

Eco-Biofriendly Digital Magazine: Promoting Situated Writing Process Skills.

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ABSTRACT

The current research was conducted at Instituto Pedagógico Nacional with 29 eighth grade students, whose ages range from 13 to 15 years old. This research aimed to describe how the use of the writing process approach might shape situated writing skills in EFL through the creation of an environmental awareness digital magazine. Consequently, this research was held under the principles of action research and followed the writing process approach, situating writing as a social practice, from a set of writing-based activities to improve students' EFL skills in order to achieve the writing of a paragraph based on their environmental experiences to make a digital magazine. That is why, this proposal was organized in 3 cycles, to be implemented along 12 interventions; during which surveys, field notes, artifacts and interviews were applied as instruments to collect data. Finally, through the grounded approach, it was possible to analyze the findings and present the categories, conclusions, implications, and limitations of the project.

Key words: Writing process approach, situated writing skills, digital magazine, environmental awareness.

RESUMEN

La presente investigación se llevó a cabo en el Instituto Pedagógico Nacional con 29 estudiantes de octavo grado, cuyas edades oscilan entre 13 y 15 años. Esta investigación tiene como objetivo describir cómo el uso del enfoque de proceso de escritura podría formar las habilidades de escritura situadas en EFL a través de la creación de una revista digital ambiental. Consecuentemente, esta investigación se realizó bajo los principios de la investigación acción y siguió el enfoque del proceso de escritura, situando la escritura como una práctica social, a partir de un conjunto de actividades para mejorar las habilidades del inglés como lengua extranjera de los estudiantes con el fin de lograr la escritura de un párrafo basado en sus experiencias

ambientales para realizar una revista digital. Es por ello que esta propuesta se organizó en 3 ciclos, implementados a lo largo de 13 intervenciones; durante los cuales se aplicaron encuestas, notas de campo, artefactos y entrevistas como instrumentos de recolección de datos. Finalmente, a través del enfoque fundamentado, fue posible analizar los hallazgos y presentar las categorías conclusiones, implicaciones y limitaciones del proyecto.

Palabras clave: Proceso de escritura, Competencias situadas de escritura, Revista digital, Sensibilización medioambiental.

Table of Contents

Chapter 1: The Problem.....	6
Local Context	6
Institutional Context	6
Characterization of Participants.....	7
Statement of the Problem	9
Rationale of the study	11
Research question	13
General Objective	13
Specific Objectives	13
Chapter II. State of the Art and Theoretical Framework.....	14
State of the Art	14
Theoretical Framework	19
<i>Writing as a Process approach in the EFL classroom</i>	19
<i>Writing as a Situated Practice</i>	21
<i>Environmental Education in EFL Classroom</i>	22
<i>Digital Magazines as a Tool in EFL Class</i>	23
Chapter III. Research Design	27
Research Paradigm	27
Type of study	28
Data Collection Instruments	30
Data collection procedures	33
Chapter IV: Pedagogical Instruction	35
Vision of Language	35
Vision of Learning.....	36
Instructional Design.....	38
First Cycle: The New Digital Magazine Experience.....	44
Second Cycle: Becoming Green Writers.....	46
Third Cycle: Publishing Eco- Biofriendly thoughts	49
Chapter V: Data Analysis and Findings	51
Procedures for Data Analysis	51
Categories of the Analysis.....	53
1 st . Category: The Writing Process as an Opportunity to Reflect on the Way Students Express Themselves.....	55
2 nd . Category: Writing Process and its Supportive Role in Students' Learning Experiences.	62
3 rd . Category: Integrating Environmental Activities and Resource in EFL Classroom.	70
4 th . Category: Environmental Digital Magazine as a Support to Promote the Writing Skills... ..	75
Chapter VI: Conclusions and Implications	81

Conclusions.....	81
Implications.....	83
Limitations.....	85
Further Research.....	86
References.....	88
Annexes.....	93
Annex A: Artifact Sample.....	93
Annex B: Survey Sample.....	94
Annex C: Teacher’s Interview.....	95
Annex D: Field Notes Sample.....	96
Annex E: Informed Consent Form.....	97
Annex F: Writing Diagnostic Test.....	98
Annex G: Lesson Plan.....	98

Tables and figures

Figure 1. Visual representation of the relationship between the constructs.....	26
Table 1. Cycles of intervention.....	39
Table 2. Categories of Study.....	54

Chapter 1: The Problem

This chapter presents a description of the local and institutional context, as well as a characterization of the participants for this pedagogical proposal. This is followed by the problem statement, rationale, research question and objectives that led this study are set out.

Local Context

This project was held at Instituto Pedagógico Nacional (IPN), a school located in Usaquéen district at La Carolina neighborhood. This neighborhood is a place of easy access since it is surrounded by 127th Street and the 9th and 15th Avenues, which are important roads in the north of Bogota. It also is a neighborhood in which residential use and green zones predominate making it a comfortable area. That is why, the economic and business activities of this area are concentrated in the provision of services such as: commerce, shopping, restaurants, communications, and private higher education institutions.

Institutional Context

Instituto Pedagógico Nacional (IPN) was founded in 1927, with the purpose of training female teachers but over time its educational purposes were expanded to educate society. In this way, the Institute created Universidad Pedagógica Nacional (UPN) in 1955, which took over the IPN and became part of the school as the center for teachers in training. As a result, the IPN has provided support as a center for pedagogical innovation and practice for the UPN. From then on, the goals and objectives of the IPN were reoriented towards the human and academic formation of its students at Preschool Education, Primary and Elementary Education, Middle Education, and Special Education in different areas of knowledge.

Currently, due to the close relationship between both institutions IPN and UPN, the teaching, learning, academic and administrative processes are developed and implemented under

strategies that contribute to society. Hence, the philosophy of the IPN proposed in the institutional education project (PEI in Spanish) has as its horizon the concern for the current conditions of the country and “organizes its work around a pedagogical horizon focused on coexistence, passion for knowledge and pedagogical innovation” (IPN, 2019, p. 34). In this way, the IPN continues with its commitment to the integral formation of the individual, understood as the trademark and tradition that has historically characterized it.

In this sense, the mission and vision of the IPN are consolidated in leading the educational processes of children, youth, and adults, considering their diversity. Thus, the goals of the IPN as an educational institution are focused on building critical, autonomous, ethical-political, diverse, socially aware subjects, who contribute to the understanding and transformation of reality, and the consolidation of a peaceful community (IPN, 2019). Consequently, the PEI has a pedagogical horizon oriented to work on an integrated pedagogical project (PPI in Spanish) to respond to current challenges with the integration of compulsory areas and cross-curricular and institutional projects, which consider socio-cultural dynamics in its own context such as *La Granja como Aula Viva*, *Proyecto Ambiental Escolar (PRAE)*, *Educación para la Paz*, and *Sexuality and Awareness*. Due to the nature of the curriculum, the IPN has adopted a qualitative assessment in which self-evaluation and co-evaluation stand out. Allowing to evaluate the progress of students in different areas of development like corporal, personal and social, expressive, and scientific-technological-logical skills to continue with the commitment for the integral formation of the being.

Characterization of Participants

Regarding the population of this research, the participants were eighth graders, who belong to 802 group of the IPN. Based on the information collected with the field notes (see

annex D) and a characterization survey applied to the students (see annex B), it was found that the group is made up of 11 females and 18 males, reaching 29 students whose ages range from 13 to 15 years old. Furthermore, most of the students reside in places that are northeast and central west of Bogotá, such as the Kennedy, Teusaquillo, Suba, and La Candelaria neighborhoods.

On the other hand, the diagnosis revealed that students tend to dedicate their spare time to different hobbies such as watching series or movies, playing video games, listening to music, playing musical instruments, and reading. It was also evidenced that the students are collaborative, active, and competitive. Although eight graders get along quite well and share a strong friendship, they annoy each other. According to the teacher's interview (see annex C), eight graders respect the teacher all the time, but they are not very respectful among themselves, they tend to give bad opinions about the other classmates, or sabotage when they make mistakes.

Concerning the behavior and attitude towards the English class, most of the students showed positive attitudes towards the EFL classes. Indeed, they felt comfortable with the English classes because they were dynamic and the topics were understood, which made them happy. However, few students in the survey reported they were not interested in the English class because they did not like the language, or they were not interested in learning another language. Likewise, about the activities that they carried out in the English class, they expressed they like them as activities were different, and they did not do the same thing. Even, the English teacher and the students agreed that one of the activities that eighth graders most enjoy doing are those related to videos or audiovisual materials.

Additionally, it was observed that the main language used during the English class was Spanish, whereas the English language is rarely used. For example, during classes students used

expressions like "teacher, I have a question, or How do you say... in English? May I go to the bathroom? Therefore, students used their mother tongue all the time to communicate with each other in English classes while English language was only used to express commands. Moreover, English teacher said she used Spanish to give instructions, and answer questions because it is difficult for the eighth graders to follow instructions and they must be reinforced in Spanish.

Statement of the Problem

The Colombian Law 115 of 1994 demands the acquisition of conversational, reading, comprehension, and expressing oneself in at least one foreign language in its basic and secondary education objectives. For this reason, the Ministry of National Education (MEN) established guidelines aimed at improving the learning of the English as a foreign language (EFL) through the implementation of the National Bilingualism Program (PNB in Spanish). To accomplish these objectives, different tasks and processes have been carried out, among them the publication of the document "*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*" (2006), which follows the criteria established by the Common European Framework of Reference (CEFR), for the purpose of providing, guiding, and offering a reference in terms of the goals of performance level in the English language.

Consequently, the Basic Competency Standards document established five levels, which correspond to the progressive development of performance in English of what students should know and be able to do to demonstrate a B1 proficiency level at the end of the eleventh grade (MEN, 2006). Considering the levels, it is estimated that the eighth-grade students participating in this research should have an intermediate B1.1 level. In that way, it is expected that eighth graders at this level are adept at using writing to express their point of view, emotions and feelings, and they should be able to write simple texts or messages in English with different

functions such as describing, narrating, or arguing about personal experiences and close environment situations (MEN, p. 24). Nevertheless, through the general diagnosis it was possible to identify that most of the eighth graders did not know how to write appropriately, since they were not able to produce a simple text or connect sentences. Moreover, they had troubles describing in short sentences people, places, objects, or events related to their familiar topics and situations.

In addition, as stated in *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, eighth graders at B1.1 level should be able to correct their writing in class, vocabulary and grammatical structures, and organize short coherent paragraphs, keeping in mind formal elements of the language such as spelling rules and punctuation. This seems difficult to achieve, since in the diagnosis was evidenced that most eighth-grade students face several difficulties in written expressions, related to grammatical structure, spelling mistakes, absence of punctuation marks, and use of the native language. On this basis, students' writings revealed a problem with grammatical structure, there were omissions of subjects, the use of adjectives after the noun, and misspelled words.

In summary, to achieve the standards and the requirement to improve the English language writing skills of eighth grade students, it is necessary to work on the weaknesses detected by guiding the writing activities as a process. Hence, after the observation and the general diagnosis, it was evident that writing is a challenge for students since they might have difficulties in mastering writing in the English language. Thereby, the lack of writing skills was identified as the problem to be addressed in this proposal.

Rationale of the study

New technologies as part of a globalization process have contributed in a great way to make English an important and necessary language to create interaction between different cultures. Because of this, the English language has established itself as a language that not only unites people but also as one of the most used within the different forms of communication, such as virtual social networks, facilitating the exchange of texts, images, videos, ideas, thoughts, feelings, among others. Therefore, English language plays an important role in matters of cultural, commercial, diplomatic, scientific, and educational interaction since it has allowed the creation of a close relationship between several countries. Thus, due to technology and English language are influencing the lives of the youngest students in an accelerated way; digital platforms are tools that facilitate their learning process. That is why, it is essential that society, especially students, understand that the use of a second language such as English means crossing borders, knowing other contexts, becoming intellectually enriched, and facing the challenges of globalization.

In accordance with the above, in EFL classrooms, writing has been identified as one of the most important skills for students when learning a foreign language due to technology, since the world has become more oriented towards digital texts. According to Fernandez *et al* (2021), Information and Communication Technologies (ICT) have substantially influenced the new ways of producing written texts and of approaching the act of writing as a fundamental basis for the development of knowledge, but also to promote learning situations that are truly meaningful. This displays that writing skills can be integrated with technology allowing the development of English language learning processes.

On the other hand, Barkaoui (2007) affirms that writing in English as a EFL is an important part of learners' daily lives, but it is a difficult skill for learners to acquire, as it requires the mastery of several cognitive and sociocultural aspects. Consequently, one of the problems in the development of writing in English is that learners only use writing to reproduce grammatical structures. Based on Melgarejo (2009), one of the main concerns of teachers in Colombia at all educational levels is to improve writing skills in English as a foreign language, since the strategies focus on the form of the language and promote especially oral communication skills. In brief, it is necessary to consider finding strategies that help and involve students in the EFL writing process.

In light of these difficulties, it is important to open new spaces and opportunities for students to explore writing from a different perspective. In this manner, the point of promoting an Eco bio-friendly digital magazine might provide many advantages in students' EFL learning processes and improve their writing skills. Initially, because in this case writing is understood not only as a process that provides students with the necessary tools to compose a piece of writing, but also as a situated practice that Chala and Chapetón (2013), put forward as a “proposal to promote literacy as a critical, social and situated activity that makes the act of writing an experience in which EFL students have the opportunity to express, communicate, share and negotiate their worldviews and feelings through written text”(p.24). Secondly, the integration of environmental education in an EFL classroom plays an important role in this project as the environment becomes a stimulus for students to produce thoughts and reflections about it so that they can later shape and organize their ideas and result in a meaningful writing experience. Finally, the digital magazine might contribute positively to the teaching-learning process in the classroom by being mediated by ICT and being a basis for communicating new ideas that go

hand in hand with the writing process since students can think about what they are going to write.

In summary, this research attempts to provide new strategies to teach students the process of situated writing and help them catch up with the current demands. Hence, the relevance of the present study lies in the need to renew writing activities in a less complex way by introducing an environment-based digital magazine to foster and enhance students' situated writing skills, moving away from traditional writing methods that focus only on the product and not on the process, considering students' real context by encouraging them to enjoy and build their learning while performing cooperative and experiential activities to improve their English writing skills and to value students' experiences and knowledge through written expressions.

Research question

How might the use of the writing process approach shape EFL situated writing skills in eighth grade students through the creation of an environmental awareness digital magazine?

General Objective

This research aims to describe how the use of the writing process approach might shape EFL situated writing skills in eighth grade students through the creation of an environmental awareness digital magazine.

Specific Objectives

- To identify the role of the writing process approach in the development of situated writing skills in EFL
- To describe students' responses to the use of a set of activities designed to create an environmental digital magazine.

Chapter II. State of the Art and Theoretical Framework

The following chapter presents the state of the art and the theoretical framework that support this research project. Firstly, the state of the art displays the review of some national and international studies, which are relevant for the development of the current inquiry. Secondly, the theoretical framework is based on the four main theoretical concepts that are involved in the material development of the proposal: Writing as a process in the EFL classroom, Writing as a situated practice, Environmental Education in EFL Classroom, and Digital Magazines for Everybody.

State of the Art

This section includes six research studies retrieved from university repositories, journals, and national and international documents on EFL teaching in order to provide information related to the main constructs of the study research question: writing process, situated writing, digital magazines, and environmental education in the English Foreign language classroom.

The first research considered pertinent to the present proposal is entitled *Fostering writing skills in students from tenth grade at a public school through creative writing strategies and process writing approach*. In this study, Navarrete (2020) developed qualitative research with the aim of determining to what extent the usage of creative writing strategies and the process writing approach shaped the EFL writing process in a group of 12 tenth graders at Jorge Mario Bergoglio School in Bogotá, Colombia. The data collection was carried out through semi-structured interviews, teacher's field diary and artifacts elaborated by the students; these data were analyzed following the content analysis technique allowing the categorization of the transcribed texts and the artifacts collected through the analysis.

The results obtained concluded that the process writing approach and the creative writing strategies improved the students' writing. The researcher stated that the writing strategies, such as pre-writing, drafting, guided writing and literary input were valuable resources and inspirational elements for students to produce their own texts and develop writing skills since it was evidenced a progressive evolution. Thus, this research provided significant input and insights of how the writing process approach provides students with the opportunity to take active action in their writing development by using the step-by-step procedures which are connected to improve writing skills.

Another important study is *Using Process Writing in the Teaching of English as a Foreign Language* by Martinez *et al* (2019). This work aimed to contrast the difference in students' written production before and after the implementation of process writing with these EFL students. To reach it, the authors included teacher's and students' perception surveys, teacher's observation of students' reactions towards the process, and evaluative rubrics for the pre-test and the post-test to collect data. The study demonstrated after implementing the writing process through brainstorming, drafting, revising, editing, and publishing stages, there was a remarkable progress in paragraph structure. Moreover, students were able to pay more attention to the quality of these texts due to the presence of higher quality elements, such as topic sentences and a more coherent structure. The authors also emphasized that student satisfaction, the surveys showed a preference for process writing because they were monitoring which were the best words to express their ideas and the way those words were spelled. The research was relevant to the present study because it showed the before and after of the students' writing productions and highlighted that the implementation of the writing process significantly

improved students' writing skills through a systematic and organized process in which students are more aware of their own writing process.

In the same field, regarding Situated Writing Practice, there is an investigation *called I'm a Writer: Developing Situated Writing Using Genre-Based Tasks to Create a Diary with Four Graders at Hernando Durán Dussán School* conducted by Morera (2019). This action research was intended to determine how situated writing might be developed through a set of genre-based tasks to create a diary. Diverse data collection instruments were used to gather reliable information, from the observation and the intervention carried out in the classes.

The findings in this study allowed the researcher to conclude that the genre-based approach played two main roles related to the students' writing environment and process: the first was the role of stimulating a comfortable environment that enhanced the process; and the second role was related to the support that the genre-based approach meant for the students using samples to transform their authentic pieces by personalizing the information. In addition, it was evident that socialization allowed the students to identify difficulties and errors in terms of cohesion and spelling and gave them the opportunity to correct them immediately. This work was significant to the present one as it demonstrated that writing as a situated social practice had a great impact on improving EFL students' writing skills. It also evidenced that writing went beyond focusing on the textual and linguistic aspects embedded in writing to consider students' context that helped them construct a reflection of their own progress in writing skills.

On the other hand, a fundamental study that contributed to current research is from Rusda (2018). Her project named *Developing English Digital Magazine Based on 3D Pageflip Professional as Supplementary Material to Study English at Islamic Junior High School An-Nizham Jambi* was applied to thirty-two seventh graders in Indonesia. The researcher used the

procedures of the research and development model which consists of a five-phase model that includes analysis, design, development, implementation, and evaluation, and employed questionnaire, interview, and observation as instruments used for data collection.

The analysis carried out in this research determined that the digital magazine was developed through five stages: discovering the interest of the students, designing the magazine, developing the framework of the magazine, implementing the magazine in the classroom and evaluating the final product. The conclusion based on the result of these stages and the students' responses displayed that an English digital magazine is accepted as a learning medium for English supplementary material which is contextually interesting, understandable, and consistent with the syllabus. The results of the investigations were important in light of this research because they reflected that the creation and integration of the magazine as a tool in English classes enabled not only to explore other types of formats in which students were able to show their knowledge and ideas while they worked together, but also to improve students' English language skills.

Additionally, Escobar (2008), proposed a research work called "Environmental Education in the Teaching of the English Foreign Language in the Secondary School of the Federal District". This study was applied to third grade high school students at the Carlota Jasso school in Mexico, with the objective of integrating, intervening and evaluating environmental education in the teaching of English as a foreign language through the design of a didactic unit.

The research concluded that the integration of environmental education from a transversal environmental dimension was a vehicle that helped to shape a different point of view in the treatment of the English language. According to the researcher, the students recognized, understood and observed the reality from their own context, and reinforced their vocabulary,

which encouraged them to communicate their feelings in English in different codes (verbal and written), and favored the possibility of sensitizing the students and facing the environmental crisis from different dimensions. In addition, it was discovered that the integration of environmental contents awakened curiosity, interest, and promoted attitudinal changes among the students. Therefore, this inquiry was useful for the present project because it evidenced the need of considering environmental contents in English classes, as it helped students not only to improve their English language skills, but also to acquire knowledge, express ideas, develop critical thinking skills and environmental awareness through participation and problem solving in relation to the environmental crisis.

Finally, in the line with the previous study, Hurtado and Betancourt (2019), propose an action research project titled Environmental Awareness Through Writing Tasks to Learn English. The researchers applied the proposal to a group of 28 ninth grade students with the objective of describing the students' English production related to environmental issues using Content-Based Instruction approach. To achieve it, the data collection instruments of this study were the students' artifacts, field notes, and pupil diaries.

The outcomes indicated that the environmental issue, together with content-based instruction helped students to develop English language skills through tasks and activities that did not focus on language structure, but rather on a way of communicating their ideas with a concrete objective that allowed students to share their opinions. In addition, the researchers expressed that the students became environmentally literate as they understood the problems associated with the environment, acquired values and concerns for the environment, participated in environmental protection, and acquired skills to solve environmental problems. This research supported the present investigation as it demonstrated that students' writing skills could be

improved by using environmental themes, since they provided them with comprehensible input and inspires them to write, building awareness and possible solutions to current environmental problems caused by human activities and the effects of the relationship between man and the environment.

Theoretical Framework

This section introduces the main theoretical constructs that support this proposal. These key constructs are: Writing as a process approach in the EFL classroom, Writing as a situated practice, Environmental Education in EFL Classroom, and Digital Magazines for Everybody.

Writing as a Process approach in the EFL classroom

In order to talk about the writing process approach, it is essential to understand the meaning of writing. According to Heaton (1989), Nunan (2003), and Harmer (2007), writing can be defined as the production of thought or the expression of ideas, opinions and feelings to oneself or to others through written language. Furthermore, Brown (2001), suggests that writing is the nature of the composing process that involves, on the one hand, transcription skills such as proper grammar and punctuation; and on the other hand, thinking processes such as generating ideas, organizing them coherently, monitoring, and evaluating what will be written as well as what was written. Therefore, the ability to write consists of putting thoughts into words in a meaningful way and mentally interacting with the message to accomplish a symbolic representation which requires following a process to organizes and create meaningful and quality productions. In that sense, written products are usually the result of reflection, drafting, and revising procedures since the writer expresses the content into a good composition by considering the aspects of writing and goes through some stages to obtain a text as a final written version.

Having said that, the writing process approach focuses on procedures by which learners produce their written products rather than on the products themselves. Graham & Perin (2007), argue that the writing process is a creative act that involves opportunities for students to write for real audiences and creates a supportive writing environment, offering a positive and continuous feedback as an act of self-reflection and evaluation on writing. Furthermore, this model understands the writing process as a set of thought processes that writers engage during the act of composing. Consequently, the processes have a hierarchical and deeply embedded organization, in which any process grants the writer the ability to write (Harmer, 2010). Therefore, the writing process is not necessarily a linear learning process, rather more of a recursive or spiraling process as the learners move around stages and sometimes going forward and retracing their steps.

Eventually, many authors suggest different stages in the field of writing process approach, however, they convey the same process-oriented perspective to writing. For instance, among the different models there are some those proposed by Gardner and Johnson (1997), Grenville, (2001); and Bean (2001), who argue that writing is not a linear process but rather a continuum between the following stages: gather ideas, pre-writing or planning, drafting, revising, editing, and publishing. During the gather ideas stage students often write about topics with which they are not familiar, they search for information on a topic, through different sources. In the planning stage, students transfer their abstract thoughts to more concrete ideas, using different techniques such as brainstorming, listing, clustering, and free writing. Moving on the drafting stage, students make the first attempt to capture and concentrate ideas into sentences and paragraphs. This draft becomes an external version of the learner's memory that serves to write all thoughts and ideas as they look for associations and supporting ideas.

Regarding the revising stage, students cut, add, or move parts of their writing several times, at this stage the writer can change or improve the words because it is the moment when the text begins to take shape. Once this is done, in the editing stage, the writer does a spell check and focuses on grammar, punctuation, word usage, and correctness of quotations. This is also feedback that allows the writer to identify those parts of the writing that may be confusing. Finally, in the publishing stage, writers share their writing with the world. Viewed in this way, it becomes a fluid process as writers work to figure out exactly what they want to say and how they want to say it, which is part of the process of constantly reworking their writing to improve it.

Considering the above, the writing process is a recurrent reflection on the ideas that the writer wants to express. For the aim of this proposal, the writing process approach is necessary as it enables students to organize and reflect on the ideas that they want to convey. In such manner, writing process approach is not only seen as an opportunity to expose worldviews within a specific context, but rather they focus on content and message, and value the own writing based on the exploration of a theme through writing, resulting in the discovery of new ideas and new forms of language to express those ideas throughout the guided writing process.

Writing as a Situated Practice

To understand writing as a situated practice, it is pertinent to define literacy practices. Barton *et al.* (2000), affirms that literacy practices are the general cultural ways of using written language that people use in their everyday lives, which involve social processes that connect people to each other as they are embedded in broader social goals and cultural practices. Accordingly, writing is framed as a situated practice since a literacy practice is the component that values the experiences and knowledge of individuals through written expressions. Thereby, writing as a situated practice implies building on the experiences of the students' life world,

acquiring meaning within the context where it occurs, in which the students' own experiences, beliefs and feelings are integrated (Chala and Chapetón, 2013).

Furthermore, writing as a situated practice is shaped based on the social aspects that surround writers. As writing is an individual and collective practice, it allows the writer to integrate and intervene in the world and be part of it. Cassany (1999) provides the recognition of writing as a communicative process in terms of the social characteristic of the intentionality of expression towards others and as a discursive process in the sense that a text is produced from the active participation and interaction that the writer establishes with other members of a community according to a specific context. From this, writing is influenced by the experiences and perceptions of the writer.

In summary, this research takes writing as a situated practice as it enables students to transmit their knowledge through their texts and can bring many external experiences, interests, and points of view. Furthermore, writing as a situated practice is considered a social procedure that can be taught to students based on the surrounding context and involves students practicing what they have learned in real-life situations, expressing their beliefs and feelings.

Environmental Education in EFL Classroom

Lustyantie (2015), describes environmental education as the process of creating in humanity an awareness and concern for the environment and all the problems associated with it, with the purpose of working individually or collectively to solve a wide range of current environmental problems and prevent new ones. This is relevant since with the number of challenges facing the planet, it is essential to make students aware of the environment around them and to teach them environmental values.

With respect to the above, actions are currently being taken to include programs in schools to strengthen environmental awareness. For instance, the Ministry of Education in Colombia, together with the Ministry of the Environment, introduced the School Environmental Projects (PRAE in Spanish), as a pedagogical strategy that seeks to identify priority environmental situations by addressing the concerns, needs and particular dynamics of a group in relation to the institutional, local and territorial environment, in order to generate and promote educational proposals that are relevant to their realities, within the framework of educational processes and the strengthening of research. Therefore, the PRAE should promote concrete activities and actions that lead children and adolescents to develop environmental cognition, as well as an ethical and receptive behavior.

On the other hand, the environmental theme from the integration of linguistic and communicative content in foreign language allows students to increase their commitment to the well-being of the planet. Mulu (2011), points out that EFL teaching should not only be limited to improving students' language proficiency, but also enable them to develop critical thinking strategies that can be useful in environmental sustainability. Therefore, environmental education is an important component that not only integrates English language learning and environmental knowledge, understanding of problematic environmental situations but also educates the individual and society for the task and duties to protect the environment.

Digital Magazines as a Tool in EFL Class

Digital magazines are publications that are presented as means of dissemination in electronic format. Like the printed magazine, the article is the core of the digital magazine, and might be accompanied by images, graphics, or photographs, which are generally explained by an epigraph. However, these digital magazines take advantage of technology to add animations,

multimedia, and links to make it more interactive and better presented aesthetically. The contents of this electronic media vary depending on the interests of those who design the magazine.

Pettersson (2013), claims that the digital magazine is increasingly capturing the attention of the media industry due to its ability to engage readers through interactive content without incurring high production and distribution costs. Thus, they have become a great source for people to express their ideas and opinions.

Although the digital magazine seems something new, Silva (2012), points out that digital technologies such as Adobe Illustrator (1987), and Adobe Photoshop (1989), Adobe PDF (1994), allowed a company called IPC to launch in 1995 "Unzip", the first interactive magazine on CD-ROM. Thus, most magazines began to develop their sites and to analyze the contents online. Nevertheless, in the early XXI century, magazines began to distribute downloadable content for mobile phones and distributed via YouTube. Consequently, with the emergence of mobile devices, increased the possibilities and opportunities for digital magazines to spread.

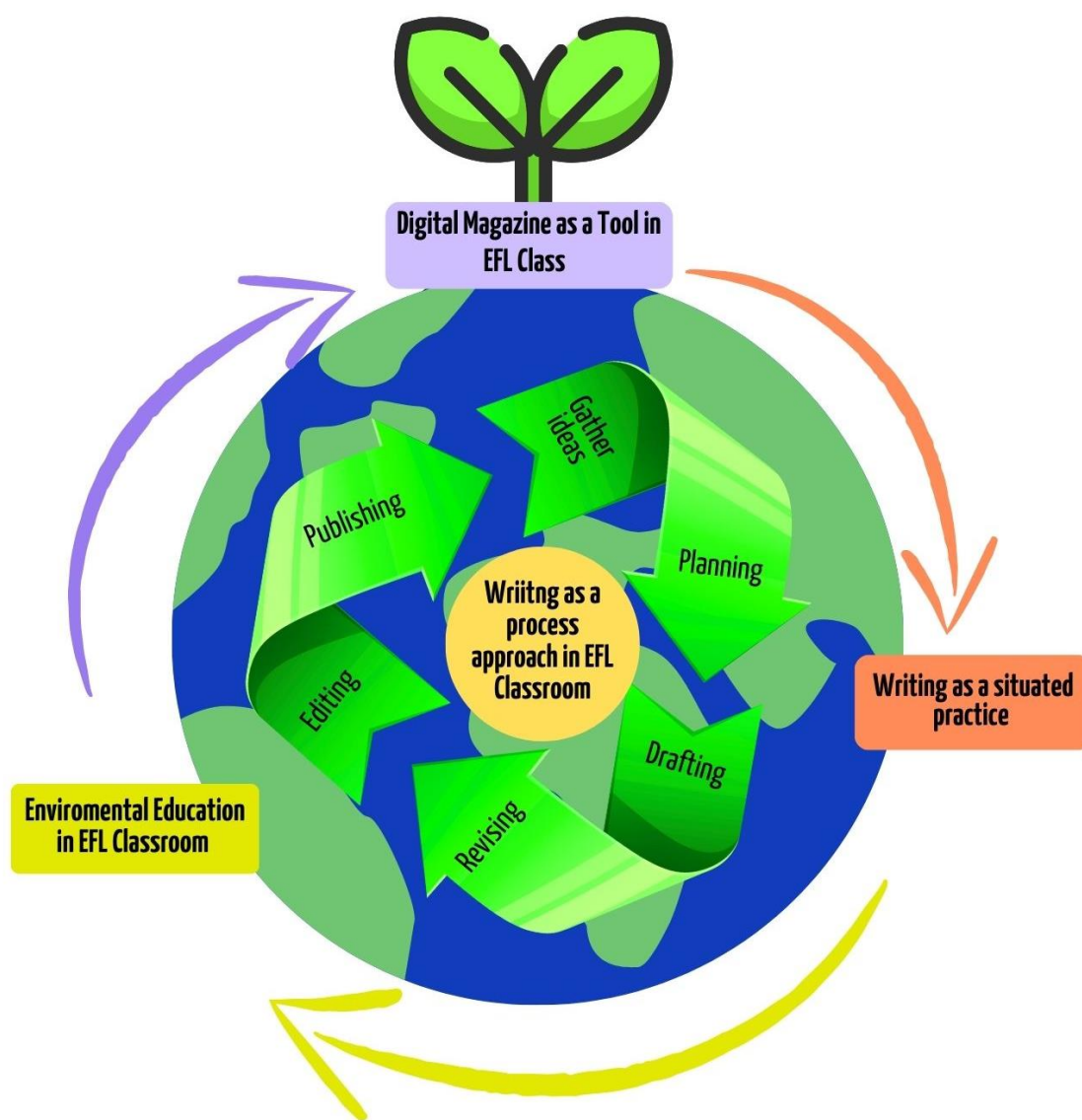
Bearing in mind that digital magazines have many opportunities to make a difference by inserting multimedia elements, they can attract the attention of writers through creative ways of writing, in addition to the numerous possibilities of interaction (Silva, 2012). This can be very useful in the educational context as a way to provide students with the opportunity to put their writing skills in practices they find the ways of transmitting their ideas and thoughts in a creative way through their own "discovery" of a digital magazine. As Parupalli (2019) states introducing digital magazines, as authentic materials, motivates students in the English language learning process and English teachers use them as additional teaching materials to improve ESL/EFL learners' language skills. In this way, it highlights the importance of introducing tools such as the digital magazine to support the teaching of English and to capture the attention of students

during class so that they can improve their communicative skills through writing according to their needs.

Now, the digital magazine as a tool in English classrooms might provide opportunities for students to approach and become familiar with the writing process. As Graham and Perin (2007) explain, the writing process is a creative act, involving opportunities to write. This leads to understand the importance of writing for a communicative process that takes into account the life experiences of students. Being so, the digital magazine also frames writing as a situated practice since it values the experiences and knowledge of the students and allows them to exchange experiences with others by discussing problems and social situations that affect them. In this manner, this project will use the environment as a stimulus as it involves a current problem and will take it as the theme of the digital magazine for the creation of their texts, which allow students to share ideas about their perceptions and experiences as individuals in society.

Figure 1 represents the relationship between the constructs of this proposal through the planet and its elements. At the center is writing as a process, which is surrounded by the Mobius circle which in this case represents the continuous process between the six stages (gathering ideas, planning, drafting, revising, editing, and publishing) that guide the students in their writing process. On the other hand, the first construct is found within a planet which represents writing as a situated practice and environmental education, in the EFL classroom, as students' own experiences, beliefs and feelings are constructed through contact with others and the environment in which they find themselves. Finally, the digital magazine is represented by the plant as it is the result of the students' writing process and reflects their personal ideas and feelings based on an experience with the environment.

Figure 1. Visual representation of the relationship between the constructs. [Own Source.](#)



Chapter III. Research Design

This chapter presents the research design which includes the conceptual basis such as the research paradigm and the type of study that guided this project. This is followed by a description of the data collection instruments and procedures, which supported and enabled the development of this proposal.

Research Paradigm

This research followed a qualitative paradigm, which is a method based on the disciplines of social sciences. According to Mack *et all* (2005), the qualitative research seeks to explain a phenomenon to describe and analyze the world as it is experienced, interpreted, and understood by people in the course of their daily lives in order to obtain culturally specific information about the values, opinions, behaviors and social contexts of particular populations. These arguments support the present proposal considering that it attempted to explain the realities of the participants by taking into account their experiences, behaviors, beliefs, opinions, and emotions in relation to how the use of the writing process might shape EFL situated writing skills in eighth grade students through the creation of an environmental awareness digital magazine.

In addition, there are coincidences in Merriam (2002) and Saldaña (2011), when they state that the qualitative research is interested in methods of data generation that are flexible and sensitive to the social context in which they are produced; and in methods of analysis, explanation, and construction of arguments that involve an understanding of individual and social complexity. Therefore, qualitative research is characterized by the use of a set of procedures such as observation, interpretation, understanding, and experimentation, to collect evidence and produce findings. In this case, qualitative research was followed to apply the

aforementioned procedures since it was interested in the particular experience in the situated writing process of eighth grade students.

Type of study

Due to the intention of this research was to describe how the use of the writing process might shape EFL situated writing skills in eight grade students through an environmental awareness digital magazine with, it was considered an action research. According to Burns (2009), action research is the combination and interaction between action that is situated in concrete social processes; and research that is situated in the systematic observation and analysis of the events that occur in action in order to introduce changes based on the results. This author also states that action research recognizes that investigation can take shape in the classroom as it represents an extension of the critical reflection and self-reflection that an educator employs daily in the classroom. In that light, this study belongs to this type of research, since the actions undertaken were situated in the EFL classroom and were intended to conduct analysis and observation in accordance with the objectives of this research.

As stated by Kemmis & McTaggart (1988) and Burns (2009), action research encourages teachers to be researchers who investigate what is happening in their classrooms about their practice through a cyclic process made up of four phases: planning, action, observation, and reflection. These phases help the teacher researcher to identify a problem and develop an action plan, which is observed in order to reflect on the effects of the action to make sense of what happened, to improve their practice and to study the effects of the measures taken.

Having said that, this research was framed in the four phases of the cyclical process of action research to develop the procedures that guided this proposal in the following way: It should be clarified that the observation phase was presented throughout the research.

Consequently, in the first planning phase, observation was developed with the purpose of discovering the problems in the classroom with a series of observations in the EFL classroom using field notes and diagnostic tests to record the problems. Once the problem was identified, in this case, it was the low proficiency of students in EFL writing skills due to lack of practice in EFL classes, the research teacher proceeded to develop the plan, which involved for this study the preparation of an action plan that included possible materials and resources to reinforce the writing skills of eighth grade students.

Turning to the second phase, Burns states that in acting phase the researchers undertake actions to improve the current situation, they also deliberately observe and documents what happens as a result of these actions. Hence, in the second stage, which was to implement the proposal, it was also necessary to systematically collect data through observation and to collect data on the action. Therefore, in this proposal, field notes, surveys and artifacts were used as the main sources for collecting and evidencing data during the implementation of the proposal.

Regarding the third phase, observation implied examining all the evidence to reduce it and find explanations, therefore different ways of analyzing the data must be found according to the focus of the research. For this research, the data were interpreted, organized, and analyzed through categories and codes.

As for the last phase of reflection, the effects of the succession of previous stages were analyzed and a descriptive evaluation of the whole process was made. This was done in order to define conclusions and statements about the progress and possible solution of the problem identified in the first phase. For this study, reflection was key to evaluate the effects generated during and at the end of the intervention.

Data Collection Instruments

In this study, four data collection instruments were used: interview, field notes, artifacts, and surveys. Each instrument provided a perspective on the same situation from different sources and allowed researchers to analyze each content and find relationships between responses throughout the project to gather information.

From the different methods of data collection, it was necessary to employ a research technique that allowed the measurement of the data obtained to validate the research. Based on this, Manson (2002) argues that triangulation is a technique that facilitates the researcher to analyze the results of a study using different data collection instruments with the purpose of validating the research findings by verifying that different methods or different observers of the same phenomenon produce the same results. Therefore, triangulation is used for three main purposes: to improve validity, to create a deeper picture of a research problem, and to question different ways of understanding a research problem (Saldaña. 2011). That being the case, to ensure the validity of this study, the researcher triangulated the four instruments by comparing the conclusions and supporting them with the material that evidenced the categories and gave proof of them with the extract of the instruments. Each instrument provided overt support of the categories, the interview displayed English teacher voice and surveys showed the voices of the students and were valuable data to analyze. The students' artifacts showed relevant information of the writing process in the specific conditions of this research and the reflections recorded by the teacher on the process developed, and the field notes provided information on the students' reactions to the research process.

Artifacts.

McGreal et al. (1984) defines that artifacts are tools that refer to handworks, that in educational terms, they have a great impact because they provide important insights into students' learning processes. Thus, the artifacts could be learners' written, visual and oral productions. In addition, Given (2008) considers artifacts to be useful tools as they are reliable instruments for collecting written information because they have a story to tell about how the person did them, how they were used, who used them. Accordingly, artifacts were necessary in this project since they provided material evidence by documenting and recording as students worked with visual materials and revealed their writing processes through physical evidence related with student products (see annex A).

Survey.

Through a survey, the researcher may be more interested in knowing how people adapt to a phenomenon by asking questions that are intended to understand the experiences of the group under investigation. Wilkinson and Birmingham (2003) suggest this instrument can be considered a research strategy in which information is systematically collected and provide useful information about the prevalence and variation of certain variables within a population to be subsequently analyzed. In this case, surveys were considered as a self-assessment and as an individual analysis of the influence that the writing process approach and the digital magazine had on students' writing skills. For that reason, five surveys were administered, the first one was conducted to characterize the participants and to know their opinions and feelings about the EFL class. The second survey was designed to detect the students' emotions and feelings about their writing skills prior to starting the project. On the other hand, the other three surveys were

applied at the end of each cycle in order to determine the students' opinions, perceptions, feelings or attitudes about their process or possible changes in their writing skills (See annex B).

Interview.

This instrument is described by Manson (2002), as a process in which a researcher and a participant engage in a conversation focused on questions related to a research study. In the present research, the type of interview the semi-structured. This type of interview differs from the structured interview because it is having an open ending and it is flexible. Besides, it allows the researcher to ask questions that were not stablished since the beginning, it can be done as the interview itself occurs. In this research, an interview was conducted with the English teacher with open-ended questions aimed at finding out general aspects of the participants and the strengths and weaknesses of the students' writing skills (See annex C).

Field notes.

Field notes correspond to a record of an event; however, they go beyond writing down a fact. Burton and Bartlett (2009) point out that field notes are the teacher-researcher's instruments in which observations and activities carried out during fieldwork are recorded. Likewise, field notes function as a detailed description of factual data about scenarios, actions, behaviors, and conversations, which complement the research data as they serve to interpret and examine what was observed in order to arrive at a reflection (Merriam, 2009). For this research, field notes were applied in all lessons since the use of this instrument revealed the problems and responses to reflect on certain teaching practices. Moreover, they guided the teacher-researcher through observation on the experiences that occur in the classroom with respect to the topic addressed (See annex D).

Data collection procedures

Initially, in order to collect the data, the students received an informed consent form to be signed by their parents (See annex E). This consent contained basic information about the treatment of personal data and invited the students to participate in this research. Accepting and signing the guidelines established in this document, parents authorized the students to participate in this study without mentioning their names, and allowed the information collected during the process might be used only for pedagogical purposes in the elaboration of analysis and communication of these results.

Once this document was submitted, the observation process began in August to collect general information about the participants and the environment in which the classes were held. In this case, the data were collected through field notes. It should be clarified that this instrument was used in all project sessions to collect information on students' attitudes and behaviors in the classroom and learning process.

Subsequently, in order to characterize the students, a survey was conducted two weeks later to obtain information about the students' lives, their interests and attitudes towards the English class, and their weaknesses and strengths in English language skills. In addition, an interview was conducted with the English teacher, based on the attitudes, needs and interests that the students showed during English classes. This interview provided information about the activities carried out in the class, and the teacher's concerns about some of the shortcomings in English language skills.

Moreover, a diagnostic test was designed taking into account two major aspects. The first aspect is the data obtained so far from the field notes collected; the survey, especially the students' responses regarding the weaknesses in one of the four English language skills; and the

interview, considering the concerns about the lack of development of writing skills. The second, the previously mentioned MEN standards for eighth grade students and the topics seen in class. Based on the above, the diagnostic test was conducted to identify the students' level of writing skills (See Annex F). Finally, a survey was conducted to detect the emotions and feelings generated in the students' diagnostic test about their writing skills prior to starting the project.

Eventually, at the end of September, the lessons of the present proposal began, in which approximately 5 artifacts were used. These artifacts were related to the creation of the digital magazine and were applied not only to initiate the students' writing process but also to collect written information about their writing skills and to record the changes that occurred during the different lessons. Field notes were also used during these lessons with the purpose of recording information about the advantages and disadvantages of the resources and activities used during the lessons, as well as to obtain information about the students' behaviors and attitudes according to the activities carried out in the research project.

Furthermore, at the end of each cycle a survey was conducted and each one of them had the objective of obtaining information about the experiences with the digital magazine, the theme chosen to work the magazine and the students' self-reflection of their own writing process.

Chapter IV: Pedagogical Instruction

This chapter introduces the design of the pedagogical intervention related to the curricular vision, the vision of language, the vision of learning, and the vision of the classroom, as well as the lessons designed for its implementation.

Curricular Vision

The current project comprises an integrated curriculum that establishes connections for students, allowing them to participate in relevant and meaningful activities that can connect to real life. As Drake and Burns (2004) assert, the integrated curriculum enables children to acquire and use basic skills in all content areas and to develop positive attitudes between their environment to continue learning successfully. In this case, the integrated curriculum contributes to students' meaningful learning from the connection of disciplinary knowledge with the social, cultural, and ethical issues and contexts present in their environment.

Likewise, Lake (1994) argues that integrated curriculum is an educational approach that prepares children for lifelong learning that develops the skills required for life, as children extensively explore knowledge from various subjects related to certain aspects of their environment. Therefore, the curriculum in this proposal is oriented to create a process in which students learn by exploring different areas and try to create new knowledge from the construction of their own knowledge that connects and creates more connections with the real world in integrated classrooms. Consequently, the curriculum can be oriented to how students learn and construct their knowledge from the connections between community and culture.

Vision of Language

In light of this issue, in this proposal language is understood as a means of expressing the world from which students learn English as a foreign language by relating it to the issues of their

community. A language signals the culture of a given social group because "it is the primary vehicle by which a culture transmits its beliefs, values, and norms" (Sun, 2013, p. 371).

Therefore, learning a language is not only learning grammatical structures, but also learning the behavior of the society and its cultural customs. In this way, language and culture have a relationship with each other as it acquired a meaning within the context in which it is produced, in which one's own experiences, beliefs and feelings are integrated. In this regard, language is fundamental in the present project because it means that through language other contexts are understood and when the context is considered at the time of learning a foreign language, learners find a way to explore, learn, and adopt a set of particularities of a culture or several cultures allowing them to identify themselves as members, but also to distinguish themselves from other cultural groups.

In like manner, Whong (2011) points out that language is an activity inscribed in communicative and representational practices that leads people to construct their knowledge and thinking, since its use involves social, affective, and cognitive processes which are inseparable from each other based on the relationship and interaction with others. Consequently, language in this proposal is represented through writing which is seen as the means of expression, interaction, and communication to foster communicative skills in the English language. Being this way, written language is the representation of language and the means to express the voice of the students and to establish communicative exchanges about their thoughts, ideas, concepts, and feelings, giving value and form to their experiences, knowledge, and worldview.

Vision of Learning

Considering the objective of this proposal, learning is understood as an interaction between thoughts and experiences in their close contexts developing and promoting better face-

to-face interaction in a cooperative learning environment. As in this project students will develop writing skills based on their knowledge and experiences of their environment, it is considered that "learning begins long before school; continues for even longer after school; and occurs rapidly, and in parallel with school, in a large number of different forms and settings" (Baharudin and Nur, 2015, p.3). In this matter, students learn from their context and use it as a source of knowledge. Moreover, students have the opportunity to explore and accompany their process since they understand the importance of self-correction and have their hands in learning by creating a digital magazine. Thus, they learn to apply new skills, and knowledge is fostered and supported by the application of the writing process. In other words, students learn from the experience and social problems around them, and work with real knowledge while serving as actors of change in their context.

Vision of Classroom

The classroom is considered an active participation space to develop language through the expression of personal interests, experiences, ideas, and feelings about the surrounding environment. According to Tudor (2001) "the classroom is a social reality which is influenced by a variety of participants and the social agenda which these participants wish to pursue Within it" (p.130). Therefore, the classroom should be a space that allows interaction between the students, the teacher, and the environment, and that makes them to work together to teach and learn from each other and make connections between their prior knowledge and the information discovered. Thus, it is essential that the classroom be a space which gives students the flexibility to explore in a way that allows them to determine their own learning needs, how those needs can be met, and to seek information to meet those needs within their context.

Instructional Design

This research focused on describing what happened when the writing process approach was used to promote EFL situated writing skills in eighth grade students through the creation of an environmental awareness digital magazine. To achieve this, it was necessary to design and incorporate a set of activities using flashy web tools such as Word wall and Educa-play for students to learn what the digital magazine is and the elements that compose it. On the other hand, as a strategy to improve students' writing skills, the writing process model proposed by Gardner and Jonson (2016) was adopted, which considers writing as a process in which there are six main stages (Gathering ideas, planning, drafting, revising, editing, and publishing). At the same time, to encourage students to write as a situated practice, the environment was used as a theme in order to students produced an opinion paragraph about their real environmental actions or own environmental experiences to promote writing awareness.

Consequently, the proposal was organized in three cycles and twelve lessons, the first cycle was divided into four sessions, the second cycle was composed of four sessions, and the third cycle involving teamwork was divided into four sessions. In this case, each cycle followed a lesson plan with English language and environmental contents that students needed to learn and proposed activities to improve writing skills.

Regarding the above, Table 1 shows the three proposed cycles, as well as the corresponding objectives, lesson plans, situated writing tasks (SWT), writing process (WP) /writing skills (WS), and suggested speech. Subsequently, a detailed explanation of each cycle will be presented.

Table 1. Cycles of intervention.

Cycle I: – The New Digital Magazine Experience. Duration: 4 lessons of 90 minutes each.				
Lessons	Objectives	WP/WS	SWT	Suggested language and vocabulary
1st. Lesson: Get to Know Digital Magazines	<p>General Objective:</p> <ul style="list-style-type: none"> · To recognize elements that build a digital magazine. <p>Specific Objective</p> <ul style="list-style-type: none"> · To identify the characteristics that make up the cover of a digital magazine. · To present the content of a digital magazine and its importance as a whole. 	<p>Spelling Sentence Structure</p> <p>Prewriting technique: Clustering</p>	<p>Exploring Digital Magazines:</p> <ul style="list-style-type: none"> - Create a clustering that describe the main internal and external characteristics of a digital magazine and their advantages. 	<p>Expressions to give the characteristics of a digital magazine:</p> <ul style="list-style-type: none"> · Digital magazine cover is characterized by... · The main elements of a digital magazine cover are... · The main characteristics of an article are... · Digital magazines advantages are...
2nd. Lesson: Exploring the Subject of our Digital Magazine	<p>General Objective:</p> <ul style="list-style-type: none"> · To give a cover structure to our environmental digital magazine <p>Specific Objective</p> <ul style="list-style-type: none"> · To explore the main topic that build our digital magazine. · To write sentences that describe students' opinions about the environment. 	<p>Spelling Sentence Structure</p> <p>Gather information.</p> <p>Prewriting technique: Brainstorming</p>	<p>Surprise me with you cover!</p> <ul style="list-style-type: none"> - Write 10 sentences about the environment topics found in the three digital magazines. - Create a digital magazine cover through a brainstorming. 	<p>Expressions to describe the design of the Digital Magazine</p> <ul style="list-style-type: none"> - The headline would be ... - The brand logo would be... - The open text would be ... - The main picture would be ... <p>Environmental vocabulary as footprint, overconsume, water, air and soil pollution, noise, and visual pollution, global warming, plastic islands.</p>
3rd. Lesson:	<p>General Objective:</p> <ul style="list-style-type: none"> · To realize how sentences can describe one's actions 	<p>Gathering Ideas</p>	<p>Measure my impact on the Environment.</p> <ul style="list-style-type: none"> - To create a 	<p>Expressions and sentences to say the actions that contribute to pollution:</p> <ul style="list-style-type: none"> - I usually leave the light on

<p>Measure your impact Now!</p>	<p>that increase the ecological footprint.</p> <p>Specific Objective</p> <ul style="list-style-type: none"> · To identify the everyday actions that contribute to pollution. · To understand how one's ecological footprint affects the environment negatively. 	<p>Spelling Sentence Structure</p> <p>Prewriting technique: Listing Brainstorming</p>	<p>brainstorming or listing with 10 sentences about your daily that damage the environment.</p> <ul style="list-style-type: none"> - Write a sentence to express how you feel and why you feel that way about previous actions 	<ul style="list-style-type: none"> - I leave the cell phone charger connected all night. <p>Expressions to share their feelings:</p> <ul style="list-style-type: none"> - I feel _____ because... - I am _____ because... <p>The use of expressions and sentences in Simple present, Simple past, and Present perfect.</p> <p>Environmental vocabulary as footprint, overconsume, water, air and soil pollution, noise, and visual pollution, global warming, plastic islands.</p>
<p>4th. Lesson: Reducing my ecological footprint</p>	<p>General Objective:</p> <ul style="list-style-type: none"> · To recognize one's own actions that reduce the ecological footprint. <p>Specific Objective</p> <ul style="list-style-type: none"> · To understand how my own actions can contribute to caring for the environment. · To identify the everyday actions that reduce the pollution. 	<p>Gathering Ideas</p> <p>Prewriting technique: Brainstorming</p>	<p>Writing my Environmental Actions</p> <ul style="list-style-type: none"> · To create a brainstorming with 10 sentences about your daily to care the environment. · Write a sentence to express your opinion on why brainstorming actions are useful for the environment. 	<p>Expressions to write your own actions that contribute or could contribute to take care of the environment.</p> <ul style="list-style-type: none"> · I usually... - At home I usually · I would.... I may... <p>Use of expressions and phrases in present simple, future structures, modal verbs: could, could not, may, may not,</p> <p>Expression to give an opinion:</p> <ul style="list-style-type: none"> · In my opinion / In my view/ I feel is /are useful for the environment because...." <p>Vocabulary: Reforestation, the 3R's, upcycling and daily actions to take care the environment as reducing meat and dairy consumption</p>
<p>Data collection</p>		<p>Artifacts, Survey, and field notes</p>		
<p>Cycle II: Becoming Green Writers</p>				

Duration: 4 lessons of 90 minutes each.				
Lessons	Objectives	WP/WS	SWT	Suggested language and vocabulary
5th. Lesson Knowing Opinion Paragraphs	<p>General Objective</p> <ul style="list-style-type: none"> • To recognize the features of an opinion paragraph. <p>General Objective</p> <ul style="list-style-type: none"> • To identify the elements that make up a paragraph. • To learn the transition words that organize and connect the ideas in the opinion paragraph. 	Planning Paragraph Structure	<p>Let's meet a Paragraph!</p> <p>Write a possible title, the final idea, and a conclusion that support the opinion paragraph "Protecting the environment"</p>	<p>Expressions to define a paragraph and the elements that compose it.</p> <ul style="list-style-type: none"> • A paragraph is... • A paragraph has... • A paragraph is made of... • The topic sentence is... • The function of the topic sentence is... • The supporting Ideas are... • The conclusion is... • The transition words are... <p>Transitional words to state opinions, reasons, examples, and conclusions.</p>
6th. Lesson: Portraying my thoughts	<p>General Objective:</p> <ul style="list-style-type: none"> • To sharing thoughts and experiences about the environmental issues through pre-writing techniques. <p>Specific Objective</p> <ul style="list-style-type: none"> • To produce ideas related to the students' contexts and environmental actions. 	Planning Prewriting technique: Brainstorming Listing Outlining (Students choose the technique)	<p>Let your thoughts and experiences flow.</p> <p>Use a writing technique to write down ideas on one of the following topics:</p> <p>People can take action from their home, city or school to encourage care for the environment. People destroy the environment from their home, house or school with the actions they take every day.</p>	<p>Expressions for giving opinion:</p> <ul style="list-style-type: none"> • I think.... I feel.... I guess.... In my view.... From my viewpoint.... Generally, it is thought that... <p>Transitional words to state sequence:</p> <ul style="list-style-type: none"> • First. Second, third, to begin with, to start, next, subsequently, lastly, next, previously. <p>Transitional words to state reasons:</p> <ul style="list-style-type: none"> • On reason, another reason, for the same reason, besides, furthermore, what is more, equally important, moreover, in addition. <p>Transitional words to state examples:</p>

7th Lesson: Organizing my ideas	General Objective: <ul style="list-style-type: none"> · To write the first draft of your composition Specific Objective <ul style="list-style-type: none"> · To organize your text connecting your opinions and sentences. 	Drafting	Giving shape to your ideas. Write your first draft based on planning stage.	<ul style="list-style-type: none"> · For example, for instance, in this case, to illustrate, as an illustration, to demonstrate, such as, an example is, in other words. Transitional words to state conclusion: <ul style="list-style-type: none"> · In brief, in conclusion, all in all, in short, to summarize, to sum it up, thus, on the whole.
8th Lesson: Revising our writing	General Objective: <ul style="list-style-type: none"> · To make changes in you writing. Specific Objective <ul style="list-style-type: none"> · To add word or sentences · To change a word or a placement of a sentence · To substitute trade words or sentences for new ones 	Revising	Going through my writings Exchange your text with their classmates and read it. Give feedback regarding the changes your peer should make in terms of the structure of the text.	The use of expressions and sentences in Simple present, Simple past, Present perfect, Future. Expressions for giving feedback: <ul style="list-style-type: none"> · I'd like to commend you for... · You might add... · It would be better if you remove... · You need to give an example... · Replace this word with...
Data collection		Artifacts, Survey, and field notes		
Cycle III: Publishing Eco- Biofriendly thoughts. Duration: 3 lessons of 90 minutes each.				
Lessons	Objectives	WP	SWT	Suggested language and vocabulary
9th Lesson: Polishing my writing	General Objective: <ul style="list-style-type: none"> · To edit and correct the last version of your draft. Specific Objective <ul style="list-style-type: none"> · To check for errors in grammar, spelling, 	Editing	Check before posting! To correct you text in grammatical aspects guided by the teacher.	Expressions for giving feedback: <ul style="list-style-type: none"> · I'd like to commend you for... · You might add... · It would be better if you remove... · You need to give an example... · Replace this ...

	capitalization, and punctuation.			<ul style="list-style-type: none"> · It is missing... · This word is capitalized.
10th. Lesson: Shaping my writing	General Objective: <ul style="list-style-type: none"> · To assemble the digital magazine with the texts. 	Publishing	Shaping before posting! Rewrite your text in the digital magazine.	Expressions for giving opinion: ·I think.... I feel.... I guess.... In my view.... From my viewpoint.... Generally, it is thought that... The use of expressions and sentences in Simple present, and Simple past.
11th. Lesson: Shaping the Digital Magazine	Specific Objectives: <ul style="list-style-type: none"> · To add visual elements 		Giving style to my writing! Add visual elements that complement your text.	
12th. Lesson: Eco-biofriendly Digital magazine.	General Objective: <ul style="list-style-type: none"> · To share through different devices the digital magazine in class 		Publishing my thoughts Share your text and choose a text from your digital magazine, read it and write an opinion.	
Data collection		Artifacts, Survey, and field notes		

First Cycle: The New Digital Magazine Experience

The main objective of the first cycle is to sensitize students to the environmental digital magazines. During this cycle, four sessions were held to recognize the main characteristics of a digital magazine, develop writing skills, and engage students with the first stage of the writing process "Gathering ideas" to explore the subject of the digital magazine and to see what could happen when the environment is used to motivate EFL writing. For that reason, students were provided with some writing activities such as developing and creating sentences by writing opinion expressions and artifacts to make descriptions with simple sentences about the subtopics to be covered in the digital magazine.

Viewed in this way, the first lesson plan (see annex G) called *Get to Know Digital magazines* aimed to identify the structure and characteristics of the digital magazine. To accomplish this, a video was used as the first guide for students to recognize the cover features and layout of a digital magazine. Subsequently, to reinforce the contents learned, students performed an interactive activity on Word Wall platform, where they should relate an image with the main internal and external features of a digital magazine like headline, main picture, open text, brand logo and parts of the articles. Later, through clustering technique students wrote 10 descriptions regarding what they have learned about the structure and characteristic of digital magazines.

Bearing in mind that the first cycle intended to introduce students to the main theme of the digital magazine, the second intervention named *Discovering the Subject of our Digital Magazine* aimed to explore the environment and its use in the EFL classroom. For this purpose, students worked including several digital environmental magazines as literary input. Students were first asked to identify the characteristics previously learned about digital magazines and

second to write three opinions on the topics presented in the variety of environmental digital magazines proposed as references by using expressions such as in my opinion, I think, I feel, and I believe, as language structure. It was intended to introduce free writing by using the environment and to understand the themes that arise from this subject through their written expression. Lastly, to identify students' prior knowledge about environmental digital magazines and its features, an activity called "Surprise me with your cover!" was proposed as a writing production based on the elements that make up a magazine cover such as the name of the magazine, brand logo, main image, opening text, and the design of their digital magazine through a brainstorming strategy to feel part of the process of creating the environmental digital magazine. Finally, the students shared their creations and chose one of them as the cover of the digital magazine.

From the previous lesson, students already had an idea of what environmental magazines are. That is why, the third and the fourth lessons were developed with the goal of sensitizing eighth graders to the environment in order to work on the internal design of their digital magazine. In this manner, the third session *Measure your impact Now!* was focused on recognizing the actions that eighth graders carry out in their daily lives that contribute to environmental pollution using different writing techniques so that they could begin to construct their sketches. For that reason, an activity entitled "Measuring my Ecological Footprint" was carried out and focused on the activities that students and people in their surrounding perform that harm the environment and increase pollution such as consuming meat or dairy products, not separating waste, bathing without turning off the faucets, and so on. In addressing these issues, students shared their ideas on how they perceived the growth of their ecological footprint in their reality by describing 10 the actions they perform on a daily basis using the listing technique as

part of their writing exercise to express different ideas that led them to the discovery of the subject and vocabulary knowledge. After that, with the help of the application "Ecological footprint Calculator" and the previous listing technique, they calculated their ecological debt with the planet. The purpose of this was that they wrote a short paragraph about how they felt and why they felt that way in front of the list and the results obtained from the impact generated by their own ecological footprint.

Connected to the above, the fourth lesson *Reducing my Ecological Footprint* sought to explain the actions that can be taken to reduce the impact of the ecological footprint. In this manner, a scratch game was set up to recognize the 3R's and the elements that can be reduced, reused, and reused. Afterwards, the activity "Writing my Environmental Actions " was set up for the students to elaborate an audiovisual representation fostering brainstorming as one of the pre-writing techniques to express 10 positive actions that contribute to the protection of the environment such as reducing, reusing, and recycling, upcycling, using cloth bags, recycling washing machine water, etc. Thereafter, taking into account the brainstorming, the students were asked to write their opinion about how the brainstorming actions are useful to reduce the ecological footprint and care the environment, considering "In my opinion / I think/ In my view/ I feel ___is/are useful for the environment because ___" as a language structure. Finally, they were asked to share their ideas as a group. This activity was done with the objective that students recognize and share individual and collective actions that contribute to the decrease of the ecological footprint and the care of the environment.

Second Cycle: Becoming Green Writers.

By considering the previous lessons, the second cycle "Becoming Green Writers" focuses on the development of the following three stages of the writing process in view of the expected

written product for the digital magazine. This cycle included four sessions in which students continued their writing process with the recognition of the structure of an opinion paragraph, the development of the planning, drafting and revision stages in relation to their personal background and experiences to communicate their views on their own actions that pollute the environment and their own practices that benefit it.

To begin this cycle, the first lesson *Knowing Opinion Paragraphs* was intended for students to recognize that a paragraph can express their opinions about certain behaviors, facts, or ideas. To this end, the opinion paragraph was introduced through a video called "Introduction for young writers" that served as a literacy input for students to learn what an opinion paragraph is and to identify its structure and characteristics. Subsequently, the "cube of magic words" was introduced as a strategy to enrich the paragraph and reinforce the students' writing skills. This cube contained the transition words learned in the first cycle to give an opinion, and other transition words to provide reasons, add ideas, give sequence, examples, and conclusions. Afterward, to integrate what was learned about the opinion paragraph and transition words, a group activity was carried out in which students were asked to organize a paragraph based on the hamburger model washed in the video. In this case students identified the topic sentence, organized the three ideas that support the thesis and the conclusion by choosing the transition words on the cube. In the last part of this lesson, "Let's meet a paragraph" writing activity was provided in which they had to give a title, the last supporting idea, and a conclusion of the previous paragraph. Finally, in pairs they shared their texts and were asked to give an opinion on what their classmates wrote.

The second lesson of this cycle, *Portraying my Thoughts* was aimed at getting the students to start planning their text. To achieve this, in order to present and relate the topics for

the construction of the planning of each one of the students, a group activity of six people was proposed with the purpose of assigning each group member a specific situation: pollution from the home, pollution from the city, pollution from the school, environmental care from the home, environmental care from the school, environmental care from the city. Once the topics were assigned, students were asked to think of an action they would take in relation to the given topic. After that, they were asked to share their ideas with their group following the structure: An action I perform from my (place) to (destroy/take care of) the environment is ____. Finally, the writing activity in which the students could start planning their writings was proposed. This writing activity was called "Shape your ideas." For this, students were asked to choose a pre-writing technique to express their opinions on one of the next topics: Everyday actions that can be taken from their home, city or school to promote environmental care, and Everyday actions that destroy the environment from their home, home or school.

Once the planning was done, the third lesson called *Organizing my ideas* had the goal of writing the first draft. For this purpose, a video called "Opinion paragraphs for Kids" was presented, which took up the explanation previously given in the first lesson so that the students could remember the structure of a paragraph. Based on the video, the writing activity called "Giving shape to your ideas" was proposed, which was composed of two parts, the first one consisted of the students write their first draft considering the main parts of the paragraph (title, topic sentence, three supporting ideas and conclusion) according to the ideas presented in the planning; and the second, after finishing the first draft to generate awareness of what the students wrote, they were asked to read the written text to identify if they understood what was written, if it complied with the characteristics seen in the video, and to complement it with what was missing.

Revising our writings is the last lesson of this cycle. This lesson was intended for students to review their writings and make modifications to them. In order to accomplish this, students were provided with a guide with the writing correction codes; nevertheless, they were asked to only keep in mind those corresponding to sentence structure, such as (WO) Wrong order, PL Make plural.etc. When the students understood the codes, the activity, “Going through my writings”, was introduced, which consisted of three steps: first they had to exchange their writings with their classmates and read it. Second, they had to give feedback on their partner's writing, expressing the changes that their partner should make regarding the structure of the text using expressions such as I'd like to commend you for...You might add...It would be better if you remove...You need to give an example... Replace this word with... And finally, they were asked to write an opinion on the topic covered by their partners.

Third Cycle: Publishing Eco- Biofriendly thoughts.

Continuing with the students' writing process, the third cycle of Publishing Eco-Biofriendly Thoughts focused on the development of the last two stages of the writing process (Editing and Publishing) with a view to polishing the written product intended for the digital magazine. This cycle included three sessions in which students continued to develop their writing for publication.

The first session of this cycle, entitled *Polishing my writing*, was proposed with the objective of editing, and correcting the last version of the draft before publication. In that order of ideas, the students were expected to review the grammatical aspects of their writing such as grammar, spelling, capitalization, and punctuation. For this purpose, the guide with the writing correction codes was used again. In this case, the “Check before posting!” activity was edited from two perspectives, the individual and the shared one. The purpose was for students to

recognize errors in their writings that were not perceived by their authors and rewrite their paragraph.

The second and third lessons share the purpose of assembling the digital magazine with the paragraphs written by the students. In this manner, for the second session *Shaping my writing*, the objective was for students to transfer their writing to a digital medium. To this end, the activity called "Shaping before posting!" was proposed, which consisted of students typing their text in a Word format and correcting it in turn. Subsequently, the third lesson, entitled *Shaping the digital magazine*, aimed at having students add their writings to the digital magazine. To achieve this, the students were presented with the structure of the magazine and the cover they designed and chose in the second lesson of the first cycle. Subsequently, in order to give shape to the magazine, an activity called *Giving style to my writing* was proposed, which was divided into two parts: Initially, with the goal of complementing the writing, it was proposed to add elements to the text such as images, attach hyperlinks, give it a color or change the font according to their preferences, among others. Subsequently, the second part consisted of sending the file to an email to enter the document to the digital magazine together with the students.

Finally, the third session, *Ecological Digital Magazine*, which was the most expected one, focused on sharing the digital magazine and reading the students' writings. To this end, the activity *Publish my thoughts* consisted first of taking a general look at the digital magazine with the group to get to know the total magazine. Next, it was proposed to choose and read one of the students' writings. Thus, to get the students' point of view, they were asked to write an opinion about the piece of writing they had read and to write an opinion about it.

Chapter V: Data Analysis and Findings

This chapter discloses the data analysis collected and the procedures followed to analyze and categorize the data. Initially, the different procedures that were followed to analyze the data obtained are described. Subsequently, the approach employed to organize and analyze the information is outlined. Finally, the categories and subcategories of analysis that emerged from the findings of this project are presented and explained.

Procedures for Data Analysis

To begin with the description of the procedures carried out to analyze and categorize the data obtained, it is necessary to display how the information collected during this proposal was organized. First of all, in the development of the research, during the 2022-2 semester, the information obtained through the teacher interview, the student survey, the student diagnostic test and the field notes, was organized in two different files that corresponded to a concept to be analyzed: file1 (S&WCS) strengths and weaknesses in the communicative skills of the students. And file2 (EFLC) English Foreign Language Class, which in turn, was divided into three sections: methodology and class strategies, class materials and students' attitudes towards the class.

Similarly, during semesters 2022-2 and 2023-1, the information collected from the questionnaires, field notes, and artifacts, were grouped into three different files corresponding to the three cycles of intervention; thus, the files were: file- Cycle I- The New Digital Magazine Experience; file- Cycle II; Becoming Green Writers; and file Cycle III: Publishing Eco-Biofriendly thoughts, each of these folders contained a section for each of the three data collection instruments used.

Having said the above, the current research used the Grounded Approach to analyze the data collected. In accordance with Strauss and Corbin (1990), the Grounded Approach implies the construction of categories through the collection and analysis of data, whereby through an analytical process conceptual elements emerge which over time are grouped to form categories that are related to others and acquire subcategories that support them. In other words, this approach uses the data in the field by the researchers, functioning as a source for the elaboration of the categories based on the idea of reality held by the people participating in the research, which will serve as the basis for the study. Thus, this approach is functional for this research, since it allows examining the findings several times before arriving at the construction of the categories of this study.

Bearing in mind the above, as the categories emerged after the research was conducted, the data analysis was resolved taking into account the strategies of coloring and coding. Saldana (2008), argues that coding and categorization are part of the data analysis process. Codes consist of short labels that are constructed in the interaction with the data and that can be coded to give each unit a code such as colors. Thus, in coding, colors can be used not only to allow recognition of data elements, but also to significantly enrich the information found. As previously mentioned, the coding in this research was carried out by creating three folders for each of the cycles of the research proposal, whereby the data obtained were obtained from the research instruments (artifacts, field notes, and folders) that were placed in each of the folders.

In addition, as colors highlight valuable information, colors were used to underscore opinions, themes, terms, topics or ideas that were repeated or shared a relationship in the data. In that sense, the coloring was developed as follows: in relation to the surveys, yellow, green, blue, and orange to underline the opinions, comments and points of view of the students in relation to

the effects produced by the writing process in writings and in the creation of the digital magazine in the EFL class. On the other hand, to select the different perspectives in which the students expressed their enjoyment and liking for the activities based on environmental contents. As for the field notes, they were ordered using the date of the class and the name of the lesson, and the most relevant aspects of the class were highlighted with purple color. As for the artifacts, a pink highlighter was used to identify the fragments in which the students connected environmental issues with their own environment.

Categories of the Analysis

Bearing in mind that the main objective of this proposal was to describe how the use of the writing process approach might shape EFL situated writing skills in eight grade students through the creation of an environmental awareness digital magazine, and the specific objectives were: on the one hand, to identify the role of the writing process in the development of situated writing skills in EFL. And on the other hand, to describe the students' responses from the use of a set of activities designed to create a digital environmental magazine, the following categories and subcategories emerged in relation to those objectives; all this, in order to answer the research question that was proposed at the beginning of this research.

The first and second categories: The writing process as an opportunity to reflect on the way students express themselves and Writing process and its supportive role in students' learning experiences, emerged from the first specific objective which was to identify the role of the writing process in the development of situated writing skills in EFL. For the first category, two subcategories were derived: Developing self-awareness about my writing skills and Building confidence in EFL writing skills. Regarding the second category, two subcategories were

developed: Writing process as a facilitator to express my thoughts about my own reality through writing and Understanding issues in my surroundings and expressing my opinion in a text.

Concerning the third and fourth categories called Innovating EFL classroom through environmental education activities and resources and Environmental digital magazine as a support to promote the writing skills, which emerged in relation to the second specific objective, that is to describe the students' responses from the use of a set of activities designed to create a digital environmental magazine. In addition, two subcategories were constructed from the third category: Becoming aware of environmental facts in the classroom and Environmental material: an essential element in the EFL classroom. In regard to the fourth category, two subcategories were elaborated: Feeling encouraged to learn language contents and Depicting my mind through my writings in the digital magazine.

The following table provides the categories and subcategories of analysis of this proposal.

Table 2. Categories of Study.

Research Question			
How might the use of the writing process shape EFL situated writing skills in eighth grade students through a co-constructive environmentally conscious digital magazine?			
Research Objective 1		Research Objective 2	
To identify the role of the writing process approach in the development of situated writing skills in EFL.		To describe students' responses to the use of a set of activities designed to create a digital environmental magazine.	
1st. Category	2nd. Category	3rd. Category	4th Category
The writing process as an opportunity to reflect on the way students express themselves.	Writing process and its supportive role in students' learning experiences	Integrating environmental activities and resources in EFL classroom.	Environmental digital magazine as a support to promote the writing skills
1st. Subcategory	1st. Subcategory	1st. Subcategory	1st Subcategory
Developing self-awareness about my	Writing process as a facilitator to express	Becoming aware of environmental facts	Feeling encourage to learn language

writing skills. 2nd Subcategory Building confidence in EFL writing skills.	my thoughts about my own reality through writing. 2nd Subcategory Understanding issues in my surroundings and expressing my opinion in a text.	in the classroom. 2nd Subcategory Environmental material: an essential element in the EFL classroom.	contents. 2nd Subcategory Depicting my mind through my writing in the digital magazine.
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1st. Category: The Writing Process as an Opportunity to Reflect on the Way Students Express Themselves.

This category depicts how the writing process was seen as an opportunity for students to reflect on the way they expressed themselves through writing. Throughout this category, the information gathered opinions, notes, and artifacts in which students related the importance of writing process to foster the writing skills. Considering the stages of the writing process, different activities were developed in which students had the chance not only to express their opinions but also to self-reflect on their own writing through the use of a process-oriented approach to facilitate the planning and production stages of writing for students.

In a related manner, Brown (2001) argues that the writing process approach is an attempt to take advantage of the nature of the written code to give students the opportunity to think as they write, since placing ideas on paper transforms thoughts into words. Therefore, the writing process enabled students to manage their own writing by giving them the opportunity to think about what they were going to write, produced drafts, and constantly revised their writing, which led them to discover what they wanted to say as they wrote before arriving at the final version of the text.

In view of the above, the data collected revealed that due to the stages of the writing process (gathering ideas, planning, drafting, revising, editing, and publishing) eighth grade

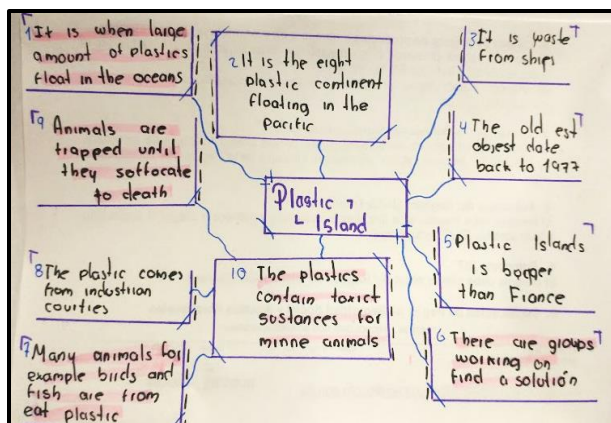
students developed writing skills. Indeed, to support this assumption, two subcategories emerged from this category: Developing self-awareness about my writing skills and Building confidence in EFL writing skills.

Developing self-awareness about my writing skills.

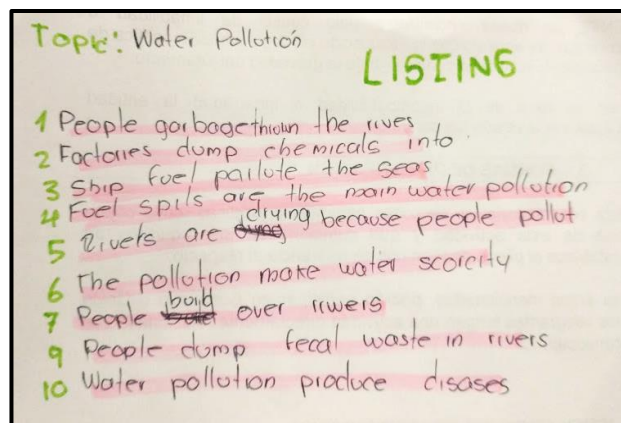
This subcategory collected data on the self-awareness that eighth grade students developed regarding different writing skills when they performed lessons and activities based on the stages of the writing process and environmental friendliness themes. In terms of Johnson (2007), through the different stages of the writing process approach, writers have a better organization, correct and review what they are doing and provide the opportunity for the writer to reflect on the ideas they want to express and how to express them, because writing is not a mechanical process, but rather a process of reflection, it allows positive and continuous feedback as an exercise of self-reflection and evaluation of writing. In light of this, the data in this study indicated that students acquired different skills that enabled them to become conscious about their own writing, their mistakes, or aspects to improve through their different artifacts, and the way they used words to express themselves through writing. Furthermore, the data disclosed that students during the stages of the writing process acquired skills that led them to use different writing techniques to express a variety of ideas prior to the construction of a paragraph, about topics related to the environment, as noted in the subsequent excerpts.

During the gathering ideas stage, students take the time to learn about and seek information about environmental issues, using prewriting techniques such as brainstorming and listing as a resource. This technique works as a tool for students to write a variety of sentences related to the topics and they are constantly asking me and each other if the sentence is well written.

[Field Note, September 06th, 2022]



[Artifact N.2. First cycle: September 20th, 2022.
Student N.9]



[Artifact N.2. First cycle: September 20th, 2022.
Student N.13]

The above extracts illustrate that the different activities conducted for the first stage of the writing process approach were intended for students to not only grasp concepts related to the environment but also to collect the information needed to write and facilitate the subsequent phases. As Johnson (2016) states people cannot write unless you have something to write about, then the first step is to look to gather data. By this way, the students understood that one of the skills of writing also focused on how to inform themselves and it was evident that they had developed the ability to write simple sentences that exposed their ideas about the information collected in a conscious way.

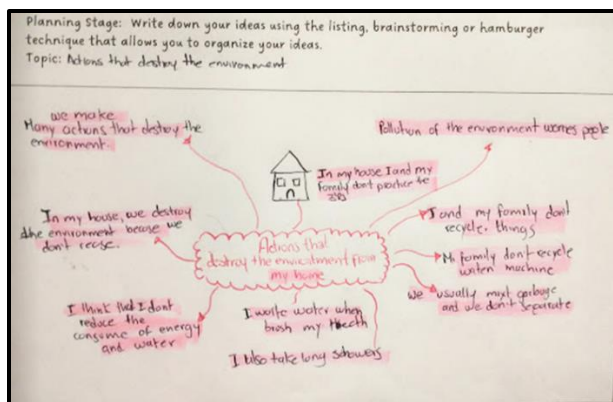
Likewise, the data collected also evidenced that the students were able to demonstrate their acquired skills on prewriting techniques before the elaboration of a paragraph as will be seen below.

Planning Stage: How was the writing technique used at this stage useful?
The stage of planning was useful because I can organize my ideas and write many sentences.

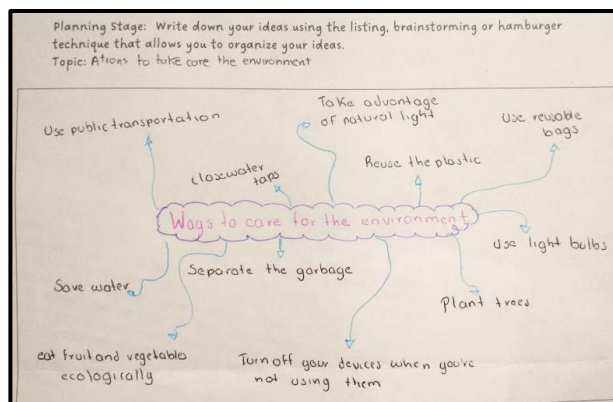
[Fourth Survey, March 27th, Student #10]

Planning Stage: How was the writing technique used at this stage useful?
I had to write different ideas and know what mistakes I do when I write sentences.

[Fourth Survey, March 27th, Student #3]



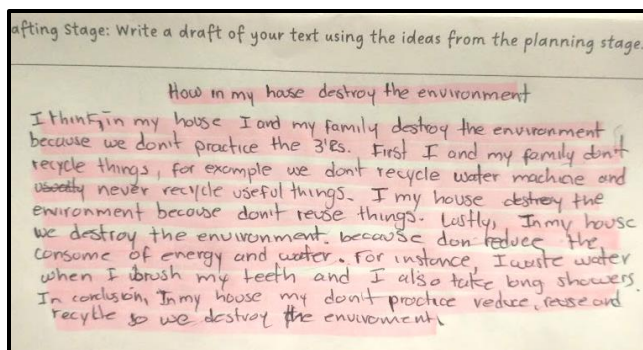
[Artifact N.9. II Cycle: March 01st. 2023.
Student#19]



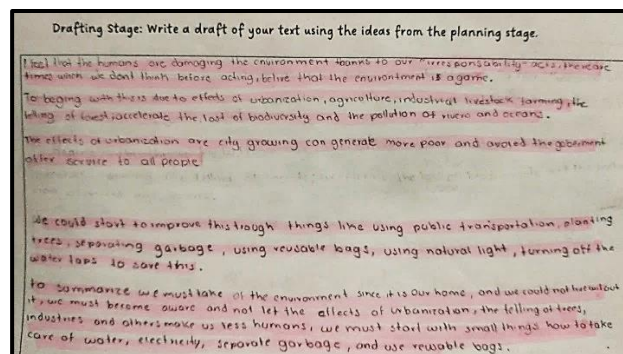
[Artifact N.10. Second Cycle: March 06th. 2023.
Student # 8]

These extracts demonstrate that during the planning stage the students were able to form a mental representation of the text they were going to write. In such a way, they acquired the ability to organize their thoughts in a structured way and developed a self-awareness of what they were writing as they identified a starting point and what they wanted to do with their ideas. Thus, the planning stage is closely related to the preceding stage of access to knowledge in which the rhetorical aspects of the text, related to how to write, are reflected upon, and analyzed; and the content aspects, related to what to write, that involve and determine the text to be composed (Johnson, 2016). Hence, the planning stage not only worked for the students as a way to be aware about the ideas they wanted to express around subtopics and ideas that were related to each other, but also allowed them to develop the ability to organize the information in a hierarchical order through a graphic representation.

In addition, the information obtained disclosed that in drafting stage, the planning process was essential to provide students with tools that helped them to structure their ideas, to understand and to realize the errors that could appear in their process, which can be seen in the next sections.



[Artifact N.10. Second Cycle: March 13th. 2023.
Student# 19]



[Artifact N.10. Second Cycle: March 13th. 2023.
Student# 8]

Students constantly draw on their artifacts made in the planning stage to write the first draft, in this case students are handing over the ideas from brainstorming and clustering in a sequential way to give coherence to the text.

[Field Note, March 13th, 2022]

The previous sections suggest that during the drafting stage students put their ideas into sentences to form paragraphs, thereby, students developed a more cohesive text and organized their ideas in a way that enabled the reader to follow a sequence. As the artifacts display, students linked and organized ideas better to communicate their positions on aspects of the environment in a fluent manner. Similarly, artifacts evidenced that they were able to connect their opinions with reasons and examples in a coherent paragraph. In addition, they used graphic representation to construct a solid paragraph. However, it should be noted that they had errors that hindered the comprehension of the text, as well as the lack of connectors to sequence the ideas.

During the revision phase, the students made a deeper reflection that allowed them to see the errors that they made in their first draft and to be more aware of the way they expressed their sentences in order to be understood. The next fragments present evidence of the participants' self-reflection on their own writing process and their mistakes or aspects to be improved.

Revising Stage: Was the feedback from your first draft helpful to you? yes / no, why?
 Yes because my friend help to see the error in my text and he told about what was missing.

[Fourth Survey, March 27th, Student #17]

Revising Stage: Was the feedback from your first draft helpful to you? yes / no, why?
 Si porque me ayudo para revisar lo que me faltaba y revisar mis errores.

[Fourth Survey, March 27th, Student #05]

- Revising Stage: Was the feedback from your first draft helpful to you? yes / no why?
 Me sirvieron demasiado ya que me pude dar cuenta de mis errores y corregirlos.

[Fourth Survey, March 27th, Student #16]

Revising Stage: Was the feedback from your first draft helpful to you? yes / no why?
 Yes it was helpful because the feedback help to see the errors and change some words in the sentences.

[Fourth Survey, March 27th, Student #16]

The above passages highlight the reflective process of students in their writing process. According to Williams (2003) the revision stage involves making changes that improve the match between the plan and the text so factors to revise include writing rhetorically and receiving suggestions from friends or colleagues on how to improve the writing. In that sense, students received feedback that allowed them to be aware that correcting structural problems in their text is important for understanding it, as well as adding or deleting content to improve the fluency and usefulness of their paragraph.

Building confidence in EFL writing skills.

This subcategory was visible through students' expressions when referring to the use of the writing process as a strategy to build self confidence in writing skills in EFL. In this case, the surveys revealed that students felt confident in their writing skills once the different activities related to the writing process were implemented since activities guided them through each step by offering a variety of comments on the written works that created a sense of safety and motivated them as they wrote.

On the one hand, the following passages evidence that students at the beginning of the first cycle did not feel comfortable about their writing skills in the EFL class.

How did you feel writing the diagnostic test?
 Pues mas o menos por que no conocia
 muchas palabras

[Second Survey, August 17th, Student #25]

How did you feel writing the diagnostic test?
 Mal porque no sabia como escribir una ora-
 cion, solo escribi palabras

[Second Survey, August 17th, Student #7]

How did you feel writing the diagnostic test?
 I feel bad because ya nunca escribo
 mas de dos oraciones en
 English.

[Second Survey, August 17 th., Student #21]

2. Write a message to a friend telling him/her about any situation, it can be about a gossip, an anecdote, a trip, something that happened in English class or at school, etc.

don't pay too much attention to the gossip
 concerning other's pets.
 It was nice to meet best friends, talk
 and gossip.
 For example, say you've been working on speaking
 very little gossip

[Artifact N.01. First Cycle: August 16th. 2022. Student # 20]

Once the students began the diagnostic writing test in which they had to write a paragraph with five sentences about a personal experience, it was evident that they were a little confused because they did not know how to write a sentence and did not feel confident in writing a paragraph, it is observed that they write single words or combine English with Spanish. Therefore, students' unsatisfactory writing achievement happened because most of them still could not yet produce short sentence or a short paragraph.

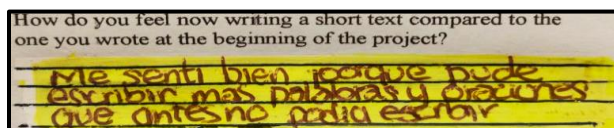
[Field Note, August 16th, 2022]

The preceding fragments depict students' dissatisfaction with their EFL writing skills.

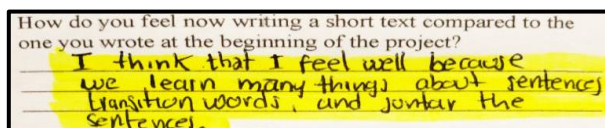
The data from the first questionnaire shows that most of the students did not really feel motivated. Therefore, the students' lack of motivation and confidence in their English skills influenced their difficulties in writing.

On the other hand, the information collected indicates that most of the students achieved through the accomplishment of the different activities of the writing process to create a comfort zone that gave them self-confidence in their writing skills. As mentioned by Murray and Hughes (2008), the writing exercises conducted in the writing process not only help students to find a specific topic to write about, but also help them to improve their writing skills in the sense that

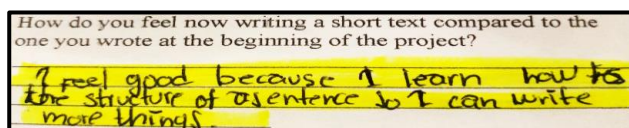
they provide them with opportunities to generate ideas and write with confidence, no matter how short the exercise is, it produces confidence in writing and improve skills. In that sense, the different writing practices carried out throughout the research positively impacted the students' skills leading them to feel comfortable when writing in English creating an atmosphere of confidence in writing as can be seen in the sections below taken from the surveys conducted at the end of the second cycle.



[Fourth Survey, March 27th, Student #27]



[Fourth Survey, March 27th, Student #11]



[Fourth Survey, March 27th, Student #4]

As can be noticed in the previous surveys, students felt more comfortable writing and considered that it was easier to express their ideas and realized that writing could help them express themselves and overcome their insecurities in English writing skills. Besides, it can be observed that the students were aware that they used to make mistakes, and that those mistakes were the reason why they could not make progress in developing their English skills. Consequently, it was evident that the stages of the writing process fostered and increased confidence, interest and self-esteem since students could go through stages of the process and could move back and forth between stages, as they were back to planning to add more ideas and after revising or editing finish rewriting.

2nd. Category: Writing Process and its Supportive Role in Students' Learning Experiences.

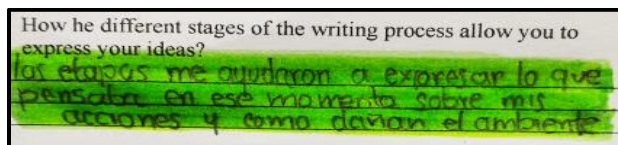
This category arose from students' opinions regarding the use of the writing process as a support to represent their learning experiences for their own understanding of the environment

around them. Throughout this category, students' voice and personal experiences related to their environment were collected in which they related their knowledge about environmental issues with their context. Emig (1977), considers that the writing process for teaching writing in second language contexts requires a completely different set of competencies, since writing is a learning model that through symbols students express the experience of knowledge, feelings, and emotions, it is "the representation of the world made visible" (p. 430). To address these assumptions, two subcategories of this category emerged, the first entitled *Writing process as a facilitator to express my thoughts about my own reality through writing* showed through data collected, the opinions on the influence and importance of the writing process in the EFL classroom to express students thoughts; and the second subcategory is entitled *Understanding issues in my surroundings and expressing my opinion in a text*, in which the data collected evidenced what the students learned about their environmental reality through their writings.

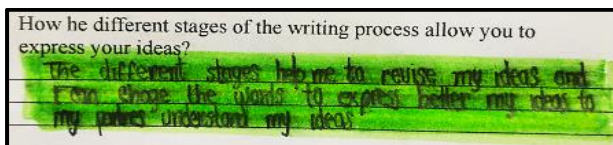
Writing process as a facilitator to express my thoughts about my own reality through writing.

This subcategory demonstrated through the students' voice, the importance and influence of the writing process used for them to express their thoughts through writing. In relation to that Chala and Chapetón (2012), state that writing embeds ideologies and powers that are intrinsically attached to the writers and that are put together in a dialogical relationship with their voice, influencing their beliefs, ideas, and feelings, mediated by their role in the writing event. In that way, the following excerpts display the crucial impact in reference to the students' expression of thoughts about the perception of the environment around them. Within the written description planned through clustering, students were able to state their opinions regarding the impact of actions that pollute or protect the environment within society. Therefore, students were the

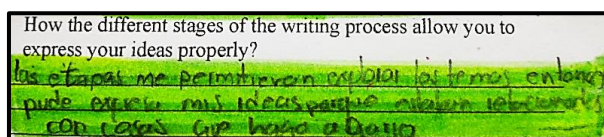
leaders of their learning process by extracting their reality and thoughts about their actions and their influence on their context being this a situated scenario, which is part of the written activity and the context in which it was developed and used.



[Fifth Survey, April 12th, Student #22]



[Fifth Survey, April 12th, Student #06]



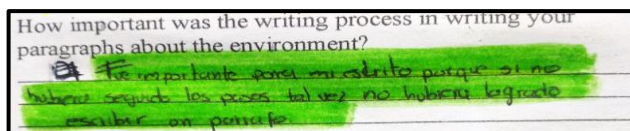
[Fifth Survey, April 12th, Student #02]

Taking into account the stages of the writing process (gathering Ideas, planning, drafting, and revising) developed by the students, it is reflected that the selection of topics regarding the environment has awakened an interest in learning the contents, and even more when they understood that they could relate it to their personal and shared experiences, which involves relating their previous knowledge with what they have learned. Therefore, they are interested not only in expressing what they have learned, but also in connecting it with their experiences, and sharing their environmental thoughts about their context with their peers, and this encourages them to write.

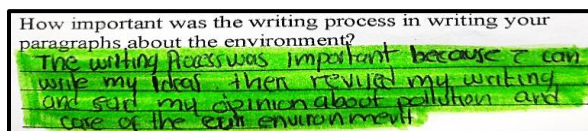
[Field Note, March 22nd, 2022]

The previous comments illustrated not only the positive impact of the writing process on students but also students' interest in the topic by expressing their ideas from a familiar environment. Equally, the impact of the writing process was analyzed in the field note when students were interested in exploring the topic and relating it to their personal environmental experiences and sharing them with society. Consequently, using the writing process to express such experiences corresponds to a characteristic of situated writing, since in terms of Brown *et al.* (1989), writing is a performative, reality-shaping activity that prompts students to take the topic more seriously when a real audience and a complex social context of "real life" are elements of the writing situation. In other words, the impact of the writing process motivated students to write about real issues about the environment and express their knowledge about it.

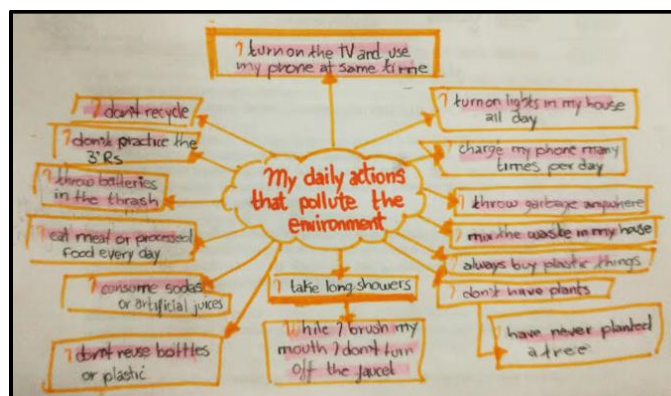
From the perspective outlined by Williams (2003), in the writing process, students are encouraged to feel free to convey their own thoughts or feelings in writing by giving them sufficient time and opportunity to reconsider and revise their writing and, at each step, seek help from outside resources such as the teacher. Based on the data collected, the students demonstrated that they felt unrestricted to write at the different stages to express their thoughts or feelings by generating ideas or insights from the topic of interest since there was no limit to do so. Accordingly, the artifacts evidenced that students were able to go beyond the practice of planning and drafting since stages gave them the opportunity to revise their writings to add new ideas and connect them with their previous knowledge, and to create new perceptions from the topic worked on. To illustrate the above, the following excerpts provided evidence of the fact that the students recognized that the different stages of the writing process allowed them to reflect on their thoughts.



[Fourth Survey, March 27th Student #15]



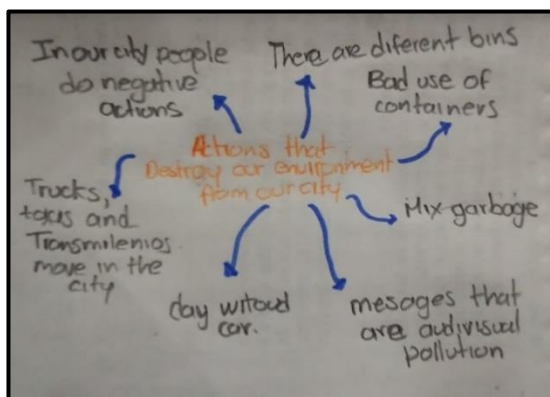
[Fourth Survey, March 27th Student #20]



[Artifact N.4. First cycle: September 14th, 2022. Student N.5]

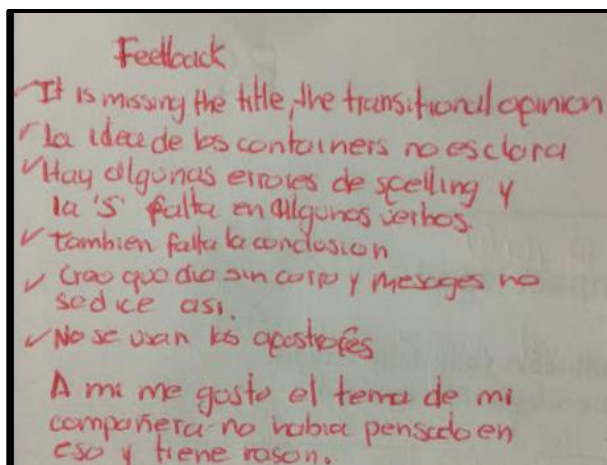
With the above in mind, the artifact illustrates the evolution in writing skills and the increase in ideas and freedom of the student when he wrote about his actions that polluted the environment. Thus, the writing process influenced students skills and the stages worked as instruments for students think about their ideas, transform them and produce new knowledge, while at the same time influenced the constitution of new ideas (Williams, 2003). In brief, the students found a way to approach the writing process, from the simplest to the most complex, in order to transmit their own thoughts or feelings through writing.

Likewise, the data showed that the writing process as a facilitator for the expression of students' thinking about their own reality, conceived writing as a process in which students developed their thinking about a particular situation. In that sense, the data suggest that students organized and added thoughts with the constant revisions they made.

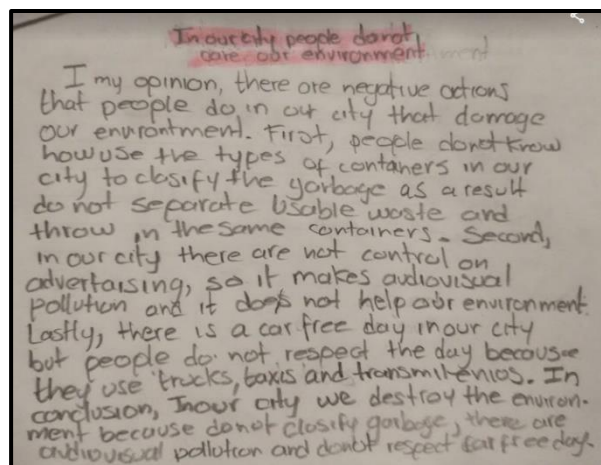


[Artifact N.9. Second Cycle: March 06th. 2023.
Student # 11]

[Artifact N.10. Second Cycle: March 13th. 2023.
Student# 11]



[Artifact N.11. Second Cycle: March 15th 2023.
Student# 11]



[Artifact N.11. Second Cycle: March 22nd 2023.
Student# 11]

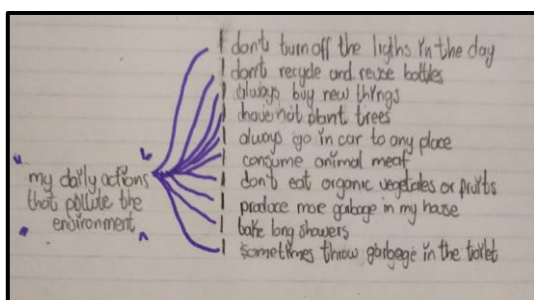
The above artifacts correspond to the second cycle, they indicate that the stages of the writing process helped the students to think about ideas that at the beginning were not so clear but that were reinforced during the process and were expressed in a better way. According to Lawrence (1996) writing is also a thinking process, since the writer needs to know how to properly organize ideas and messages by changing, revising, and adding words or structures before moving on; those thoughts are finally printed in written form. Therefore, the samples portrayed that for students the writing process was a facilitator to express thoughts, since at the beginning ideas emerged, which during the writing process generated other thoughts and questions that had not been contemplated regarding the topic, but that were clarified and at the same time unexpected ideas were created that reinforce what the student wanted to express.

Understanding issues in my surroundings and expressing my opinion in a text.

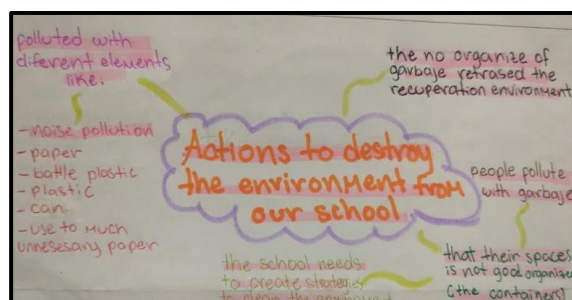
This subcategory gathers the data on how the eighth-grade students explored their own context to develop their knowledge about the environmental issues that surround them through the use of the writing process by expressing their opinion about it. In this case, the writing process enabled students to approach social aspects through the actions that people, and they performed daily which contribute to the care or damage of the environment that surrounds

students, for that reason writing is also promoted as a situated practice. This assumption is supported by Barton et al. (2000), when they state that writing is framed as a situated practice when the daily experiences and knowledge of individuals are valued through written expressions. Hence, in this study, the data reflect from one side that the students were able to recognize their context and daily practices to use them as a core factor for expressing their ideas; and from the other side they were also able to express through writing their opinions regarding different topics of their context related to the environment.

In the first place, the information collected shows eight grade students' knowledge about the environmental issues in their surroundings by expressing the practices that are carried out in their context to pollute the environment, as is illustrated in the subsequent artifacts.



[Artifact N.4. First cycle: September 14th, 2022.
Student N.12]

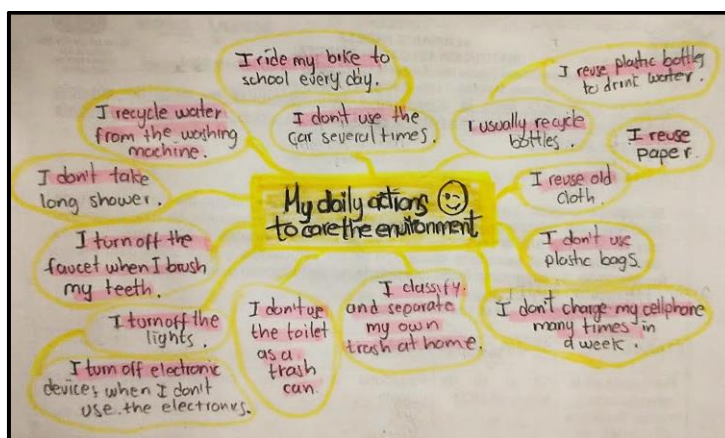


[Artifact N.9. II Cycle: March 01st, 2023.
Student#24]

The above artifacts portray the different activities carried out in the writing process, whose objective was for the students to recognize the actions that people and the students themselves perform daily in their home, school, or city that contribute to the damage of the environment. The data revealed that learners were able to develop a self-awareness of the context in which they find themselves and were able to understand and address issues related to the lack of environmental culture of their own environment. For instance, the first artifact illustrated that the student knew the lack of knowledge that people have about the different containers to classify and take advantage of the different wastes. In general, the results indicated that most of

the students could express freely themselves in EFL and they acquired knowledge and learning with respect to their own daily action and socio-cultural context.

Regarding the above, students developed a position on their consideration about environmental problems. Subsequently, the position assumed by the students led them to make their own reflection on such negative actions, which enabled them to raise the need to find actions to help the environment. In this vein, it was found in the information collected that learners were also able to demonstrate their knowledge about the actions that they could perform at home, at school, and at city to take care of the environment, as will be seen below.



[Artifact N.10. Second Cycle: March 06th. 2023. Student# 23]

Those artifacts reflect learners recognized solutions in their context by taking environmental actions. Díaz (2006) states that students participate actively in the resolution of simulated problems or cases taken from real life. In this sense, through the previous artifacts students displayed their own actions and those they shared with their community in order to care the environment. Moreover, their artifacts reflected their closest experiences, demonstrating that they understood situations in their near context and would find solutions or dynamics to the problem of environmental pollution.

Secondly, in this study it was found in the data collected that students were also able to express in their writing their voices and feelings about different environmental issues and their interest related to their context, as shown below:

Did you like to write about the above? why?
 No, I like to write about environmental pollution because I don't know these problems and they are near to me and don't go me
 nunca leido cosas de eso

Why did you decide to write about actions that pollute the environment?
 porque es parte de las problemáticas ambientales que discuten para realizar muchas acciones sin darnos cuenta que contaminan y dañan el medio ambiente

Why did you decide to write about actions that can be taken on the environment?
 No decidí escribir sobre las acciones buenas porque desde pequeño le enseñaron a hacer cosas buenas para cuidar el planeta

[Third Survey, November 09th, Student #13]

Did you like to write about the about? Why?
 I like to write about environment because is important to know all the things that are good and bad to the environment

Why did you decide to write about actions that pollute the environment?
 I wrote about the environment pollution because I know bad actions that destroy the nature because I do bad actions

Why did you decide to write about actions that can be taken on the environment?
 I wrote about actions that I can do to save the environment because with easy actions as recycle things we can help to reduce contamination

[Third Survey, November 09th, Student #06]

As the comments show, the students expressed their feelings about the topics selected for their writings and focused their writing experiences on their reality, that is, their particular environment as members of society. Correspondingly, the students' personal experiences served to explore what they already knew and how they felt about what they knew; they seemed to be engaged with the topic they wanted to address by connecting them to their experiences. In that sense, the situation exposed in the writing allowed the students to not only express what they knew and what they could construct with what they knew about their context through the experiences gained from the interaction achieved with society. In fact, they relied on the knowledge of the context in which they found themselves and the reality in which they lived to support their ideas and express them in their texts.

3rd. Category: Integrating Environmental Activities and Resource in EFL Classroom.

In this category, the integration of writing activities and resources in the classroom was also assumed as an intentional process in the formation and the development of EFL writing skills in the participants, and at the same time to generate the necessary awareness towards

environmental conservation. Harmer (2007) points out that teachers should create enjoyable, interesting, or beneficial writing activities that allow students to engage in a constant writing practice and to guide and persuade them of the usefulness of such activities. Thus, for the purposes of this study, the activities and resources were intended to stimulate learning to constantly rehearse writing skills in English classes while maintaining a clear and direct relationship to things that happen in students' everyday lives. Indeed, in support of this, two subcategories of this category emerged: *Becoming aware of environmental facts in the classroom* and *Environmental material: an essential element in the EFL classroom*.

Becoming aware of environmental facts in the classroom.

In this subcategory, the concept of environmental facts was assumed as the intentional process of formation, which sought the development of awareness about making responsible and timely decisions for the sustainable management of the environment. Thus, this subcategory gathered findings related to the reflection that eighth grade students manifested during EFL classes with respect to environmental issues. To begin with, through activities in which the students engaged with their environment, they elaborated brief writings about their environmental concerns, establishing a connection with the concepts presented in class with their experience. Subsequently, the data exposes the discovery of environmental facts in the EFL classroom.

Which of the pollution issues discussed in class did you not know about?
 I don't know Fast Fashion

Did you find them interesting? Why?
 Yes because people and I of course don't know about the problem of how clothes

[Third Survey, November 09th, Student #21]

Which of the pollution issues discussed in class did you know about?
 Ya no sabia sobre "Fast-Fashion"
 y sobre "3RS"

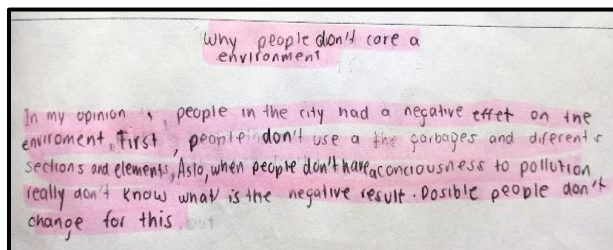
Did you find them interesting? Why?
 Si por que son temas tratados en la actualidad es muy importante saber más

[Third Survey, November 09th, Student #16]

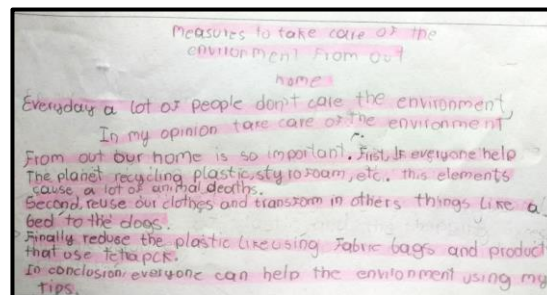
The preceding sections suggest that in order to create environmental awareness it was important to have an in-depth understanding of the numerous environmental problems and to

know what was needed to solve them. As reflected, students expressed that they were not aware of some of the problems such as plastic islands, the increasing ecological footprint and fast fashion. Therefore, by integrating these issues into the EFL class, students became familiar with some of the major problems that cause damage to their environment and the repercussions of human behavior, which led them to explore other issues that reflect the importance of protecting it.

Consequently, the data showed that once learners recognized these problems, they were able to create environmental awareness and sensitivity of their current environment, since they developed concerns about the problems in their immediate context and thought about their role on it, which allowed them to develop skills to propose some alternatives to take care of the environment:



[Artifact N.10. Second Cycle: March 13th. 2023.
Student # 02]



[Artifact N.10. Second Cycle: March 13th. 2023.
Student# 27]

As it is arranged in the artifacts, the impact of people's behavior on the environment and the environmental problems outlined by the students contributed to seek measures through the topics worked on in the EFL classroom in order to modify activities or make minor and substantial changes in their lifestyle to take care of the environment, such as upcycling, and the 3r's. Naturally, this was in line with the Colombian General Education Law 115/94 when it states in Article 22, that one of the specific objectives of basic education in the secondary cycle is "The development of attitudes favorable to the knowledge, valuation and conservation of nature and

the environment". In this way, the students showed a positive attitude when they sought for the conservation of the environment, with the environmental facts approached in class, either because it enabled them to unconsciously develop their awareness of caring for the environment where they live, or because, in one way or another, it affected them as social beings.

Environmental materials: an essential element in the EFL classroom.

This subcategory collects data on the relevance of the environment-based materials for the proper development of the EFL classes. From the beginning of the intervention, the materials were essential to involve the students with the proposed environmental issues and to get them connected and motivated with the class. To begin with, the materials used to introduce students in environmental issues were magazines such as Time Kids, Saving the Earth, and Discover, based on the environmental topic. The following fragments show how meaningful these magazines were to the students:

Have you seen these digital magazines before?
No, I have never seen the Digital Magazine

Do you think these digital magazines were related to the English class?
Yes, if we don't did want watch them maybe we can't can not close many activities in the class

[Third Survey, November 09th, Student #13]

Have you seen these digital magazines before?
No I have never seen the digital M

Do you think digital magazines were related to the English class?
Yes because we learn new topics that we are working in class

[Third Survey, November 09th, Student #24]

Have you seen these digital magazines before?
I don't know these digital magazines

Do you think digital magazines were related to the English class?
Si porque en las clases trabajamos sobre los temas que escribimos los textos

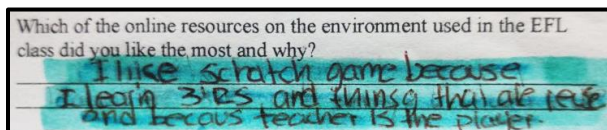
[Third Survey, November 09th, Student #27]

Students are attracted to the digital magazines shown as materials to introduce some topics related to the environment, such as footprint, Scraps to Solid, and plastic pollution. As shown in the previous samples, some students say they have never seen these magazines, which arouses their curiosity to explore the magazines, it could be observed that they initially took a look at all the magazines and then selected the one they liked the most, in order to read some of the articles. Subsequently, the students extended the environmental information found in the magazines to their family, school and social environments.

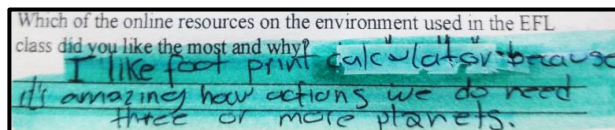
[Field Note, August 26th, 2022]

In this case, the data show that the environmental magazines served as an input to immerse the students in English classes. Initially, the environmental magazines as materials for English class taught learners to review various contents, new topics and allowed them to create knowledge and ideas making it possible for the students to meet their needs. Furthermore, they could be more involved in EFL class. Thereby, in the above samples, the results showed, that eighth graders were able to express their point of view in front of the different topics found in the magazine by associating them to their background. Likewise, the field note displays information on the attitudes that the students developed towards these materials, since it is expressed that the learners felt attracted to the magazine as it was a material never explored before.

Additionally, the data collected revealed that, the use of online resources based on environmental contents were fundamental in the classroom for the EFL learning process.



[Fourth Survey, March 27th. Student #2]



[Fourth Survey, March 27th. Student #18]

These sections of the survey show that environment-based online resources helped to develop and reinforce students' EFL knowledge. As the data show, students used a variety of resources such as word wall, Educaplay, iSLCollective, and Scratch which were provided by the teacher. These resources were useful to emphasize content learned about the environment and to produce short pieces of writing within the classroom highlighting what they had learned from the online resources on environmental topics such as the 3R's Upcycling, types of pollution, fast fashion, and the ecological footprint calculator. Such resources sparked students' enthusiasm, proving useful in boosting and reinforcing their retention of EFL information, as the students themselves commented in the survey. In addition, in the above samples, the results highlight that

students were able to create and write short opinions on the various environmental issues using the information shared in the online resources.

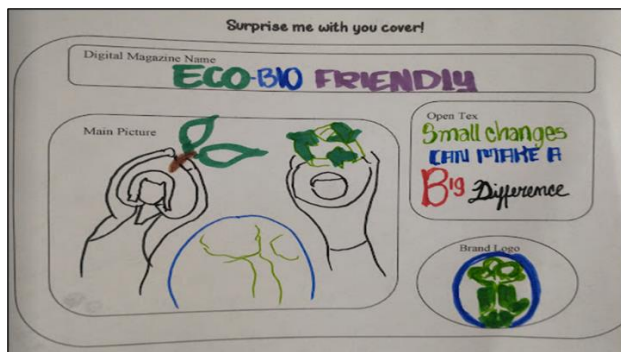
4th. Category: Environmental Digital Magazine as a Support to Promote the Writing Skills.

Throughout the research, the creation of a digital magazine thinking about the environmental issues closest to the students was one of the objectives along with the fostering of the practice of writing in EFL. Based on this, this category emerged after recognizing the environmental digital magazine as a creation of the eighth-grade students, which encouraged them to learn the EFL contents and achieved through written artifacts to represent what they learned, and the writing skills acquired. Returning to Silva (2012), digital magazines can attract the attention of writers through creative forms of writing, which is very useful in the educational context as a way to provide students with the opportunity to put their writing skills by putting them into practice to convey their ideas and thoughts. To underpin these presumptions, two subcategories emerged from this category. The first labeled Feeling encouraged to learn language content. And the second entitled Depicting my writing skills in the digital magazine.

Feeling encouraged to learn language contents.

This subcategory presents the findings regarding the effects produced by the environmental digital magazine on the development of language content. The activities carried out during the cycles; specifically, those that were related to the creation of the digital magazine allowed the eighth graders to manifest what they learned with their artifacts and the final questionnaire. Essentially, the data revealed that, due to the different lessons, several students developed an appreciation for the creation of the digital magazine and most of them found the relationship of the EFL class to the learning of the language content to be reciprocally matched

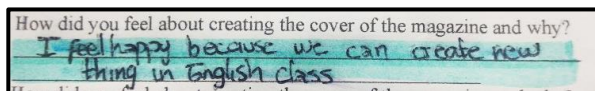
with the proposed activities. Firstly, the information illustrated that students were encouraged to create the cover ecological digital magazine which prompted them to learn the features that make up a digital magazine in order to develop their knowledge and thoughts, as seen in the next passages:



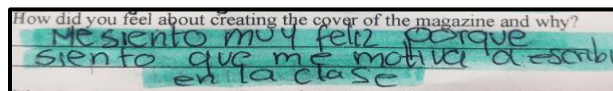
[Artifact N.03. Second Cycle: September 07th 2022.
Student# 14]



[Artifact N.9. Second Cycle: November 07th 2022.
Student# 14]



[Third Survey, November 09th, Student #15]



[Third Survey, November 09th, Student #29]

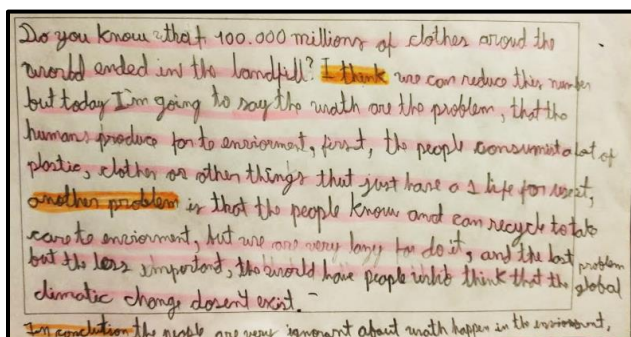
The students were actively participating in the selection of the cover design for the digital magazine, finally they chose one, but they made some changes when it came to transfer the design to the digital media. For example, they suggested that in the name of the magazine, in some of the letters, the magazine's logo should be placed, and also that the colors of the logo should be more vivid.

[Field Note, September 07th 2022]

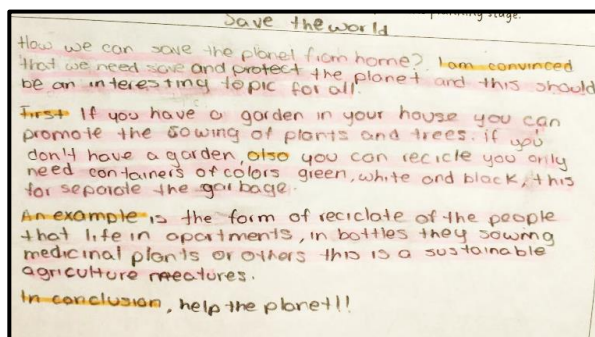
The above samples illustrate that the various lessons conducted at the beginning of the first cycle, which were aimed at creating the magazine cover, engaged students in learning about the same content. The data revealed that the eighth-grade learners were able to address and discuss in written form specific situations where the digital magazine can be used and topics related to the components of the digital magazine such as the logo, the name of the magazine, the main image, and opening text by using simple sentences. On the whole, the results showed that the students learned both about the same content (characteristics of the digital magazine) but differed in the topics they wrote about, expressing and displaying their knowledge and learning

acquired with respect to the theme of the digital magazine and writing skills as structure of a sentence and the combination of words to form sentences.

Lastly, the data collected also pointed out that the learners were motivated to learn the language content in order to demonstrate they acquired knowledge in writing skills and opinions about the topics of their interest to be exposed in the digital magazine, as can be appreciated below:



[Artifact N.11. Second Cycle: March 27th, 2023.
Student# 3]



[Artifact N.11. Second Cycle: March 27th, 2023.
Student# 6]

By presenting the magic cube of transitional words, students learned to use some of the transitional words in their texts, repeatedly approaching the cube and asking the meaning or asking for help to know which of the transitional words to use in their paragraph.

[Field Note, March 1st, 2022]

The prior excerpts gave evidence of how the language contents taught in the class were involved in the construction of the students' artifacts that would be published in the digital magazine. It was noted that the language contents provided for the elaboration of the artifacts, such as the transitional words, fostered an understanding of the various uses of expressions that led them to give their own opinions and ideas, which generated an enthusiastic attitude when they created the contents of the digital magazine. In this finding, students discovered linguistic forms as they tried to convey meanings and effectively expressed their thoughts and feelings, using the linguistic resources acquired. In that sense, thanks to the use of expressions taught such as "In my opinion / I believe/ In my view/ I feel the students felt interested in using the

contents and linguistic expressions learned because they found them meaningful to show them in the magazine.

Moreover, the data revealed that the students learned different levels of linguistic competence as they used various discursive and linguistic elements at the sentence level and beyond the sentence to express their ideas. Although some of them presented minor spelling problems and occasionally chose incorrect words, the sentences had generally good syntax. Therefore, the participants produced original writings in which the evolution of their writing skills were visible, which gave rise to some of the knowledge acquired during the lessons in terms of language and suggested vocabulary.

Depicting my writing skills in the digital magazine.

The data demonstrate that the use of the digital magazine was a mirror that reflected through the students' writings the writing skills acquired during the project. With respect to their comments and in many of their artifacts, students demonstrated their attempts to write their thoughts accompanied by realistic details that mirrored their view of the environment around them, as can be seen below.

Why do you want your writings to be published in your magazine?
 Porque es una muestra de todo lo que hemos aprendido y una forma de expresar lo que sent

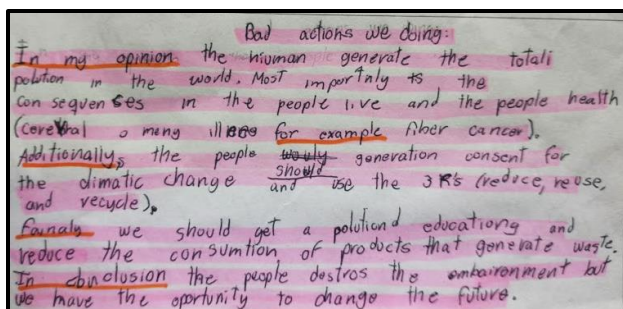
[Fifth Survey, April 12th, Student #18]

Why do you want your writings to be published in your magazine?
 Because the magazine shows my thoughts or my feelings about the real situation in my city about the destruction of the environment.

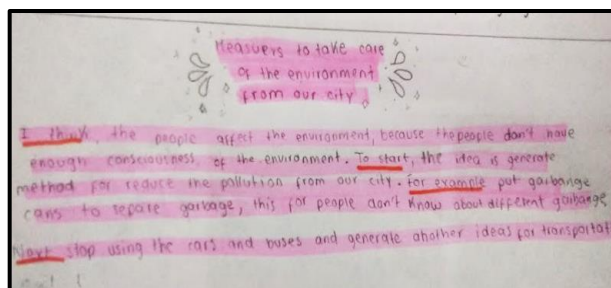
[Fifth Survey, April 12th, Student #13]

Why do you want your writings to be published in your magazine?
 I want to my writing be published because is what I think about environment care and I want that people read to be conscious.

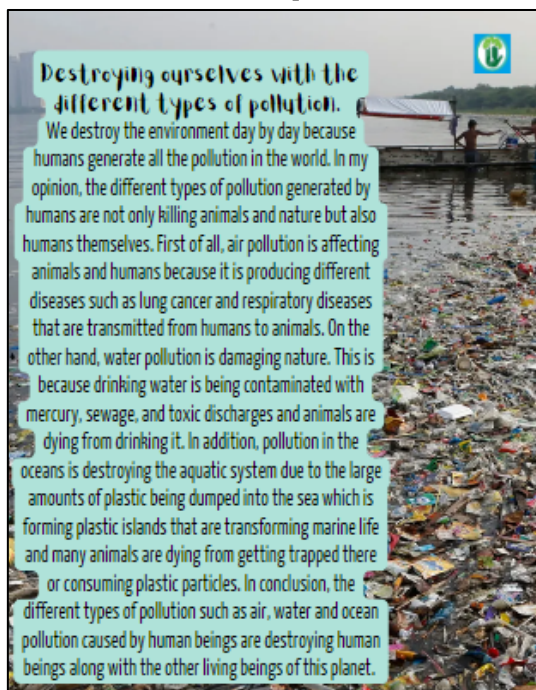
[Fifth Survey, April 12th, Student #06]



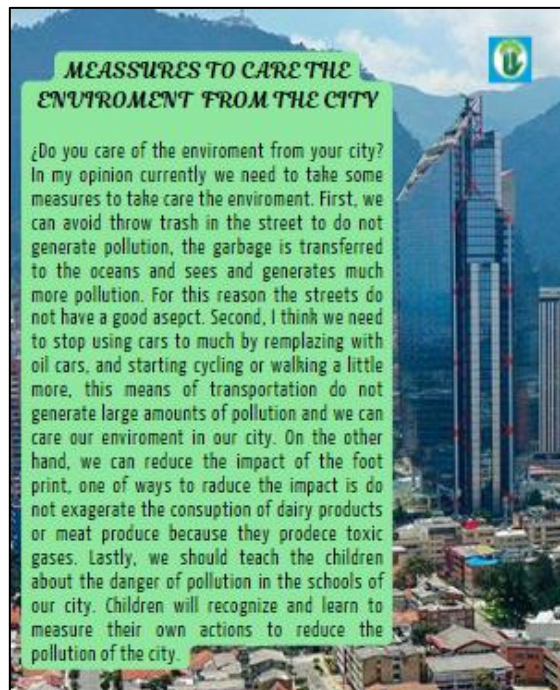
[Artifact N.10. Second Cycle: March 13th. 2023.
 Student# 15]



[Artifact N.10. Second Cycle: March 13th. 2023.
 Student# 28]



[Artifact N.13. Third Cycle: April 12th. 2023.
 Student# 15]



[Artifact N.13. Third Cycle: April 12th. 2023.
 Student# 28]

These samples show the intention of the students to express in the digital magazine what they had in their minds through their writing. The artifacts represented the release of thoughts, emotions, and feelings in front of a position assumed by the problems or phenomena of the reality in which the student finds themselves. Thus, the writings showed the students' ability to create ideas in their minds to be expressed through writing. Above all, these samples displayed that students identified and mastered the different resources to make the digital magazine in order to defend or confront their positions in the different contexts of written interaction. In this

context, the writings played a central role since they led the students to question what they thought and were mentally open for an expression and communication of their thoughts. Indeed, the digital magazine allowed them to build supported opinions that evidenced their abilities to represent them in their writings. In sum, the writings exposed in the digital magazine represented the mind and the vision of the world from the aspects that were considered relevant to their opinions.

Chapter VI: Conclusions and Implications

This chapter sets out the conclusions of this research study based on the findings and discusses the implications of the implementation of the proposal, its possible limitations, and some suggestions for future research.

Conclusions.

This qualitative action research study focused on describing how the use of the writing process forms situated EFL writing skills in eighth grade students through an environmental digital magazine. The research questions that guided the study were:

1. What is the role of the writing process approach in the development of EFL writing skills in eighth grade students, when writing is understood as situated social practice?
2. What are students' responses to the use of a set of writing base-activities designed to create a digital environmental magazine to improve writing skills?

In response to the first research question, the data demonstrated that the writing process approach played two main roles in students' construction of opinion paragraphs when writing was understood as a situated social practice. On the one side, the data displayed that the writing process was not only viewed by students as an opportunity to reflect on how they used EFL to express themselves through writing, but also as a strategy for building confidence in students' EFL writing skills. This being the case, the writing process approach was seen as a meaningful process that allowed students to develop self-awareness of their own writing as through various stages, students were constantly received feedback on their writing and gained skills in detecting errors and organize their ideas. Moreover, it enabled students to move back and forth between stages, thus fostering and increasing self-esteem in their EFL writing skills by acknowledging their mistakes in a positive way.

On the other side, the data provided that the writing process supported the students' situated learning experiences, as it facilitated them to express their thoughts about their own reality through writing and understood issues in their environment in order to express their voice about it. Therefore, when writings were situated with close experiences, learners responded much better to the implementation of writing as a situated practice beyond knowing paragraph structure and giving coherence to a text. In fact, the writing process by conceiving writing as situated practice allowed the students to transmit their knowledge through their texts and they were able to bring in many outside experiences, interests, and points of view, which in turn was what motivated them to initiate a writing process by writing about real issues related to the environment and to express their own knowledge about it.

Regarding the response to the second research question, the data indicated that students responded positively to both the materials implemented in the lessons and the initiative to create the digital magazine for the development of their writing skills. First, the integration of environmental activities and resources in the EFL classroom had a significant response from the students, as the environmental material proved to be attractive in the EFL classroom. Indeed, the data evidenced that the learners had the initiative to explore and reinforce knowledge through the resources used in the different lessons, which created a sensitivity towards environmental issues. That is to say that the different resources and materials led the learners to engage with their environment, as they produced short writings about their environmental concerns and expressed the need to find a solution to the problems using the classroom resources. Additionally, the environmental digital magazine served as a support to foster writing skills, as it turned out to be an innovative element that led students to feel encouraged to learn linguistic contents to write

their paragraphs and represent in the digital magazine not only their acquired writing skills, but also to express their opinion on the issue.

In summary, the data indicate that the writing process worked involved students situating EFL writing skills throughout the creation of digital magazine content based on their environmental experiences. Thereby, it was found that when students' experiences are placed at the center of the learning process, it acts as an incentive for students to improve their performance in writing skills and reinforces students' active role in the EFL classroom, not only to manifest their prior and new knowledge, but also to exchange their EFL skills and express their thoughts and feelings. Therefore, it is significant to note that using the stages of the writing process to construct paragraphs that were integrated into the creation of the digital magazine had a positive impact on second language teaching. Overall, the fact that the digital magazine was conceived as a sample of what was learned in the EFL class improved the students' writing performance by reflecting on their writing process and created dynamics of environmental awareness.

Implications.

The implications that arose from the development of this research project are connected to the Colombian education, the school where the proposal was implemented, the novice teacher and research, and the participants of the study.

To begin with, the implications of this project for the field of Colombian education are related to the curricular reforms that have been proposed to improve the quality of education and make it an opportunity to improve the quality of life of its inhabitants, among which stands out the formulation of new curricular guidelines and standards, from the field of competency-based education. In this sense, with this reform, education has the purpose of reorienting teaching

towards educational models focused on the particularities and needs of students within the framework of the society and culture in which they live in order to achieve meaningful learning. Therefore, the flexibilization of the curriculum opens spaces for teaching to focus on authentic educational practices determined by social activities and shared practices, finding a relationship between them and the real environment.

On the other hand, the implications for the school are related to the communicative skills and didactic units implemented in the English class. Initially, during the research process it was evident that the communicative skills that are most practiced, developed and evaluated are listening, speaking, and reading, leaving aside writing. These skills are connected with the didactic units which are mainly focused on developing grammatical aspects without involving the sociocultural environment of the students. Therefore, this project provides the institution with a look towards the opening of spaces that allow the development of situated writing skills, moving away from the structural teaching for the EFL class. At the same time, it is important to generate a space that teaches students not only facts about the topics, but also ways to apply their experience and argue about these situations and turn their learning process into a meaningful experience. Therefore, the school can include writing strategies as a process with enriching social issues in the classroom that go hand in hand with institutional principles and goals.

In regard to the implications for the pre-service teacher and novice researcher in this study, the role of the active teacher and the willingness to perform the activities was fundamental. First, during the proposal it was really important for the teacher to be a researcher in order to evidence the needs of the students, the purpose of the study, its objectives and the appropriate points of view to approach and carry out the project. These aspects imply for the pre-teachers, first to have a reason to perform their research function within the classroom during the

development of the project, which implies an adequate management of the data collection instruments and organization of the implementation plan to collect the different phenomena such as the different emotions, perceptions, obstacles and learning that arise when applying the proposal both from the participants and the trainee teachers; and second, the pre-service teacher should procure a didactic environment that feels safe for the students and that awakens their interest, as well as to promote participation.

Furthermore, this study showed that the strategies applied allowed the participants to implicate themselves more in the EFL class. First of all, the participants were more aware of their own writing process and a progress in their writing skills was evidenced which led them to feel more comfortable to clearly express their ideas and to have a better disposition towards the EFL class. Secondly, it was visible that participants changed their perceptions about what EFL writing was because it implied giving voice to the participants as their writings expressed their own ideas and thoughts about specific situations. Finally, this study implied a motivational attitude on the part of the students to begin to reflect deeply on environmental issues, as well as to take into account their life experiences for further learning processes that directly influence the construction and development of their EFL skills.

Limitations.

In this research, the main limitation was the lack of time to develop some writing activities. First of all, Due to the fact that the school performed several District activities that disrupted the class and students had institutional or extracurricular activities. That is why, many of the English Foreign Language classes were canceled. Moreover, the time set aside for the implementation was affected by the teacher's need to finish some topics in order to evaluate the students and close the semester. In addition, due to the number of weekly hours assigned to the

English classes, these were not enough to develop the planned activities and some of them had to be modified, because the exercises and explanations that were contemplated for the writing process took time and a constant revision made by both the students and the teacher to return the written compositions to the students as the final version took more time than planned since it was something new for the students.

Further Research

This research focused on the use of the writing process as a situated practice to improve eighth grade students' writing skills through the creation of an environmental digital magazine. Consequently, four suggestions for future research are put forward. First, the implementation of this proposal should be adapted to the strengths and weaknesses in the communicative skills of the group of students, this in order to enable them to participate skillfully and efficiently in all spheres of communication and to reinforce their EFL skills.

Second, writing should continue to be conceived as a situated practice in the proposals, keeping the students' experiences, ideas, and feelings of their context as the main resource to create their writings. Thus, for the successful development of this proposal, the teacher in charge is recommended to emphasize close contexts such as the community and its school practices as a source of knowledge, to continue investigating each construct, and to be able to relate school curricular contents to current social issues.

Thirdly, it is recommended that the teacher in charge take into account the approach to the writing process since it is cyclical and it is likely that students will return to the stages, which allows them to self-reflect on what they write as they recognize and reinforce their skills. Thus, for the proposal to be developed in a good way, the teacher must follow a sequence of each lesson plan that allows him/her to develop the stages of the writing process.

The last suggestion is to continue exploring environmental issues from other contexts or implement activities that allow them to explore the environment, since a variety of topics cover the current issues faced by students in their daily lives. Likewise, it is advisable for future research to consider the integration of the environment in the didactic units of the EFL class, taking into account that the institutions are integrating compulsory areas and transversal and institutional projects, since the MEN presented the School Environmental Projects (PRAE), as a pedagogical strategy that seeks to identify priority environmental situations by addressing the concerns, needs and particular dynamics of a group in relation to the institutional, local and territorial environment, in order to generate and promote educational proposals relevant to the realities of students, within the framework of educational processes and strengthening research. In this way, activities and concrete actions are promoted to allow students the development of environmental cognition, as well as an ethical and receptive behavior from the EFL class.

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Annexes

Annex A: Artifact Sample

Instituto Pedagógico Nacional
 Name: 85


II. Measure your impact Now!

❖ Mark with an x the answer that most closely matches your daily actions.
 ❖ At the end add up the points to calculate your ecological footprint!

Question	Measure			Marks
1. How often do you eat animal meat (beef, pork, chicken, fish)?	Never 0	Often 50	Daily 100	100
2. How often do you consume dairy products (milk, yogurt, cheese, butter)?	Never 0	Often 50	Daily 100	100
3. How often do you eat vegetables or salads?	Never 0	Often 50	Daily 100	0
4. How often do you consume soft drinks / or artificial juices?	Never 0	Often 50	Daily 100	50
5. How much of the food you consume is unprocessed, un-packaged, or locally milled?	None 0	Few 50	All 100	50
6. How often do you recycle?	Never 0	Often 50	Daily 100	50
7. What type of housing best describes your home?	Apartment 30	House 50	Farm 100	50
8. Compared to your neighbors, what is the amount of garbage you generate?	Much less 30	Some 50	Much more 100	100
9. What is your main mode of transportation?	Walking - Bicycle 0	Public transport 50	Private car or Motorcycle 100	100
10. What percentage of your household's electricity comes from renewable sources?	Low 10-30% 30	Medium 31-60% 50	High 60%-100% 100	0
11. How many times do you charge your cell phone during the week?	2 times 30	3 or 4 times 50	7 days a week 100	100
12. How many trees have you planted in your life?	1-2 30	4 to 8 50	More than 9 100	30
Total				730

❖ Look at the ecological footprint impact scale and according to your results answer how many planets do you need to live?

Your Carbon Footprint I need 3.5 PLANETS to live



III. Writing about my ecological footprint

- Question-asking prewriting:
 - How do I feel about the impact of my environmental footprint?
I feel guilty ✓
 - Why do I feel this way?
I feel guilty because ^{sub} ~~doing~~ ^{verb} things that damage the planet
 - What are my main actions that impact the environment?
I eat animal meat, I generate much more garbage than my neighbors
- write a short paragraph based on the previous questions and what you think or how you feel about your ecological footprint, following opinion writing structure

Title: My Big bad ecological footprint


Tell your opinion: In think ^{sub} I feel guilty ^{verb} about my footprint damage the planet.

Give a reason why do you have this opinion? I make ^{verb} many things that ^{verb} impact negative the environment. For example I generate much more garbage than my neighbors.

Give another reason or an example: I feel guilty because I ate ^{verb} much products that produce ^{sub} bad gasses ^{verb} for example ^{sub} meat, chicken, milk, etc

Close it up! Tell us your opinion again: In conclusion, I feel guilty because my footprint ^{verb} generate garbage and produce ^{sub} bad gasses that damage the planet.

Annex B: Survey Sample


 Universidad Pedagógica Nacional
 Facultad de Humanidades
 Departamento de Lenguas





Encuesta Caracterización Poblacional

La siguiente encuesta tiene como finalidad el contribuir con un proyecto de investigación que se realizará en las clases de inglés. La información recolectada tiene como propósito conocer más de ti y tu experiencia con el inglés.

- Nombre: _____
- Edad: 14
- ¿Cómo se llama el barrio donde vives? el Real
- ¿Qué medio de transporte usas para llegar al colegio? bus
- ¿Cuál de las siguientes actividades te gusta hacer en tu tiempo libre?

<input type="checkbox"/> Ver televisión, películas o series	<input checked="" type="checkbox"/> Escuchar música
<input type="checkbox"/> Jugar videojuegos	<input type="checkbox"/> Leer
<input checked="" type="checkbox"/> Practicar algún deporte	<input checked="" type="checkbox"/> Escribir
<input type="checkbox"/> Tocar un instrumento musical	<input checked="" type="checkbox"/> Cantar
<input type="checkbox"/> Crear contenido digital	<input type="checkbox"/> Otra ¿Cuál? _____
- ¿Te gustan las clases de inglés?

 Sí No ¿Por qué? Por que la parte es más interactiva y es más fácil aprender
- ¿Cómo te sientes en las clases de inglés?

 Feliz <input checked="" type="checkbox"/>	 Triste <input type="checkbox"/>	 Aburrido <input type="checkbox"/>	 Motivado <input type="checkbox"/>
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 ¿Por qué? Me distrae y el inglés por más de que no sea muy buena me gusta
- ¿Qué tipo de actividades realizan en la clase de inglés?

<input type="checkbox"/> Lecturas	<input checked="" type="checkbox"/> Ver videos
<input checked="" type="checkbox"/> Juegos	<input checked="" type="checkbox"/> Realizar guías
<input checked="" type="checkbox"/> Hablar en inglés	<input checked="" type="checkbox"/> Aprender gramática
<input type="checkbox"/> Escribir oraciones	<input type="checkbox"/> Escuchar música
<input checked="" type="checkbox"/> Escribir párrafos	<input checked="" type="checkbox"/> Escuchar conversaciones
<input type="checkbox"/> Otra ¿Cuál? _____	
- ¿Cuál de las siguientes habilidades consideras que es tu fortaleza en la clase de inglés?

<input checked="" type="checkbox"/> Leer	<input checked="" type="checkbox"/> Escuchar
<input type="checkbox"/> Hablar	<input type="checkbox"/> Escribir
<input type="checkbox"/> Otra ¿Cuál? _____	
- ¿En cuál de las siguientes habilidades consideras que tienes dificultades en la clase de inglés?

<input type="checkbox"/> Leer	<input type="checkbox"/> Escuchar
<input checked="" type="checkbox"/> Hablar	<input type="checkbox"/> Escribir
<input type="checkbox"/> Otra ¿Cuál? _____	





- En la clase de inglés te gustarías aprender sobre:

<input type="checkbox"/> Tecnología- Creación de contenido	<input type="checkbox"/> Matemáticas y ciencias
<input checked="" type="checkbox"/> Conciencia ambiental	<input checked="" type="checkbox"/> Artes (literatura, baile, música, pintura)
<input type="checkbox"/> Otra ¿Cuál? _____	
- ¿Qué herramientas usas al hacer las tareas de inglés?

<input checked="" type="checkbox"/> Diccionarios	<input checked="" type="checkbox"/> Videos
<input type="checkbox"/> Traductores on line	<input checked="" type="checkbox"/> Aplicaciones (Duolingo, BBC, Babbel+...)
<input checked="" type="checkbox"/> Páginas de internet	<input type="checkbox"/> Otra ¿Cuál? _____
- ¿En las clases de inglés realizan trabajos de escritura?

 Sí No ¿Cuáles? En parte negativos la respiración es con parafos
- ¿Te gusta escribir en inglés?

 Mucho Poco Nada
- ¿Cómo te sientes cuando escribes en inglés?


 Motivado <input type="checkbox"/>	 Confundido <input checked="" type="checkbox"/>	 Triste <input type="checkbox"/>	 Feliz <input type="checkbox"/>
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 ¿Por qué? No se si esta bien lo que escribo y no me siento segura de lo que escribo
- ¿Qué tipo de textos has escrito en inglés?

<input type="checkbox"/> Poemas	<input checked="" type="checkbox"/> Texto libre
<input type="checkbox"/> Cartas	<input checked="" type="checkbox"/> Artículos
<input checked="" type="checkbox"/> Cuentos	<input type="checkbox"/> Ninguno
- ¿Qué dispositivos tecnológicos usas?

<input checked="" type="checkbox"/> Celular
<input type="checkbox"/> Tablet
<input checked="" type="checkbox"/> Computador
- ¿Qué tanto usas los dispositivos tecnológicos para aprender inglés?

 Mucho Poco Nada




Annex C: Teacher's Interview

1. What is your name? Yenny Camacho
2. What do you think are the materials that students in grade 802 like the most?
I think they like the audiovisual materials, the videos, they enjoy sounds, they like pictures... like the book because the book is a good material and the have the opportunity to practice with this resource, the book presents to the students' easy exercises, the listening activities are easy too, so it is a material easy to work.
3. What activities do you consider work better with students in grade 802?
I think they like activities that involve videos, music, pictures, worksheets, I think that worksheets give them the opportunity to practice the topics, and they feel confident and comfortable when they have the experience to have a good result, because our shift gives them the opportunity to show them they are able to solve different kind of exercises and when they see, they get good results they feel confident and for me it's really important that they have a good self-esteem in academic terms.
4. What are the strengths and weaknesses of students in writing skills?
In terms of writing, I think that is a strength in terms of how to write a text, they have interest and the tend to use the dictionary, normally they are asking questions and I think it's a kind of strength. In terms of weaknesses, I think they need to know how to write a sentence for example, normally most of the students don't follow the structure about or something so basic as a subject, verb, complement, normally they don't have very clear that idea. So, it is important to know how to write sentence in a correct way, they need to improve the way in which they can communicate ideas in a simple way and easy because they tend to translated everything from Spanish to English and normally it doesn't work.
5. How often do your students write in English?
I'm very honest and I can say we don't have many opportunities to write in English because during the year, a lot of times... we miss classes and when you don't have enough classes with your students it is impossible to start or keep a proper writing process. So, I think it has been difficult with them. And of course, normally they write in English things like sentences in worksheets or when they work with their books, normally the book in terms of writing allows students organize sentences or organize a text, or write the main ideas from text, or something like that, but in terms of write paragraphs or complete task we haven't that.
6. How do you consider the behavior and feelings of students in grade 802 towards the English class?
My students are very respectful people, they tend to be very collaborative... the behavior sometimes it is difficult make they pay attention, you need to give instructions or remember them several times, but when they have very clear the ideas they follow the instructions, making evident the interest in English class. I think.
7. How do you consider the interpersonal relationships among your students?
I think that the environment in English class sometimes tend to be very difficult because I know and I noticed during the year that for most of the students it's difficult to respect other classmates of course, they respect the teacher all the time, but they don't are very respectful among them, they tend to give bad opinions about other partners or they pay attention when a person makes a mistake, so it is important to work with them respect among them. But in general terms I consider that if you show them that the respect is the most important in class we can work in a good way.
8. How would you describe the role of your students in the classroom, active, collaborative, competitive, etc...?
My students are everything I see in the question, they are active, yes, they are collaborative, of course, they tend to be collaborative with a person needs some help, I see that students who know English tend to help all the partners. And competitive, yes of course, if you work with them, you know you have a competitive environment

Annex D: Field Notes Sample

Field Note # 12 Cycle I: The new Digital Magazine Experience		
Place: Instituto Pedagógico Nacional Date: September 20 th , 2022, Grade:801 Number of students:29	Teacher: Jenny Camacho Student-teacher: Delaney Gonzalez Topic: Digital Magazines Characteristics Lesson: Get to Know Digital Magazines	Guiding questions: How do students respond to the proposed activities? How do students work with writing in English? How is the students' participation in English class?
Description		Interpretation
<p>The students were welcomed, the roll was called, and the room was organized into a round table to introduce the class topic.</p> <p>The pre-service teacher started the class by asking questions such as: Do you know what a magazine is? Do you know what is the difference between a magazine and a digital magazine? Do you know what are the characteristics of a digital magazine? What topics are found in magazines?</p> <p>Teacher introduced the digital magazine by using a video as a first guide for the students to recognize the characteristics of the cover and layout of a digital magazine. Then with the help of a PowerPoint presentation she presented a summary of the video of the digital magazine and made use of some digital magazines to explain the characteristics.</p> <p>After the presentation students performed an activity on the Word Wall platform to reinforce the contents learned, in the activity the students had to relate an image with the main internal and external features of a digital magazine such as the title, main photo, open text, brand logo and parts of the articles.</p> <p>Some students asked questions about the activity and the features. The purpose of the activity was clarified to the students and the activity was retaken to solve it among all of them since they had questions.</p> <p>Subsequently, the written activity was proposed in which the teacher gave the instructions to the students. The teacher with the help of a Power Point presentation explained what clustering is, with several examples for students to perform the planned activity. In the activity the students performed a clustering making 10 descriptions about what they learned about the structure and characteristics of digital magazines.</p>		<p>The round table seating arrangement created a good atmosphere for the English class and the students were able to concentrate while the class was being introduced.</p> <p>The warm-up activity, proposed as questions to introduce the main topic of the digital magazine, aroused the <u>students' attention and motivated them to actively participate in the class.</u></p> <p>When the subject was presented with several digital magazines, <u>the students were attracted by the material used as this seemed to be a new topic for students and the teacher tried to develop the class in a different way.</u></p> <p>It was perceived in the attitude of the students their desire to learn about the topic.</p> <p><u>The activity proposed in Word Wall really seemed to be a great contribution to the students' learning about the topic, they showed an interest in developing the activity and when they got points, they were excited to the point of expressing it out loud and if they had problems identifying the characteristics, they did not hesitate to help each other or ask the teacher.</u></p> <p><u>The proposed writing activity motivated them to write several sentences on the topic, what was striking was that the students were constantly asking the structure of a sentence.</u></p>

Annex E: Informed Consent Form

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
	<small>Resolución 737 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

_____, Ciudad y fecha
 expedida en _____, identificado con C.C. C.E. No. _____, declaro que he sido informado por LA **UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 88 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web www.pedagogica.edu.co, actuará como responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

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Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar mis datos personales (información recolectada en diarios, entrevistas, imágenes, audios, entre otros) de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____

Nombre: _____

Identificación: _____

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² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 3º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013).

Annex F: Writing Diagnostic Test

Diagnostic Test

1. Introduce yourself following the example.
*Hi my name is Delaney, I am 14 years old, I like video games, I am a late person, I love sing
 I like watch a TV, I like playing football.*
I dislike champiñones

2. Write a message to a friend telling him/her about any situation, it can be about a gossip, an anecdote, a trip, something that happened in English class or at school, etc.

Last wickend, fui con my family a una represa en Indiana y my mom estaba muy emocionada

Annex G: Lesson Plan

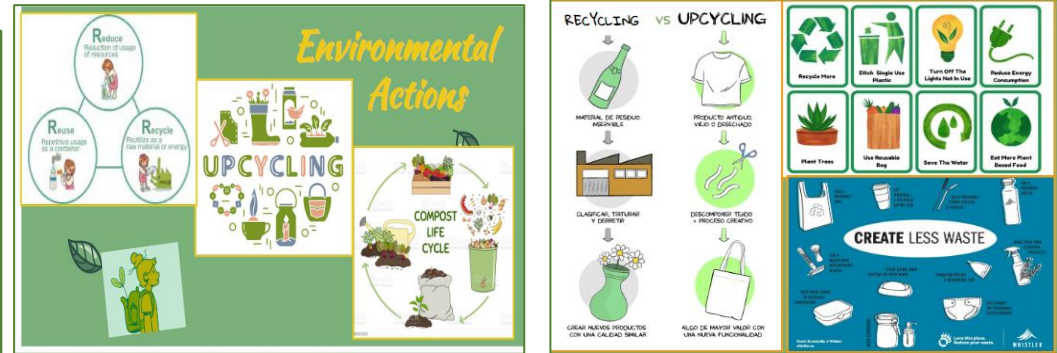
II Cycle: Becoming Green Writers.			
8th. Lesson plan: Reducing my Ecological Footprint			
School: Instituto Pedagógico Nacional Grade: 802 N. of students: 29	Class length: 1 hour and 30 min. Teacher: Delaney González Date: November 8 th	Prior Knowledge	It is assumed that students must have previous knowledge related to adjectives, verb to be, present simple, past simple, conditionals would and may, and actions that destroy the environment.
Objectives		Language Contents	
General Objective: <ul style="list-style-type: none"> At the end of the lesson, students will be able to express their opinions about their own useful actions for the well-being of the environment. Specific Objective <ul style="list-style-type: none"> At the end of the lesson students will be able to create a brainstorming related to their environmental actions. At the end of the lesson students will be able to interpret their reality to organize their ideas. 		Transitional words to state opinions: <ul style="list-style-type: none"> In my opinion / I think/ In my view/ I feel ... Environmental vocabulary The 3r's, items that can or cannot be recycled, upcycling, reforestation, organic farming.	
Times	Procedures		Materials
Warming up	Teacher will welcome students and take roll call.		You tube video:

<p>25 mins</p>	<p>To introduce the students to the topic, the teacher asks the students what are the actions that damage the environment seen in the previous classes. After receiving some answers, teacher asks students if they can give some solutions to those issues.</p> <p>Then, the teacher asks the students a series of questions: Do you know what the 3R's are? Do you know what are the elements that can and cannot be recycled? Do you know what upcycling is? Do you know what are some actions that can be done to the wellbeing of the environment?</p> <p>In order for the students to understand the above questions the students will watch a video called "Reduce, Reuse and Recycle, to enjoy a better life", then the teacher will ask the students what the meaning of the 3R's is and what are they used for?</p>	<p>https://youtu.be/OasbYWF4_S8</p> <p>Power Point presentation to introduce the topic. (See annex 1)</p>
<p>Presentation and practice 20 mins</p>	<p>The teacher will briefly explain what the 3R's are, the items that can and cannot be recycled and reused, then she will explain what upcycling is and some alternatives to produce organic compost from home.</p> <p>Once the students have clear ideas about some actions that contribute to the well-being of the environment, they will be provided with an activity called "Worldwide Rescue" own source to reinforce what they have learned.</p>	<p>Power Point Presentation about actions to care the environment (See annex 2)</p> <p>Scratch Game: https://scratch.mit.edu/projects/737265877 (See annex 3)</p>
<p>Writing Task 20 mins "Writing my environmental actions"</p>	<p>Initially, teacher proposes as an activity the creation of an audiovisual representation encouraging brainstorming as one of the pre-writing techniques to express 10 positive actions that students can perform in their community to take care of the environment. Then, taking into account the brainstorming, students will be asked to write their opinion on how the brainstormed actions are useful to reduce the ecological footprint and care for the environment, following a linguistic structure.</p>	<p>Power Point Presentation about opinion structure (See annex 4)</p>
<p>Closing 20 mins</p>	<p>Students are going to share their opinions that contribute to the reduction of the ecological footprint and care for the environment.</p>	

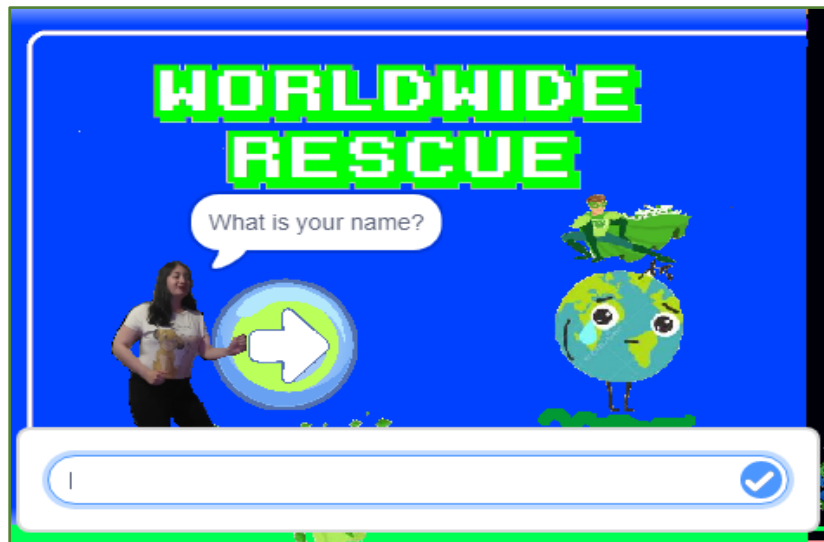
Annex 1: Introduction



Annex 2 Environmental actions presentation



Annex 3: Scratch Game



Annex 4: Language structure to give opinions.

