use and its importance in society. For that purpose, students are addressed with different multimodal texts showing them several examples of diaries written through history. Then, students will review the pertinent vocabulary to give opinions to express and interact with their classmates based on what was reviewed through the class.

The third lesson, titled *Once Upon a Time* is focused on having an approximation to crucial events in history while introducing the proper manner to write the date and the importance of using it to record specific events. Since writing and learning about the past is important for students to recognize the present and even the future.

The fourth lesson is meant to review one of the main aspects of using a diary, which is to reflect on past events. Hence, in the class titled, *The Past is not that Simple*,

students review the main characteristics of the simple past, the structure, and the use of regular and irregular verbs; also, they will learn how to express ideas related to past events within their context. Thus, the main objective is to recognize the impact of the past by contemplating different events that took place in specific moments in time.

Finally, the fifth lesson titled *Feel the Emotions*, as the name suggests, works on providing the students with the necessary vocabulary to learn how to express their feelings and emotions. Here students will interact with material related to emotions; also a brief review of the present simple will be presented to give them the tools to express their feelings towards different situations before their first diary entry.

Cycle 2: Using my diary

For the second cycle, students start being in contact with the context in which their first diary entries will be based. The five lessons are planned following stages two and three of the genre-based approach, modeling a text and joint construction of a text. In this cycle, the students actively rely on experiences previously lived during the Covid-19 pandemic while being mindful of their reality writing from a situated perspective. For that reason, in each class students will interact and share opinions to enhance their knowledge to write the first short and full diary entries.

The first lesson, *A Day in the Life* introduces pandemic-related vocabulary and the use of the present simple to talk about habits and routines. Nonetheless, the focus of the lesson is for students to write about their experiences during the lockdown of 2020. Additionally, they will interact with both the teacher and their peers to exchange experiences and gather relevant ideas that ultimately will shape their first short diary entry.

The second lesson titled *Writing about my Lockdown Experience, Pt 1*, students continue learning about ways to express their experiences during lockdown due to the 2020 Covid pandemic. Students are addressed with both an article and a sample that will help them explore vocabulary related to the pandemic and the possibilities they have when writing from a situated perspective. The objective of this lesson is for students to organize their ideas to start writing their first full diary entry.

In the third lesson, students continue where the last class ended. In the lesson titled *Writing about my Lockdown Experience, Pt 2* students continue developing their narrative eliciting from previous experiences with the help of the second installment of the podcast and images related to the pandemic. Therefore, in this cycle students are meant to finish their first full diary entry, writing it jointly with both the help of the teacher and peers.

The fourth lesson is titled *My Thoughts on the Future*, and the fifth lesson is titled *What the Future Hold*. Both consist of learning how to express future ideas and make predictions. During the development of these lessons, students explore language possibilities to express themselves when attempting to write what will happen once the Covid pandemic ends. Consequently, the multimodal material is designed with the aim for students to reflect on their experience during the pandemic while they also think about how it will shape the future.

Cycle 3: My diary

The third and final cycle mainly relies on the current social and political events taking place in Colombia. For this cycle, students have to write one short diary entry and two full diary entries independently, embracing the contents that have been reviewed during the first two cycles. Ultimately, the activities and material are designed

to lead students to express their thoughts and personal standpoint on this crucial social and political event.

Firstly, the lesson titled *Changes* attempts to contextualize 2021's national strike by the use of multimodal material as well as the experiences lived by both teacher and students. In order to write and express thoughts, students need to learn the order in which the events leading up to the national strike happened; hence, time conjunctions and other key vocabulary is introduced through the material for them to use when writing the second short diary entry.

Following, the second lesson plan titled *A Turning Point for Colombia, Pt 1* highlights the importance of the vocabulary used during the national strike and its relevance to include it in the creation of the diary in this last cycle. In this lesson, students are expected to start writing the third full diary entry, and more importantly, provide insights on how did they live those difficult moments. Then, in lesson three *A turning point for Colombia, Pt 2*, students continue and finish writing their third full diary entry while learning extra details about the national strike and reviewing cause and effect connectors to enrich their entry.

Finally, lessons four and five titled, *Look Back, Pt 1* and *Look Back, Pt 2* respectively, are meant to be the closing lessons for this proposal. In both, the suggested vocabulary to review will be the present perfect simple tense and the present perfect continuous tense. In lesson four, students are expected to start writing what they have been doing during the pandemic and the national strike since the dynamic for this final entry is for them to characterize themselves in order to, at some point look back and see how much things have changed. Furthermore, in lesson five, students finish writing their fourth and final full diary entry bearing in mind everything reviewed during the implementation of the proposal.

Instructional design

Cycle 1: KNOWING MY DIARY

Lesson plan 1: (Getting to know my diary)

Lesson plan: 1

Session: 1

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Basic vocabulary in reference to diary use.

Objectives:

- To recognize the diary as a tool to express thoughts, feelings and opinions.
- To identify the benefits, purposes and characteristics of the diary.
- To introduce the main features of a diary.

Procedures

TIME

**10
(min)**

The class is going to begin with a background check. Students will be asked the following questions to learn about their knowledge on the diary: what do you know about diaries? Do you know any famous diary? In case, they have had any experience with it, they can share it with the rest of the class and thus add to the discussion.

**10
(min)**

Then, the teacher is going to provide a short definition of the concept of the diary and the topics that can be generally covered when writing a diary (**Appendix 1, slide 3**). Afterwards the teacher is going to provide a definition of both physical or analog diary and the digital or online diary (**Appendix 1, slide 4**) which are going to be the tools the students have to start their journey on diary writing, as well as visual aid for both of the examples for them to consider which option suits them the best (**Appendix 1, slide 5**). Then, the students will choose on which option they prefer to write on.

**5
(min)**

The teacher will continue by showing them the purposes of the diary along with questions about what they expect to gain from writing a diary. The questions are:

What do you think diary writing can teach you?

Do you think you can improve as a writer?

10 (min) In the same groups as before the students are going to list their thoughts on the benefits of diary writing on a sheet of paper, they are going to take five minutes to analyze their ideas before they share it with the other groups. From those ideas, the teacher is going to complement them with the benefits that were prepared for the class. (**Appendix 1, slide 7**)

15 (min) To talk about the characteristics of the diary that will be covered in dept during the following sessions. But for this session the teacher will provide a template (**Appendix 2, diary sample #1**) with the diary sample written by him. The entry will contain all of the elements that are required for a diary entry. Students are going to form groups in order to read and pin point the characteristics highlighted in the sample. Then, the teacher is going to provide insights on each item checked on the characteristics list. The students are also going to have the opportunity to ask questions based on what they read.

10 (Min) Finally, the teacher will provide the students with a template (**Appendix 3, question template**), containing one single question: What's on my mind today? The students are going to write two short sentences based on a recent personal event. For that effect, right below the questions the students are going to find an example of what they have to do.

Appendix 1: PowerPoint presentation: *Getting to know my diary* (link:

https://docs.google.com/presentation/d/1uuSD9EdyzRmkqJiF2nrdRcsvC9UCillj_Q30RSf9TXU/edit?usp=sharing)

Getting to know my diary

-Definition
-Benefits
-Purpose
-Characteristics
-Activity



Definition

The diary can be either an analog physical object in which you, the writer record your ideas, feelings or thoughts in regards to an specific topic; Usually the topics are:

- Day to day life: Routines.
- Observation of reality: Experiences, opinions on past, current or future social events.
- Introspection: Feelings or thoughts on a specific moment of your life

Physical diary

It can be a normal notebook that you're not using or you can buy a notebook diary as in the example of the next slide.

You have many options to start writing, don't get discouraged and let's BEGIN!

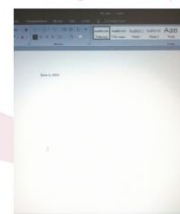
Digital diary

You can keep also a digital diary it can be from a word document, a private blog on the internet to a notes archive on your phone or tablet if you have it.

Physical diaries



Digital diary



Lesson plan 2: (Diary and Society)

Lesson plan: 2

Session: 2

Time: 60 min....

Grade: Ninth grade

Suggested vocabulary:

- Opinion expressions.

Objectives:

- To recognize the importance of the diary within society.
- To identify the most relevant diaries written through history.

Procedures

TIME

**10
(min)**

The class is going to start asking students: Do you know any famous diary? In case they have, they will mention some of those diaries and share them with the rest of the class, this, with the aim of enriching the knowledge of everyone involved.

**6
(min)**

Students are going to be instructed to play the first installment of the podcast series created for the sessions (**Appendix 1, podcast: First Entry**). The podcast contains information of four important diaries written through history, some of them from the same era but told from different perspectives. The podcast is going to be accompanied by a set of images displayed in a Genial.ly presentation (**Appendix 2, slides 2-6**) where students are going to find the correspondent image of each diary mentioned in the podcast.

**10
(min)**

Right after this activity, the teacher is going to give the students five minutes to process the content and discuss about what has been heard and seen in the presentation, to what the teacher is going to ask them: What is your opinion on what you listened to?

**12
(min)**

In both the template and the genial.ly presentation students will find a quote from each of the diaries mentioned on the podcast (**Appendix 2, slides 2-6**) (**Appendix 3**) Each quote briefly explains the situation the writers were living in the moment. To do so, the teacher will ask the students to read each quote, identify the main topic and to relate some of those quotes with current situations lived in Colombia or around the world. First, the teacher is going to explain some expressions that can be used to give opinions (**Appendix 2, slide 7**) Then, students are going to make groups and each group will be given a template to write their opinions on what they read (**Appendix 4, template #2**)

**15
(min)**

First, the teacher is going to explain some expressions that can be used to give opinions (**Appendix 2, slide 7**) The students will look for the most impactful events from the last 2 years and why they are important to cover in a diary stating their own opinions. (**Appendix 4**)

- 7 (Min)** The last activity consists of answering a set of questions displayed in the presentation (**Appendix 2, slide 8**) for them to answer on the Padlet (**Appendix 5, link**) The questions revolve around the feelings they obtained from reading the quotes and also which current topics they would like to cover in their own diary, and the expectations they have by the end of the sessions.

Appendix 1: Podcast: *First Entry*

(link here: <https://soundcloud.com/sebastian-dimas-853177155/first-entry-1>)

Instruction:
Listen to the podcast while watching the Genially presentation



Appendix 2: Genial.ly presentation: *Society and Diary Writing* (link here: <https://view.genial.ly/60b91b247e13db0cff511efb/presentation-diary-and-society>)

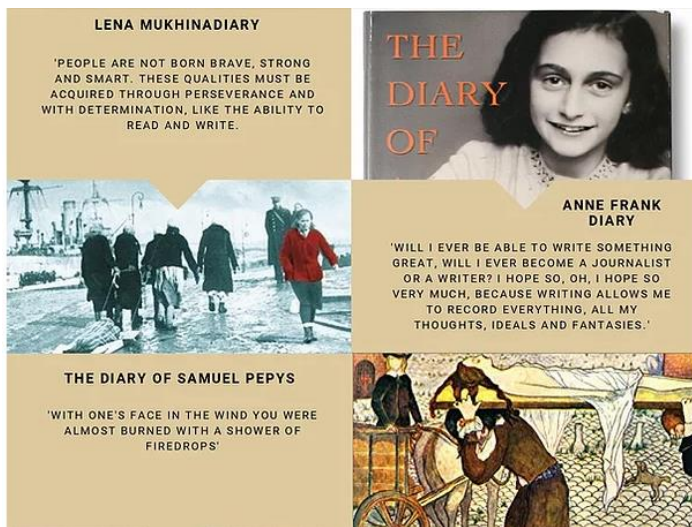
The diary of a young girl
Will I ever be able to write something great, will I ever become a journalist or a writer? I hope so, oh, I hope so very much, because writing allows me to record everything, all my thoughts, ideas and fantasies.

The diary of Lena Mukhina
People are not born brave, strong and smart. These qualities must be acquired through perseverance and will determination. Use the ability to read and write.

The diary of Samuel Pepys
"Withness's face in the wind you were almost buried with a shower of fireworks"

A JOURNAL OF THE PLAGUE YEAR
"A Cemetery violently opened just over my head, and a Woman gave three frightful Squeals, and then cry'd, Oh Death, Death, Death!"

Appendix 3: Quotes (image Canva)



Appendix 4: Template #2 (opinions)

Template #2



WHAT IS GOING ON AROUND THE WORLD?

In groups write about the most impactful events in recent history.

Write here:

.....

.....

.....

.....

.....

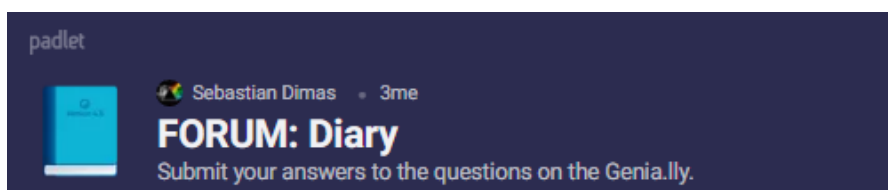
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Appendix 5: Padlet: Diary

(link: <https://padlet.com/sebasnewjersey/z9nt7f3uucmuu838>)



Lesson plan 3: (Dates)

Lesson plan: 3

Session: 3

Time: 60 min....

Grade: Ninth grade

Suggested vocabulary:

- Ordinal numbers
- Months
- The date in English
- Preposition of time: on.

Objectives:

- To identify how to tell the date in English for diary writing.
- To recognize important dates in recent human history.
- To use the date correctly in the following writing assignments.

Procedures

TIME

**10
(min)**

The class is going to start with a brief explanation of how to tell the date in English, an important piece of information expected to be placed at the beginning of every diary entry, which is why the teacher is going to detail words such as months and ordinal numbers. The students will make questions, if necessary, at the end of the explanation. (**Appendix 1, slide 3-6**)

**15
(min)**

Afterwards, the teacher is going to use his own date of birth to detail the use of the date in English as well as to introduce the first activity (**Appendix 1, slide 7**). The teacher will show an example of a relevant social event that happened in the month and on the day he was born, the year is not specified, this, to make the activity less specific and leave space for inquiry. The students are going to be asked to write their date of birth, then, they are going to have to look for an important event that coincides with the month and day of their birth, then to write a short description of such event (**Appendix 2 Workshop #1**) like in the example previously showed. The teacher will give them time to inquire about the event, and to share it with the class.

**5
(min)**

Right after, the teacher is going to show the students different pictures followed by the date and a short description of an important event (**Appendix 1 slide 8**). All of these events are going to draw attention to the importance of dates followed by the next question:
Are you familiar with some of these dates?

**20
(min)**

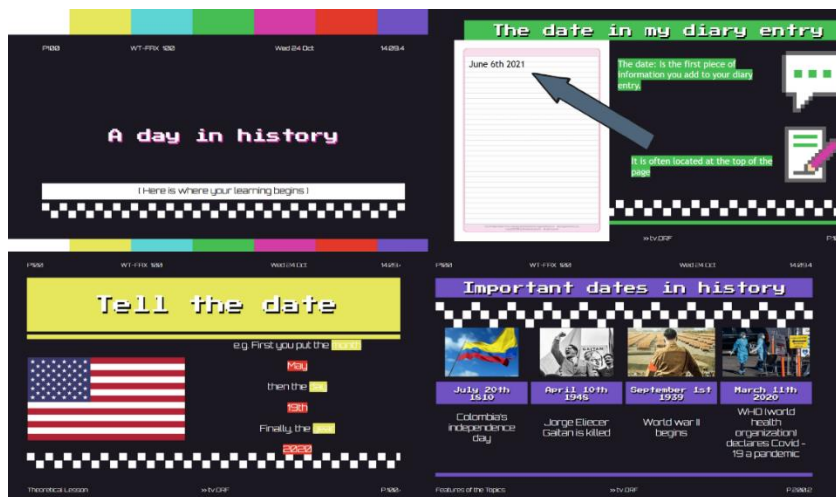
The next two activities of the workshop are going to focus on reinforcing the idea of the dates. The first activity consists of looking for four images corresponding to four important historical events, followed by the date and a short description of such event (**Appendix 2, Workshop #1**) just like in the example previously shown in the presentation. Then, the third and final point of the workshop is focused on answering

three statements (**Appendix 1, Slide 11**)

- 10 (min)** The last ten minutes of the class are going to be focuses on playing a small trivia on Kahoot, related to the use of the correct use of dates in English when writing a diary. (**Appendix 3, link**)

Appendix 1: PowerPoint Presentation *Tell the date* (link here:

<https://docs.google.com/presentation/d/1g4vK7kUkdngCeFSOliSWQP016zBhsAgfeI1X8aoFVqo/edit?usp=sharing>)



Appendix 2: Workshop #1

1. Write your date of birth and inquire about any important event that has taken place during the month and day of your birth.

e.g. I was born on December 1st 1995 and on December 1st 1991 Ukraine voted to become independent country from the Soviet Union.

2. Look for important dates in recent history. Paste an image related to the event, the date, and a short description.

Appendix 3: Kahoot (link here: https://kahoot.it/challenge/06579271?challenge-id=87faf5c4-5624-4eca-9a7c-c65017bcd704_1632674432805)



Lesson plan 4: (Past Simple)

Lesson plan: 4	Session: 4	Time: 60 min....
Grade: Ninth grade		

Suggested vocabulary:

- Past simple
- Regular and irregular verbs

Objectives:

- To identify the use of the past simple, regular and irregular verbs
- To recognize the importance of the past and its relevance nowadays.

Procedures

TIME	
10 (min)	The class starts by stating the topic to be covered during the lesson, past simple, and a short definition of when it is used (Appendix 1, slide 3). After that the teacher is going to introduce four basic expressions to determine when an action has already happened, being: Yesterday, last week, last month and last year (Appendix1, slide 4) The students will be asked to think of something they already did either last month, yesterday, etc., to practice and introduce it into their speech using time expressions. (Appendix 2, Workshop #2)
20 (min)	Afterwards, the teacher is going to explain the three ways in which students can express their ideas using the past simple such as: Positive, negative and interrogative sentences (Appendix 2 slides, 7-9). Then, the teacher is going to show a few examples of regular and regular verbs and the difference when writing each one of them. As well as some important irregular verbs relevant for storytelling (Appendix 2, slides 11-14). Following, the students are going to have to incorporate what was seen writing in the past simple (Appendix 2, Workshop #2). The students are going to take five minutes to gather ideas, choose the correct verbs and answer the statements in the workshop.
15 (min)	The next activity consists of presenting them with a series of images (Appendix 1, slides 17-19) to what they are going to be asked to write the story behind the image. The stories are going to be free writing, the context of each image varies but it maintains the same concept: Protest and war. By introducing the concept students are going to have to come up with an idea of what was happening when the picture was taken.
10 (min)	Finally, the students are going to watch a video of Berlin of 1945 (Appendix 3, video link). The video is barely silent, no music, no narrators, it only displays the destruction that was left just right before World War II ended, and the civilians trying to build back from scratch. Right after the video, the students are going to be asked to come back to the workshop where they are going to find two questions and one statement to answer to. (Appendix 2, Workshop #2)
5 (min)	To wrap up, students are going to give their insights on what was presented in the whole lesson in an open discussion.

Appendix 1: PowerPoint Presentation: *The past simple when writing daily* (link: <https://docs.google.com/presentation/d/1XGLkpYdbKsYyZgPLUUBK3Y4akj6LRzYh2EKR0dE0Aqs/edit?usp=sharing>)

The past simple when writing daily

Let's check the uses of the past simple when writing our diary entry.

The past simple when writing

The past simple is often used when an action is finished. You talk about things that already happened in the past.

Affirmative sentence

Subject	Verb in past (regular or irregular)	Complement
I	Watched	The news yesterday
They	Bought	A new Tv

Tell a short story from the following images using the simple past

www.example.com

Appendix 2: Workshop #2 pdf

1. Answer the following questions using the time expressions: Yesterday, last year, last month, last week.

- What did you do yesterday afternoon?

- Where were you last month?

- What did you think of last year?

- Who did you go out last week?

2. Write about a recent experience that has happen using the simple past in positive, negative forms.

Appendix 3: Berlin Footage



Lesson plan 5: (Emotions and feelings)

Lesson plan: 5

Session: 5

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Present Simple
- Adjectives to describe emotions

Objectives:

- To identify the use of the adjectives to describe feeling and emotions.
- To recognize the importance of writing about feelings and emotions.

Procedures

TIME

**10
(min)**

The class starts with the following questions: Are you familiar with feelings and emotions in English? In case they are, the teacher is going to ask: Which feelings and emotions are you familiar with? Then, the students are going to be to watch a short video which will display nine emotions in which the class will be based on. **(Appendix 2, video link)**

**15
(min)**

After watching the video, the students are going to be asked: Which emotions do you think describe the best the current situation the country is facing? **(Appendix 3, Template #4)** Students are going to work in groups but each one is going to have an individual template to write on. Afterwards, they are going to take turns to expose their opinions the emotions the chose.

**20
(min)**

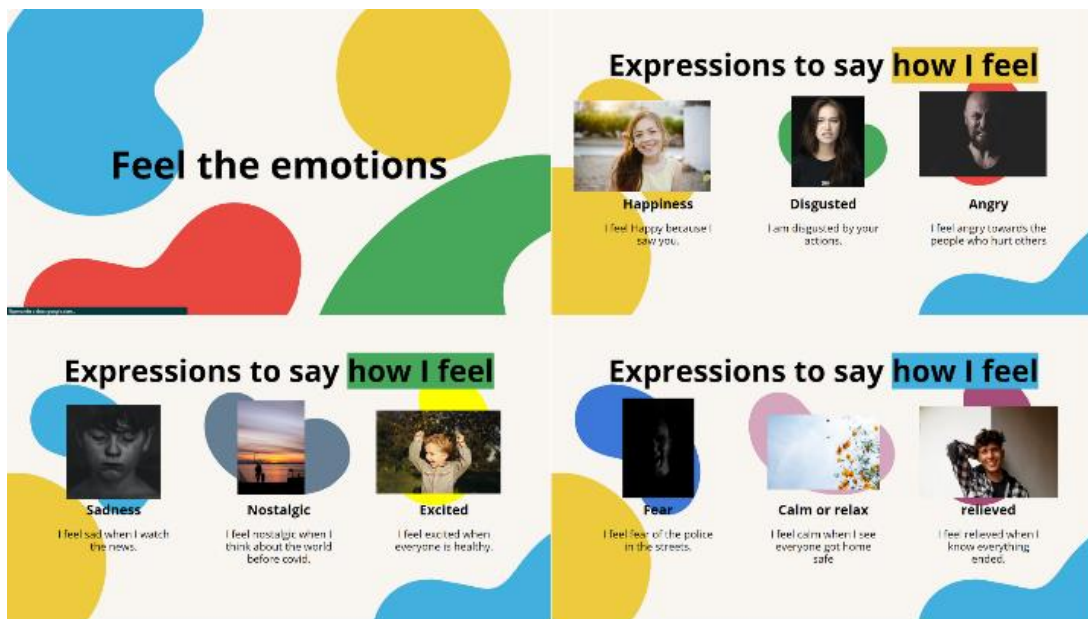
Then, the students are going to be presented with another batch of images but this time showing them how to express their feelings using the voice in the first person **(Appendix 1, slides 3-5)** Afterwards, the students are going to watch at a collage of pictures **(Appendix 3, collage)**, each image shows different situations, the students will have to answer to the following question: What does the pictures make you feel? Express at least four emotions out of the nine we have seen. **(Appendix 4, template #4)**

**15
(min)**

The final activity is going to consist of what students have felt over the most recent events in the country and in the world: What did you feel when lockdown was announced? What did you feel when the period of lockdown was prolonged? For this purpose, students are going to write at least three sentences per question, stating the date in which they are writing it, use the past simple, and the feelings they had when that specific moment happened. **(Appendix 4, template #4)**

Appendix 1: PowerPoint Presentation: *Feel the emotions*

(https://docs.google.com/presentation/d/1gbc17n2jwLwo_tIASL9nU0R5hwaf1QjX2YMuDuw4bfQ/edit?usp=sharing)



Appendix 2: Video: *I feel the emotions* (link here: <https://youtu.be/zIYQjldPs-k>)



Appendix 3: Collage pdf



Appendix 4: Template #3

Template #3



EMOTIONS

Answer the following questions as the teacher indicates.

Which emotions do you think best describes the current situation of the country?

.....

.....

.....

What does the pictures makes you feel? Use four out of the nine emotions seen in class:

.....

.....

.....

Appendix 5: Template #4

#Template #4



EMOTIONS 2

Answer to the following questions:

What did you feel when lockdown was announced?

.....

.....

.....

.....

What were you feeling when the period of lockdown was extended?

.....

.....

.....

Cycle 2: USING MY DIARY

Lesson plan 6: (A Day in The Life)

Lesson plan: 6

Session: 6

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Present Simple
- Pandemic related vocabulary

Objectives:

- To identify the use of the present simple to talk about basic daily routines.
- To start writing a short diary entry on a day in the life of lockdown.

Procedures

TIME

**15
(min)**

The teacher is going to start the class with a question: How was your first day during lockdown? The students are going to take five minutes to gather ideas on how to answer. Then the teacher is going to share his own experience briefly. The students are going to have a short preparation activity (**Appendix 1, word wall**) where concepts related to the pandemic are going to be introduced, concepts that are going to be recurrent in the following sessions as well.

**20
(min)**

After getting acquainted with the concepts presented before the teacher is going to provide the link for the students to watch the video: A Day in the life (**Appendix 2, video link**). The video contains expressions related to day-to-day life. After watching the video, the teacher asks: Are your days like this during lockdown? Following, the teacher is going to provide a template to write the first short diary entry (**Appendix 3, template #5**) where students are going to gather ideas and organize them in such way that they can write on their day-to-day life during lockdown.

**15
(min)**

Right after gathering ideas students are going to write their first short diary entry on a day in their lives during lockdown. This with the aim of getting acquainted with the format, in that way they are going to add what was previously seen in the first cycle of lessons such as. The date, the voice in the first persons, opinions, feeling and emotions felt during the process of writing.

**5
(min)**

Finally, the students, are going to submit their short diary entries by mail, or in person, and the teacher is going to give them feedback on how it can be improved if necessary.

Lesson plan 7: (Writing about my lockdown experience Pt1)

Lesson plan: 7

Session: 7

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Personal narration
- Covid vocabulary
- Opinions

Objectives:

- To write about a personal experience during lockdown.
- To organize ideas in order to write a diary entry.

Procedures

TIME

12 (min) The first minutes of the class are going to be focused on reviewing the first short diary entry students wrote last class and to answer their own individual concerns on how to construct their own personal narrative.

15 (min) The next part of the class is going to be devoted to ask the students to reflect on their life during lockdown while reading an article by the Bogotá post (**Appendix 1, article link**) but right after it was announced on April 27th that it was going to be extended until the end of May. (**Appendix 2, template #6**)

What were your thoughts when lockdown was extended?

How did you live that situation?

What did you hear from your family during that period?

8 (min) A second sample of a diary reflecting on the topic of the lesson is going to be given for them to read it, analyze the language, the structure and how they can start writing their own complete diary entry (**Appendix 3, diary sample #2**)

15 (min) Upon reading the diary sample the teacher is going to provide a writing template (**Appendix 4, template #7**) for students to organize and write their ideas on how they want to structure the narrative of their diary entry.

10 (min) In the last ten minutes of the class the students are going to start writing their first full-length diary entry adding the ideas they previously worked on using the template.

Appendix 1: Paper article: *Colombia lockdown to continue until May 11*
(link here: <https://thebogotapost.com/colombia-lockdown-to-continue-until-may-11/46122/>)



Appendix 2: Template #6

Template #6



RIGHT AFTER READING THE NEWS
ARTICLE

Answer to the following questions:

Don't forget to add the date!

What were your thoughts when lockdown was extended?

.....

How did you live that situation?

.....

What did you hear from your family during that period?

.....

Lesson plan 8: (Writing about my lockdown experience pt2)

Lesson plan: 8

Session: 8

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Personal narration
- Opinions

Objectives:

- To identify the use of personal narrations to talk about their personal experience
- To finish the first full length diary entry.

Procedures

TIME

**15
(min)**

Before continuing with the diary entry students are going to listen to the second instalment of the podcast series (**Appendix 1, first entry #2**) through they are going to have more insights in what has been happening in the world so far. The, students are going to have to answer to the following questions: (**Appendix 2, template #8**)

When was the first case of coronavirus found in Colombia?

What were your thoughts when you first hear about the virus reaching Colombia?

How do you think Covid has impacted your life?

**20
(min)**

Upon listening to the podcast and answering the question, students are going to continue with the process of writing their first diary entry. To what the teacher is going to be reviewing each student's progress.

**10
(min)**

Right after this activity, the teacher is going to tell them to make a pause, and ask the teacher questions in regard to continuing the process of writing the first diary entry.

**15
(min)**

Students are going to continue with the process of writing the diary entry while the teacher checks on each student's progress. In the meantime, students keep writing and the teacher is going to display images on a screen related to the lockdown experience in different parts of the world (**Appendix 3, collage**) for inspiration on how to continue the entry.

**5
(min)**

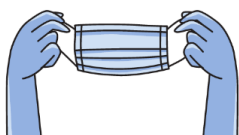
Students are going to check the final touches to the diary entry and submit the final touches to the teacher.

Appendix 1: Podcast: *First Entry #2* (link: <https://soundcloud.com/sebastian-dimas-853177155/first-entry-2>)



Appendix 2: Template #8

Template #8



AFTER LISTENING TO THE PODCAST

Answer to the following questions:

When was the first case of coronavirus found in colombia ?

.....

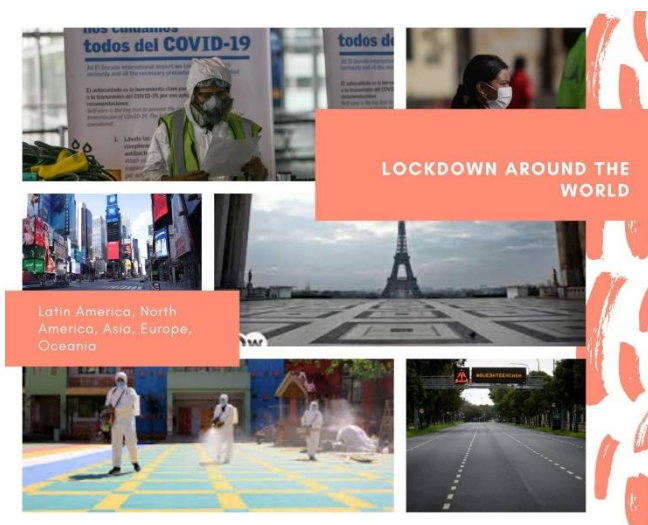
What were your thoughts when you first heard about the virus reaching colombia ?

.....

How do you think covid has impacted you life?

.....

Appendix 3: Collage



Lesson plan 9: (My thoughts on the future)

Lesson plan: 9	Session: 9	Time: 60 min...
Grade: Ninth grade		

Suggested vocabulary:

- Expressions to talk about the future

Objectives:

- To recognize expressions to talk about the future.
- To write from their own experience.
- To start writing the second full-length diary entry.

Procedures

TIME

**10
(min)**

The first ten minutes of the class are going to be devoted to socializing students' thoughts on their first diary entry by asking them: (**Appendix 1, Padlet #2**)

How did you feel writing about your experience?

What are your thoughts on lockdown so far?

What has helped you during lockdown?

**20
(min)**

Students are going to watch a set of memes related to the pandemic in order to share something positive in the midst of a rather confusing and dark age. Students are going to work in groups, each group is going to analyze four different memes in regards to the pandemic (**Appendix 2, meme images**). Then, students are going to have a template to share a funny story that has happened to them during the pandemic. (**Appendix 3, template #9**)

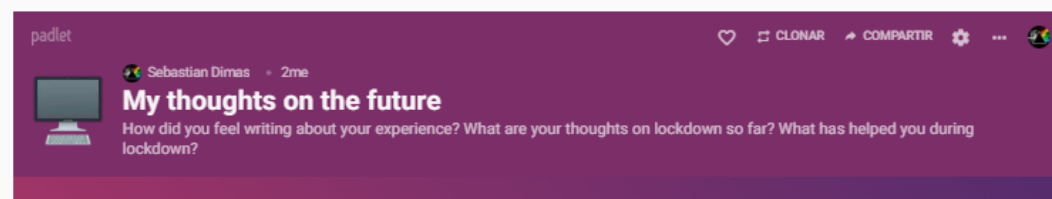
**15
(min)**

Afterwards, students are going to be shown vocabulary posters to learn expressions to talk about the future (**Appendix 4, posters**). This, with the intend to introduce useful vocabulary that is going to help them to write the second full-length entry of their personal diary. Then, students are going to write about their thoughts on the future using the expressions previously seen in order to gather ideas for the second diary entry. (**Appendix 5, template #10**)

**15
(min)**

Finally, the last fifteen minutes of the class are going to be devoted for students to start writing their second full-length diary entry. Gathering ideas from the things seen in the lesson, things seen in previous lessons and from their own experience in order to enhance the vocabulary that can be used in order to express their ideas through the creation of their second full diary entry.

Appendix 1: Padlet: *My thoughts on the future* (link: <https://Padlet.com/sebasnewjersey/2gins6q3cial1jcho>)



Appendix 2: Meme images



Appendix 3: Template #9

Template #9



SHARE FUNNY STORY

Write about a funny story that has happened during lockdown:

Write here:

.....

.....

Appendix 4: Posters



I'M COUNTING DOWN THE DAYS

Excited about a future event.
I'm counting down the days for coronavirus to end.

Appendix 5: Template #10

Template #10



YOUR THOUGHTS ON THE FUTURE

Use the expressions previously seen and organize your ideas

Write here:

.....

.....

Lesson plan 10: (What the future will hold)

Lesson plan: 10

Session: 10

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Using the future simple tense

Objectives:

- To write about predictions on the future
- To recognize the use of future expressions.
- To finish writing the second full length diary entry.

Procedures

TIME

**7
(min)**

As students continue writing the second diary of the second full length diary, students are going to ask questions in case of any doubt. For that reason the teacher will be aware of anything the teacher can help them to clarify.

**20
(min)**

The next activity is going to be focused on students reading a short article written by the teacher (**Appendix 1, Article**) for them to see where the world is headed once coronavirus ends. Then, they are going to answer three questions reuniting in groups (**Appendix 2, Template #11**):

What are your hopes for the future?

What do you think is going to happen one year from now?

Do you think life as we know it is going to change forever?

**20
(min)**

After the reading students keep writing their diary entry, while they share their expectations for the future with their classmates and the teacher in order to nurture their ideas.

**10
(min)**

Towards the end of the class, when students are close to finishing, the teacher is going to have an open debate answering the question: What do you think the world is going to look like after Covid ends? These ideas are going to be shared during class and are also going to be submitted to a Padlet wall (**Appendix 3, Padlet**).

**2
(min)**


To wrap up, students will finish and submit their second full length diary in order for the teacher to give individual feedback.

Appendix 1: Article: *What the future holds*

I don't know what the future holds, but I want to think that everything is going to get better. It's been more than a year, and we still don't know what is going to happen. However, it is better to stay optimistic and think that the future will be better than the present.

I want to think that in the future because of massive vaccination facemasks will be no more, that everyone will be able to reunite with their families. Sooner or later this unsuspected nightmare will come to an end. But, we must be patient, patience is a virtue and nowadays it is more important than ever.

Those are some of my predictions, and now, What do you think the future will hold?



Appendix 2: Template #11

Template #11



WHAT THE FUTURE WILL HOLD

After reading the article answer to the following questions:

What are your hopes for the future?

.....

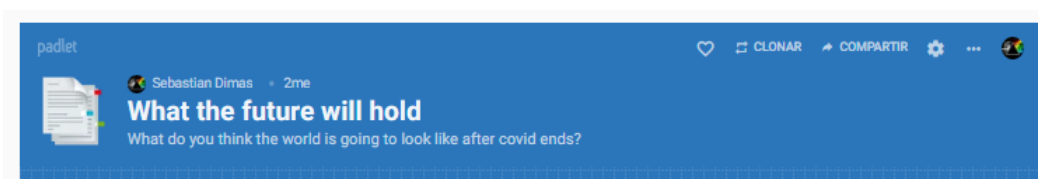
What do you think is going to happen one year from now?

.....

Do you think life as we know it is going to change forever?

.....

Appendix 3: Padlet: *What the future will hold* (link here: <https://es.padlet.com/sebasnewjersey/y76kfemzjthi8f6m>)



CHAPTER V

Conclusions and implications

As it has been stated throughout the development of the last chapters, this proposal looks to promote the writing skills of ninth-grade students of a public school in Colombia, creating a situated diary supported by multimodal texts based on current events. In that manner, this last chapter will discuss the conclusions of the proposal as well as the implications, possible limitations, and further research suggestions.

Conclusions and implications

To begin with, it is invaluable to understand that writing in an EFL setting is more than just learning grammatical rules to put them on a piece of paper to be graded afterwards. Although it is important to learn proper grammar, writing also implies several mental, physical, and emotional processes that must be considered when teaching how to write. In that regard, our educational system needs to view students as beings capable to reflect, express, and to criticize its surroundings. Writing as a practice in schools is often decontextualized from students' reality, thus, missing the opportunity to provide them with meaningful environments to write about and express about their feeling and thoughts about situations close to them.

Moreover, writing is a means by which emotions, perspectives, and opinions are expressed; hence, as students partake of socially relevant events writing should become significant for them to pour their ideas into written form. In this sense, in school learning how to write must be taught as a tool in which students can express themselves from their reality. Consequently, writing in this proposal is used as the principal means whereby students can write their thoughts, opinions, and feelings without fear to be judged.

Secondly, in this proposal, teachers and peers should work jointly to share experiences and reflections to further understand the activities proposed. For that reason, the classroom must grow into an environment where everyone involved is a key piece that can complement another classmate's ideas. Besides, the teacher must function as a supportive figure who provides proper feedback, promotes interaction, and respect among the participants in the classroom. Every lesson is designed to engage students in the process of writing while they interact with their peers to get as many stimuli to create diary entries nurtured not only from their experience but also from other perspectives.

Therefore, since this proposal is intended for students to create a diary, the teacher should detach from traditional assessment. Creating a diary based on current events implies that students write from a personal place to them; thus, it is not possible to quantitatively grade students' assignments, but rather the teacher as aforementioned should guide while giving proper feedback. For this reason, the institution in which the proposal is developed has to bear in mind students' emotions and efforts to write ideas that can be difficult for them to express.

Finally, for the successful development of this proposal students' knowledge of English and grammar structures should be at the very least basic. Throughout the implementation, vocabulary and grammar are presented inductively in the three cycles of intervention. For that reason, it is expected from the institution in which this proposal is ultimately implemented to have taught previously basic verb conjugations, pronouns, and general vocabulary, considering that grammar lessons are not going to be the main focus. However, grammar pieces and relevant vocabulary are introduced along the process as tools to be used to express ideas for the creation of the diary.

Possible Limitations

During the implementation of this proposal, some limitations might arise. Factors such as teacher and parent support, the students' English level, and the type of education modality, are some of the restraints that may occur and affect the development of the classes. These factors could possibly appear, impact and alter the proposal's course.

The first limitation to bear in mind is teacher and parent support in the development of the proposal. Throughout the implementation are addressed important and controversial events in recent Colombian and global history. For that reason, it is likely that some parents or even teachers do not feel comfortable addressing such topics inside the classroom. Furthermore, if the content of the proposal touches the sensitivity of either teacher or parents due to the current state of polarity, this could seriously affect the development of the proposal.

The second impediment that may appear during the implementation is related to the students' English level. In class, activities require students to participate and interact in English since as mentioned in the document before, grammar lessons are not the main focus of the proposal. Thus, the lack of basic vocabulary and general knowledge of grammar may suppose a restraint in the development of the designed activities. Consequently, that fact could lead to a general discontent by teachers and students, restraining the progress in the lesson and causing the students' disappointment towards the class.

The third, and probably the most serious limitation is the type of education modality. Due to the ongoing pandemic, it is unclear whether or not students will eventually take classes in presential, virtual, or hybrid modalities. For that reason, the

teacher in charge of implementing the proposal must consider the drawbacks and needs of the students in the abovementioned scenarios. As a result, the teacher, along with the institution must work to cover the possible limitations that may arise considering the current state of the world.

Further research suggestions

For the appropriate development of the activities, it is critical to mention that further research is needed to validate the viability of this pedagogic and didactic proposal. In the first place, to grasp the potential that this proposal has to offer the activities designed must be experienced by both teachers and students, namely in a classroom surrounded by a real academic environment. In the second place, as this proposal was initially thought of as action research, it is imperative to carry it out as such to recollect pertinent data that would allow for a better comprehension of its usefulness in different academic scenarios.

In the third place, it is recommendable for the teacher who implements this proposal to think of additional situated contexts, promoting a better understanding of their surroundings that help with students' specific needs. Finally, the implementation is also needed to cover a broad spectrum of possibilities that would provide further information relevant in future endeavors involving literacy teaching in situated contexts.

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Annexes

Cycle 3: MY DIARY

Lesson plan 11: (Changes)

Lesson plan: 11

Session: 11

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Time conjunctions

Objectives:

- To express ideas based on the national strike of 2021.
- To identify and use time conjunctions when writing.
- To create a short diary entry.

Procedures

TIME

10
(min)

The class starts with an opening question to introduce the main topic of the last cycle ***“Do you have any knowledge about this year’s national strike?”*** Based on that question both students and teacher discuss and recall the general overview of the strike to have a general context of what it is going to be covered.

15
(min)

Afterwards, the teacher presents a video recollecting the main events that took place during the 2021 national strike (*Appendix 1 video*). The video contains images relevant for the contextualization and it serves as the medium in which the time conjunctions are introduced to the process of creating a diary. The students are instructed to watch the video in order to obtain relevant information but also to pay attention to the highlighted words that appear from time to time on screen. Right after watching the video, students answer the following questions (*Appendix 2, template #12*)

- What were you doing on April 28th 2021
- How was life during those first days of protest?

25
(min)

Then, students start writing their second short diary entry. During this exercise, students write based on their experience during the first days of the national strike trying to use the time conjunctions to enrich their writing and also the information provided by the video. (*Appendix 3, template #13*)

10
(min)

Finally, there is an open forum in which students roughly share what they have written and what the experience of writing this short entry means to them.

Appendix 1: Video: *Changes* (link: <https://youtu.be/KkEepmp3aM0>)



Appendix 2: Template #12

Template #12

BASED ON THE VIDEO



After watching the video answer the following questions:

What were you doing on April 28th 2021

.....
.....
.....

How was life during those first days of protest?

.....
.....
.....
.....

Lesson plan 12: (A turning point for Colombia, Pt 1)

Lesson plan: 12

Session: 12

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Situated vocabulary: Public demonstrations
- Protest
- Citizen participation

Objectives:

- To identify useful situated vocabulary.
- To express ideas based on Colombia's most recent national strike.
- To start creating the third full diary entry.

Procedures

TIME

**15
(min)**

The first part of the class is devoted to the introduction of new useful vocabulary for this lesson and for the three lessons moving forward. The teacher presents a slideshow (*Appendix 1 slides 1 to 5*) that contains images related to vocabulary used to talk about public demonstrations, protests, and citizen participation. Then, students are asked about the following questions in an open forum:

- Did you experience manifestations first hand or near your neighborhood?
- What do you feel when you see those images?

**15
(min)**

Then, students start organizing their ideas around the vocabulary presented and a single question "*how did the national strike of 2021 impact your life?*" (*Appendix 2, template #14*) Students use a template provided by the teacher to organize their ideas for what is going to become the third full diary entry.

**20
(min)**

After that, students start writing their first full diary entry considering the aforementioned question and the ideas previously organized.

**10
(min)**

The last ten minutes of the class are focused on a small in class discussion based on the topics covered during the first part of the class and the creation of the first part of the third full diary entry.

Lesson plan 13: (A turning point for Colombia Pt. 2)

Lesson plan: 13

Session: 13

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Cause and effect connectors.
- Vocabulary related to the causes of the strike.

Objectives:

- To identify cause and effect connectors
- To identify vocabulary related to the causes of the national strike
- To finish the creation of the third full diary entry

Procedures

TIME

**20
(min)**

At the beginning of the class the teacher provides the students with a short article (*Appendix 1, article*). In the article, students find background information related to the causes that ultimately led to the 2021's national strike. Furthermore, vocabulary related to the causes of the national strike, along with cause-and-effect grammar vocabulary is highlighted, so students can identify it in a text and use it when they finish the third full diary entry. Upon reading the text students have to answer three questions (*Appendix 2, template #15*)

- Which were the causes that triggered the 2021's national strike?
- What were the effects?
- What happened during the four months that the national strike lasted?

**30
(min)**

After answering the questions, students have more information in order to finish writing the third full diary entry. During the process of writing the third full diary entry the teacher serves as a support. However, the teacher doesn't intervene as much as in cycle 2 since in this cycle students have to write independently.

**10
(min)**

Finally, after the students finish the exercise, the whole group comes together to reflect on this entry. Therefore, at the end of the reflective exercise students are asked to go on padlet (*Appendix 3, padlet link*) to share their thoughts on what was discussed in a group.

Appendix 1: Article

VOL. 1 2021

CAUSES AND EFFECTS

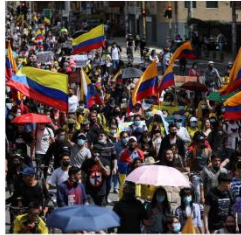
2021'S NATIONAL STRIKE

A TURNING POINT FOR COLOMBIA

Author: Anonymus

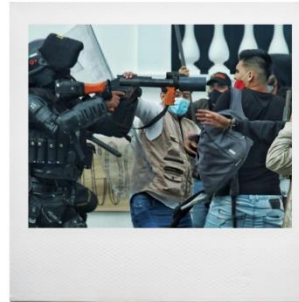
Colombia has endured inequality for far too long, actually, Colombia is the second most unequal country in South America. And since the covid-19 pandemic started, the country's inequality has been more evident to the general public. **Therefore**, in this article, we are going to analyze the main causes and effects of the 2021's national strike.

Everything started when the minister of finance Alberto Carrasquilla supported by president Ivan Duque proposed a controversial tax reform that would have shown an increase in products such as eggs and chicken. **As a result**, the decision was met with general discontent by the people, and on April 28th, 2021 demonstrators went into the streets to manifest how they felt about it. During the national strike, multiple demonstrations took place in the country; at first, they were peaceful. However, the police and the anti-riot squadron instigated fights between the police force and protesters, **consequently**, the main spots of the demonstrations across the country became a battle royal. **Due to that**, many people have died because of police brutality in the country.



POLICE BRUTALITY AND OTHER CAUSES.

Thus, after months on the streets, it was evident that the tax reform was not the only cause for the general discontent of the people. The systematic murder of social leaders, police brutality shown during the demonstrations, health reforms, and of course, the economic situation and the government's management of the pandemic situation **lead** to protesters flooding the streets to manifest their discontent.



Appendix 2: Template #15

Template #15

WRITE BASED ON THE ARTICLE



Answer the following questions:

What were the causes that triggered the 2021's national strike?

.....
.....
.....

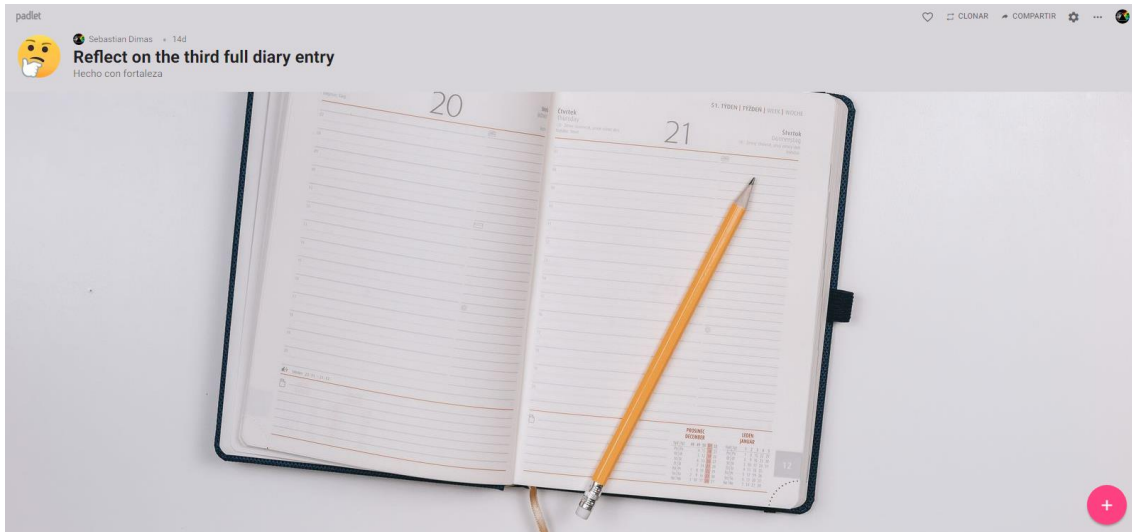
What were the effects of 2021's national strike?

.....
.....
.....

What happened during the four months that the national strike lasted?

.....

Appendix 3: Padlet: *Reflect on the third full diary entry* (link: <https://es.padlet.com/sebasnewjersey/g33ko92y871ajlm1>)



Lesson plan 14: Look back pt. 1

Lesson plan: 14

Session: 14

Time: 60 min...

Grade: Ninth grade

Suggested vocabulary:

- Present perfect tense
- Present perfect continuous
- Adverbs of time

Objectives:

- To identify the present perfect, present perfect continuous and the adverbs of time
- To start writing the final full diary entry

Procedures

TIME

**20
(min)**

At the beginning of the fourth session students are instructed to listen to the third and final installment of the podcast: first entry #3 (*Appendix 1, first entry #3*) along with a diary sample the podcast is based on (*Appendix 2, diary sample #3*). Here, students listen and read about how life has been in the middle of a pandemic and a social turning point in Colombia, also, it is emphasized the fact that this last diary entry will serve as a time capsule for students to look back on the experience of creating a diary. In addition, the teacher speaks and writes using the present perfect tense and the adverbs of time to introduce new vocabulary that will be used in the final diary entry. Upon listening to the podcast and reading the sample students answer the following questions (*Appendix 3, template #16*).

- What have you been thinking?
- How much do you think your ideas will change in the future?

**10
(min)**

Subsequently, the teacher displays a series of flashcards in a Genial.ly presentation with useful vocabulary related to the present perfect tense and the adverbs of time, followed by a brief explanation of the topic. (*Appendix 4, genial.ly presentation*)

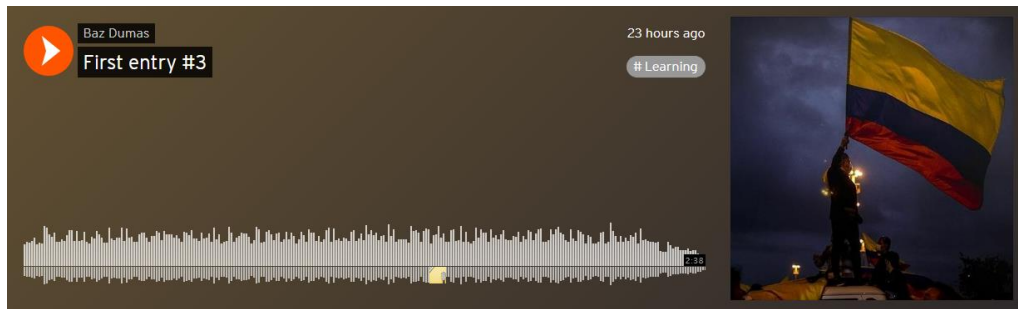
**10
(min)**

Then, students are given a template to organize their ideas (*Appendix 5, template #17*) related to how life has been for them during the recent events that have taken place in Colombia and in the world.

**20
(min)**

Finally, they start writing the last full diary entry in which they will reflect on how life has been for them during the events that took place between 2020 and 2021. In addition, they are encouraged to reflect on life in order to look back at some point and take a look at how life was perceived at the time they wrote this diary entry.

Appendix 1: Podcast: *First Entry #3* (link: <https://soundcloud.com/sebastian-dimas-853177155/first-entry-3?si=6c352f36178f446a85a926bdea9e6472>)



Appendix 2: Diary sample 3

Diary sample #3

September 1st 2021

Today I have been thinking about changes, not only mine but the changes that the world has been enduring these past few years. I write to remind myself that nothing ever stays the same, so I want to see how much I and the world will change in the future. I guess I want to look back to see how much I have changed since the moment I wrote this diary entry. Lately, I have been feeling angry with everything that has happened, but also sad after everything that happened during the pandemic, with all the people that got evicted from their homes, all of the people that lost their jobs. The national strike also left some terrible memories for us, the people who died during those months, it is unforgivable.

I think eventually everything will come back to normal, however, it is still weird to think how many things can happen in a short amount of time. I have been seeing a lot of people worried on the streets, also, a lot of people on social media complaining about the current situation. And that makes me think that we never imagined how bad things were going to get in 2020 and the consequences that it brought in 2021, it was like a time bomb.

Despite that, I'm fine, and healthy, which is the most important thing. What would I think in two or five years when I look back to these words, that is really interesting since it is the perspective that I have been having recently. For now, all I can say is that these current events have taught me a lot, so I hope I can learn more things in the future ahead.

See you soon, my diary.

Appendix 3: Template #16

Template #16

LOOK BACK!



Answer the following questions based on the podcast.

What have you been thinking?

.....

.....

.....

How much do you think your ideas will change in the future?

.....

.....

.....

Appendix 4: Genial.ly presentation: *Brief lesson*

(Link: <https://view.genial.ly/613e842515c6c40d261252da/presentation-brief-lesson>)

(Brief lesson)
PRESENT PERFECT, P.P
CONTINUOUS TENSE AND
ADVERBS OF TIME

SOME
ADVERBS OF
TIME

1. Today
2. Lately
3. Eventually
4. Since
5. Recently

EXAMPLES

1. Today, I saw something amazing.
2. Lately, I have been thinking about a lot of things.
3. Everything will come to an end, eventually.
4. Last week, I have wrote in my diary to feel better.
5. Recently, I saw the news and I didn't like it.

PRESENT PERFECT TENSE
(PRESENT AN UNFINISHED TIME OR ACTION)

1. I + have/has + past participle
I have tried sushi.

2. I + have not (haven't)/has not (hasn't) + past participle
I have not tried sushi.

3. Have/Has + subject + past participle?
Have you tried sushi?

EXAMPLES

1. I HAVE SEEN A LOT OF TERRIBLE THINGS IN THE LAST FEW MONTHS.
2. I HAVE THOUGHT ABOUT THE VICTIMS.
3. MY MOTHER HAS CHIEF BECAUSE OF THE CURRENT SITUATION.

Lesson plan 15: Look back pt. 2

Lesson plan: 15

Session: 15

Time: 60 min...

Grade: Ninth grade

Objectives:

- To identify and implement everything learned during the last fourteen sessions.

Procedures

TIME

**30
(min)**

At the beginning of the class students are instructed to finish their final diary entry. During the creation of this diary entry, they are allowed to interact with both classmates and the teacher to enrich the content. Furthermore, in this diary entry students are expected to write using most of the vocabulary learned during the process. At the end students will show the entry to the teacher to receive feedback. However, they will keep this diary entry as a reminder of the process and save it to read it later to look back on the process.

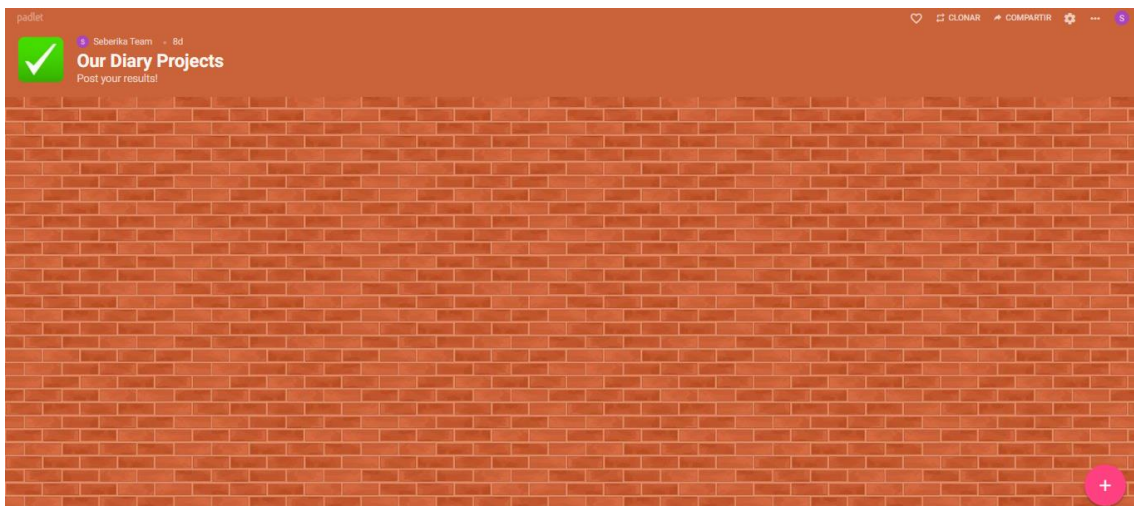
**20
(min)**

Afterwards, the next 20 minutes of the session are dedicated to sharing the experience of creating a diary entry. For that reason, students were asked before the class to bring different pictures of their diary entry to project in class. Furthermore, the teacher in charge also took pictures of the fourteen sessions to show the final results in a slide show (*Appendix 1, slide show proposed*) to prompt the conversation.

**10
(min)**

Finally, students are asked to access to a padlet link (*Appendix 2, padlet link*) and answer the question: Will you continue writing your future experiences in the diary you have been creating?

Appendix 1: Slide show proposed (link:
<https://padlet.com/seberikateam/rvh0upueatilnbf>)



Appendix 2: Padlet: *Will you continue writing?* (Link: <https://es.padlet.com/sebasnewjersey/9anoj87flgbonnw1>)

