

BACKGROUND KNOWLEDGE IN ENGLISH READING ALONGSIDE VISUALS TO
PROMOTE CRITICAL THINKING

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2. Descripción
<p>El presente trabajo de grado es una investigación acción de tipo cualitativa que se realizó en el colegio técnico Domingo Faustino Sarmiento, en la sede B con estudiantes de tercero (301). En este estudio la enseñanza del inglés se basó principalmente en la lectura de textos junto con imágenes, estos basados en problemáticas sociales para promover una perspectiva crítica inicial en los estudiantes. Para conseguir lo anterior, se adoptó la lectura basada en los conocimientos previos del lector, en donde aspectos como la edad, el género, la cultura y el uso de lengua tienen un papel relevante en el entendimiento de un texto. Puesto que los estudiantes no tenían un gran dominio del inglés, los textos trabajados en clase siempre fueron acompañados por ayudas visuales que llevaron a los estudiantes a comprender los textos, activar conocimientos previos y proponer soluciones frente a las situaciones abordadas.</p>

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4. Contenidos

Este estudio está dividido en seis partes. Inicia con los contextos externo e interno de la institución, la delimitación y problema de investigación con sus respectivos objetivos general y específicos. El segundo capítulo presenta el marco teórico compuesto por el estado del arte y el desarrollo de los constructos teóricos de base para esta investigación. Posteriormente, se muestra el diseño metodológico, las fases, categorías de análisis e indicadores que fueron relevantes en el desarrollo de la intervención. El siguiente capítulo presenta el enfoque pedagógico y las etapas de la intervención, la cual estuvo dividida en tres fases: las dos primeras estaban basadas en la lectura literal de palabras, oraciones y párrafos y la segunda en la lectura de cuentos desde una perspectiva más crítica. En el quinto capítulo se dan a conocer los resultados obtenidos en la investigación junto con su respectivo análisis. Finalmente, se presentan las conclusiones y recomendaciones a tener en cuenta para futuros proyectos.

5. Metodología

Este estudio se llevó a cabo a través de cinco etapas. La primera constó del periodo de observación y recolección de datos iniciales a partir de diarios de campo para identificar el posible problema a tratar en esta investigación. En la siguiente etapa se realizaron una entrevista a la profesora, un

cuestionario a los niños y un test de inglés para delimitar la problemática. Acto seguido, se analizaron estos datos para poder plantear el problema y los objetivos de investigación y así preparar la intervención. La cuarta etapa consistió en la implementación de diferentes actividades y su respectiva recolección de datos para dar solución al problema identificado; ésta se realizó comenzando con la lectura literal y asociación de palabras con imágenes para luego pasar a la lectura de párrafos y textos de manera literal y crítica; los datos en esta etapa se recolectaron a partir de diarios de campo, grabaciones de audio y los talleres realizados por los estudiantes. Finalmente, se analizaron los datos con el fin de identificar el grado de éxito del estudio y además generar conclusiones al respecto.

6. Conclusiones

En este estudio se puede evidenciar que se puede trabajar la lectura en inglés con estudiantes que recién comienzan con su proceso de aprendizaje de la lengua extranjera. Esto se logró al incluir diferentes medios de *input* durante la lectura como lo son los textos, la lectura en voz alta, la inclusión de imágenes y los movimientos tanto del profesor como de los estudiantes. Además, a través de esta metodología los estudiantes tuvieron la posibilidad de reflexionar sobre temas que atañen a su contexto inmediato como la contaminación, la destrucción del medio ambiente o incluso el matoneo o *bullying*, lo cual permitió a los estudiantes alcanzar diferentes niveles de pensamiento crítico. En relación con la lengua inglesa, los estudiantes fueron capaces de leer y entender textos basados en el vocabulario que aprendieron al inicio de la intervención, de esta manera lograron aprender nuevas palabras, entenderlas en contexto y aprender más vocabulario a través de la lectura. En conclusión, la lectura en inglés se puede abordar con estudiantes de cualquier nivel siempre y cuando el *input* sea preciso y comprensible, el uso de la lengua adecuado y adaptado al nivel de los estudiantes e incluir temas que estén estrechamente relacionados con el contexto del estudiante para hacer del proceso algo entendible y a su vez más significativo.

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Abstract

This Action Research study intends to promote reading in the EFL classroom through a staged process from words to stories by means of activities which included pondering topics based on social issues to promote initial critical views. This project was held with 3rd graders from the school Doming Faustino Sarmiento. Before the intervention, students had little and almost no English knowledge, yet later students were able to understand stories written in English while learning and enjoying the process. Findings reveal that by using a comprehensible input based on contextualized texts with adapted language alongside visuals and movements while reading, students understood easily, what was evidenced through their opinions and reflections about the issues they read and saw.

Key words: Background knowledge in English Reading, Critical thinking, Visual Literacy

CHAPTER I

Contextualization and research problem

This chapter outlines a description of the external and internal contexts of the institution. The population is depicted taking into consideration aspects such as cognitive, socio-affective, cultural and linguistic characteristics, and the rationale, the statement of the problem, the research question, and the research objectives are laid out.

Characterization

Local Context

This research project was carried out at the institution Colegio Técnico Domingo Faustino Sarmiento, at branch B. This institution is composed by four branches: A for high school; B and D for elementary and C for preschool. All headquarters of the school, apart from branch C (located in la Castellana), are located in Rionegro neighborhood, which, according to Estratificación socio-económica de Bogotá (2013), belongs to stratum three. These branches belong to Barrios Unidos district in the north of Bogotá.

Branch B is located at Carrera 91 A # 60 - 61. This place is composed of a building (just one floor) which has six classrooms, a computer room, a play center and a soccer field for the students' recess time. Considering the surroundings of the branch, it is an urban area with few stores nearby. In terms of transportation, the neighborhood is well located because it is near Suba Avenue and Rionegro's Transmilenio station; something which makes easier the students' access to the school.

In regards to the observed population, they are third graders and they take classes at classroom 301. This classroom is a convenient place for the students because it is big enough for them to be comfortable, interact and carry out different activities within the place. It has enough light due to six long light bulbs and a huge window on the right side of the room. It also has 32 chairs and 34 tables (two additional ones to put items on them) and a big table with two chairs for the teacher. Concerning the walls, they are decorated with craft papers with texts and drawings made by students.

Besides, the classroom is equipped with some pedagogical resources. The classroom has a suitable board, a tape recorder and some books of different subjects to be used in class activities. The teacher also has the possibility to ask for resources such as a video beam, a computer or access to a play center. However, the teacher does not use the play center because of the students' behavior. There are no other resources such as TV, visual aids or other items for teaching and learning.

Institutional context

According to the school's Community Handbook (2016), the institution has as the basis for its teaching the idea of entrepreneurship and leadership. Students are educated to be autonomous and are also expected to develop critical thinking with the aim to transform their own reality. The institution intends to train students to be active participants in their community.

On the one hand, as a mission, the school plans to accompany and attend students during their personal growth process. The school does it by constantly motivating students for acquiring knowledge and growing in values. It is done aiming at fostering students' autonomy and creativity.

On the other hand, as a vision, the school plans to encourage students' interpersonal development for them to be good professionals in the future. The institution intends not only to keep implementing the importance of business and financial operations, recreation and English (emphasis of the school), but to broaden and complement those areas with the most advanced scientific knowledge. In this way students are seen as future professionals with a complex knowledge from different fields.

Additionally, in order to reach such aims, the school follows the principles of the Socio-Constructivism. The school conceives learning as a process which implies teachers and students in relation to their surroundings. The institution adopted this pedagogical model because it fits well with its objectives due to the importance of learning by interaction not only among individuals but also with their own context.

The above is evidenced in the school's annual plan. According to Plan Anual de Asignatura (2016), 3rd graders belong to Cycle 2, in which they have to propose solutions to generate changes to specific problems in their context. It is done to give students the chance of making choices and proposing alternatives to become good citizens.

Furthermore, the subjects' annual plan shows that the school's academic English program also contributes to the school's aims. The institution intends to provide students an appropriate learning environment to understand English through emotional and cultural communicative situations for them to transform their reality. The English program includes topics related to the family, the environment, places in the community, districts, means of transportation, pollution among others. These topics show the importance that the context and its population have for the institution, what is closely related to the Socio-Constructivist approach the school has adopted.

Population

The instruments used for the characterization were a questionnaire, a diagnostic test and a teacher's interview (See appendices 2, 4 and 5). These instruments were elaborated to get information about socio demographic aspects of the population such as age, gender, family composition and housing area. Cognitive, socio-affective, cultural and linguistic characteristics were identified by analyzing students' strengths and weaknesses with their English and their liking for other subjects, classes at school and free time activities. Findings were complemented with the observed classes.

Basically, group 301 is composed of 10 girls and 18 boys; all of them within a range from 8 to 10 years old. The majority of students come from Suba District, from neighborhoods such as Bilbao, Miraflores, Tibabuyes, Compartir; places which belong to strata two and three (Estratificación socio-económica de Bogotá, 2013). Approximately half of the group belongs to nuclear families whereas the other half lives only with their mothers; most of them also live with different relatives such as cousins, aunts or grandparents. Family members are used to helping their children with homework, yet mothers are the ones who help them the most.

Considering their cognitive aspects, most of the students seemed to be visual learners. When carrying out different tasks, students demonstrated they understood better a topic if it was explained throughout the use of drawings on the board or on their notebooks and by looking at objects like flashcards and the repetition of movements. It was possible to state that students found amusing activities which involved images and movements. Activities which did not maintain them active or in constant movement got them bored easily.

Taking into consideration student's cultural and socio-affective characteristics, in the observed classes it was noticed that they always had to work individually, yet they interacted a lot among them. They enjoyed speaking, and even in individual activities, they tried to help each other, especially the ones who showed more difficulties. Nevertheless, they could be mean when correcting their classmates, especially when talking aloud to share class tasks results, and they used to interrupt each other when speaking.

Related to the students' English linguistic characteristics, they had only learnt vocabulary before the intervention. The teacher had taught students some vocabulary such as numbers, colors, family members and a few adjectives, yet they showed problems to remember those words. Perhaps it was due to the fact that those words were not used communicatively and they were not practiced outside the classroom. They could not understand what English words and phrases meant and replied to greetings or commands more by repetition rather than understanding, so that they could not create sentences.

Diagnosis

The diagnosis was carried out through three data collection instruments: a questionnaire, field notes, an English diagnostic test and a teacher's interview (See appendices 2,3, 4 and 5). The objective was to gather data about the students' motivation and liking for English, aspects about their behavior and their English knowledge.

Furthermore, it is worth mentioning that the observed classes were not only English but also Math and Spanish because the teacher in charge of the group was not an English teacher. Even so, certain generalities were identified in regards to students' behavior, participation in class, motivation for learning and even strengths and weaknesses when learning. Considering the

few observed English classes, it was noticed that the teacher had taught students some vocabulary rather than focusing on communication.

Considering students' motivation and liking for learning, students were motivated for learning. According to the questionnaire, 100% of the students affirmed they liked the English class due to the learning of new words or the language as a whole. They showed interest for learning English because they used to ask the teacher-researcher when they were going to have activities in English.

However, their liking for learning was not just for English; the teacher and themselves asserted they also loved learning mathematics, arts and physical training, but sometimes they showed the opposite. Despite of the interest students seemed to have for learning, sometimes they got bored or disinterested about the class activities if they were not exciting or if they did not involve movement.

Regarding students' behavior in class, it is worth saying that students were so energetic and competitive. In all the observed classes they had to work sat down, working in exams, reading or practicing topics by heart such as the multiplication tables or singing. They could not always stay on their chairs and they started walking around the classroom looking for the teacher's approval in the activities or talking to each other. About being competitive, students always wanted to stand out over the other ones when they thought they were right. The problem was that they could be a bit mean when identifying that someone was wrong because they used to correct each other in a mean way.

Considering students' English knowledge, the teacher's interview, observations and a look at the students' notebooks were done to check what they probably knew. It was evidenced that the teacher had taught students words such as qualifying adjectives, some nouns, commands and greetings. The teacher affirmed she had difficulties with teaching them pronunciation in English because the words are written and pronounced differently. She also said she had only taught them vocabulary, what is evidenced because students had these words written, in copies or even drawn in their notebooks.

Additionally, as a result of the observed classes, initially it was thought that what they knew was especially by memory and repetition, yet it was imperative to gather more data about their actual English knowledge. It was evidenced that they seemed to understand some commands and greetings such as *good afternoon* or *how are you?* but this situation was apparently a matter of repetition rather than an activity they were aware of. Consequently, a diagnostic test with short activities to evaluate some vocabulary students had studied and the four language skills was applied to confirm how much they knew and whether the assumption about their learning by memory was reliable.

Firstly, aiming at evaluating speaking, the diagnostic test started with greetings and short questions intending to have a short talk with the students. It was not possible to evaluate this skill because, apart from greetings, students seemed not to understand other type of questions. The same situation occurred during the observed classes.

Secondly, considering vocabulary, it was found that students knew a few words. In the vocabulary section of the diagnostic test students had to paint images according to the color they saw and then wrote the word in English for such images. For the coloring task, 84% of the

population could do it correctly, but only 26% could write the words the images represented almost perfectly because some of them had spelling mistakes or missing words. 58% of the students painted the drawings almost correctly but with no written words and the last 16.1% of them did almost nothing.

Thirdly, reading and writing skills were evaluated through an I.D. card which students had to fill up with their personal information. They were not evaluated with a text because they were still learning how to write and read in their mother tongue. They had to read the information in the I.D. and then complete some gaps with specific words regarding personal details such as name, age or grade. 81.5% only wrote the name but the other information; 9.3% wrote three more details and 9.3% completed almost all the information.

Fourthly, listening was assessed by playing “Simon Says” with body parts and by a format of word and image recognition. When playing the game, most of the students were able to follow the instructions correctly. As they had studied that vocabulary recently, commands were included in the activity to confuse them but they did not have problems with that. According to the test, 65% of the population did the task perfectly, 25% had almost everything correct and only 9.3% did almost nothing. Apparently, students understood listening tasks easily when they were associated with imagery.

Furthermore, due to the latter information complemented with the observed classes, it was possible to state that despite of the fact that students remembered some vocabulary, they could not make sentences. The words they knew were mainly nouns and adjectives but verbs, reason why they did not have enough vocabulary to convey ideas. Most of the students were not aware of the English knowledge they had and it was confirmed that what they knew was by

repetition because they only replied to greetings or commands but when being asked to say them first they did not know what to do.

Therefore, the problem with this population was the lack of authentic communicative skills. Students knew some words, yet they were not closely related to each other. They also used some English but mechanically and in some cases by mimicking or imitating past behaviors without being totally aware of the meaning of the words they said. It was also evidenced that their receptive skills were stronger than the productive ones.

Statement of the problem

Despite of the fact that the population was composed of third graders, they were not able to communicate as it was expected for their level. According to Estándares Básicos de Competencias en Lenguas Extranjeras (2006), students from 1st to 3rd grade are supposed to express and understand basic information in English. Students from these grades are expected to make descriptions about their feelings, their relatives, people from the community and objects.

Unlike the language standards, there were some weaknesses regarding the English knowledge they were supposed to have in 3rd grade. Students' vocabulary was limited and replied to commands and short sentences like greetings just by memory and repetition. They could recognize some vocabulary, yet the words they knew did not have a connection from one another.

Hence, due to these facts, students were not able to make at least a simple description. Wilkins (as quoted in Thornbury, 2002, p.13) outlines that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. With no vocabulary it was not possible

to think on communication; there was no way for students to be able to make or understand basic descriptions or to communicate in a very basic way without it.

Consequently, the main problem students had was the lack of basic English knowledge to understand any type of message. It means that this project's population had no communication skills in English because they had not overcome the level of vocabulary acquisition and they had only learnt words with no relation among them. The population in this project had little or no English comprehension.

Rationale

This project aimed at helping students build strong bases in English by focusing on receptive skills. The students' main problem lay on no communication skills in English, yet they showed they had good receptive skills, so that the intervention was based on a well-designed input. It was divided in three main components: background knowledge in English reading, visual aids to reinforce language understanding, and critical thinking to make the process something meaningful beyond the merely learning of language structures.

First of all, the language receptive skills were considered to best way to start with language learning. According to Krashen and Terrell (1995) "If it is true that we acquire language via comprehensible input, and if language acquisition is central, not language learning, then it follows that the most important element of any language teaching program is input" (p.55). As the population in this study already comprehended briefly the written system of their native language, both receptive skills were supposed to be useful to be the basis of the intervention process.

Reading was therefore chosen as the main input for this study. This skill was chosen as a basis of the project considering that these students, according to the observation process, seemed to be visual learners. However, the intention was not to leave behind the other skills; listening is linked to reading when reading aloud the vocabulary or the texts. Speaking and writing also helped to check how much students were learning during the intervention process but in a lesser degree.

In addition, as students are getting started with English and are more likely to learn by observing, visuals were considered important to reinforce their initial reading process. Krashen (2009) asserts that the world is full of input; limitation that a classroom has because everything is outside it. Wright (1997) adds that by including visuals into the classroom it is possible to bring that outside world in a limited space like the classroom. Visuals were so beneficial and helpful for students to understand what the words and texts convey.

Moreover, the topics worked on the intervention dealt with social issues to foster Critical Thinking, complement the main input and check if it was being understood. It was intended to use visuals and texts to provide a meaningful context which included new and basic vocabulary blended with social issues students dealt or will deal with in their lives. Pollution, selfishness, bullying, and other concerns were a part of the intervention for students first read, visualize, comprehend and then state their opinion by describing them literally and critically, in English and in Spanish if necessary not to lose relevant students' ideas.

Hence, the aim of this project was to use reading linked with illustrations in order to facilitate students' English learning and to solve the problems which were identified during the observations. In this way students could develop not only their English skills but their visual

skills, critical thinking, creativity and interpretation abilities, making the English learning process something meaningful.

Research question

How Visual Literacy through a Critical Approach fosters Background Knowledge in EFL Reading for third graders at Colegio Técnico Domingo Faustino Sarmiento?

General objective

To determinate how Visual Literacy through a Critical Approach fosters Background Knowledge in EFL Reading for third graders at Colegio Técnico Domingo Faustino Sarmiento.

Specific objectives

- To determine how effective visuals are to help the students build up vocabulary to understand descriptions, sentences and texts in English.
- To identify how visuals alongside texts and stories in English activate students' language and experiential background knowledge.
- To recognize which critical thinking skills emerge when reading images linked with texts in English.

CHAPTER II

Theoretical framework and literature review

In this chapter, the state of the art and the theoretical framework are laid out. First, research projects which have similarities with the present one are highlighted. Then, the concepts of Background knowledge in EFL reading, Critical Thinking and Visual Literacy, are defined.

State of the art

The studies in this section (See table 1) were chosen bearing in mind certain criteria. First, three main aspects were the basis: Background Knowledge in English Reading, Critical Thinking and Visual Literacy; aiming at having studies closely related to the specific objectives this study has. Second, the year of publication and the setting considering studies from 2008 on due to their validity nowadays. Regarding the setting, it is composed of research projects in Bogotá, Colombia and abroad (two studies each) with the aim to have different perspectives of the project's validity. Aspects like the population's age were also considered in order to have closer similarities to this research study.

Title	Author	Setting	Year
Encouraging Critical Thinking Development in an EFL Classroom through Urban Legends.	Mariela Leal Hernández Luis Fernando Gómez Rodríguez	Bogotá-Colombia Universidad Pedagógica Nacional	2015
Teaching English Through Stories: A Meaningful and Fun Way for Children to Learn the Language.	Nohora Inés Porras González	Bucaramanga-Colombia Universidad Cooperativa de Colombia	2009
Observing before Learning: Visual Material for the Learning of English as a Foreign Language	Diana Benavides Liliana Murcia Mabel Niño	Bogotá-Colombia Universidad de La Salle	2009
A Guided Reading of Images: A Strategy to Develop Critical Thinking and Communicative Skills.	Marisol Sarmiento Sierra	Bogotá-Colombia Universidad Distrital Francisco José de Caldas	2010
Improving Students' Reading Skills through the Use of the WFR Activities	Tatiana Mikhailova	Bucaramanga-Colombia Universidad Industrial de Santander	2008

Working by projects: A way to Enrich Critical Thinking and the Writing Process in a Third Grade EFL Classroom.	Sandra Dolores Ruiz Niño	Bogotá-Colombia Colombian Applied Linguistics Journal	2013
Using Picture Books in EFL College Reading Classrooms	Hsiang-Ni Lee	Taiwan National Taitung University	2011
Learning to see the infinite: Measuring visual literacy skills in a 1 st year seminar course.	Michael S. Palmer Tatiana Matthews	United States University of Virginia	2015

Table 1. Antecedents

The first study is *Encouraging Critical Thinking Development in an EFL Classroom through Urban Legends*, an action research made with 11th graders by Leal and Gómez in 2015. Their aim was to incorporate social issues by including urban legends in the English class through the Revised Bloom’s Taxonomy and a staged reading process. Findings revealed that students developed basic and high critical thinking skills when pondering about the readings and their own context while improving their English. In the present project the goals were similar because reading was approached by stages and topics were pondering considering students’ context and common concerns of their own.

The second research study is *Teaching English Through Stories: A Meaningful and Fun Way for Children to Learn the Language*, an action research project carried out by Porras in 2009 with 1st, 2nd and 3rd graders. Stories were created based on students’ liking to make the English learning an entertaining experience for them. The reading process was divided in three stages (pre-reading, while-reading and post-reading) composed of games, visuals, among others, to facilitate students’ understanding. Students motivation, participation in class activities and reading comprehension was fostered meanwhile they enjoyed learning. The latter agrees with this research because of the staged reading process, the use of visuals to facilitate students’ comprehension and the creation of the stories by the researcher.

The third study is *Observing before Learning: Visual Material for the Learning of English as a Foreign Language*, an action research study made by Benavides, Murcia and Niño in 2009. Their purpose was to include visual aids to complement what the school had proposed for the 3rd and 5th graders' English class. Results show that students' English level improved because it was easier for them to learn new words by relating them to images, they were motivated to participate in class and the indiscipline diminished. This study agrees with the present one considering the inclusion of visuals to the whole intervention to facilitate students' understanding and to get students attentive and interested.

The fourth research project is *A Guided Reading of Images: A Strategy to Develop Critical Thinking and Communicative Skills*, a qualitative descriptive research held by Sarmiento in 2010. Her objective was to help 3rd graders improve their English and develop critical thinking by a staged image reading based on the Revised Bloom's Taxonomy, so that Spanish was included not to lose students' relevant contributions. Findings showed students could reach high thinking levels in Spanish while using and learning vocabulary in English. This research is related to the present one concerning the use of visuals, critical thinking and the inclusion of Spanish for students to convey their reflections accurately.

The fifth study is *Improving Students' Reading Skills through the Use of the WFR Activities*, an action research carried out by Tatiana Mikhailova with 7th graders in 2008. This study aimed at augmenting students' vocabulary and improving students' pre-reading, reading strategies and comprehension skills through *Warming up for Reading activities* (WFR), activities composed of games, puzzles and visual aids. Due to the intervention students got enthusiastic with reading activities, acquired more vocabulary and improved their personal relations. Focusing on pre-reading activities was also relevant in the present study because it was necessary

to provide students enough vocabulary and background knowledge through amusing activities for them to understand reading tasks.

The sixth study is *Working by projects: A way to Enrich Critical Thinking and the Writing Process in a Third Grade EFL Classroom* carried out by Ruiz in 2013. Her goal was to work by projects in order to promote students' writing skills through the Revised Bloom's Taxonomy by focusing on the school's project regarding recycling and other environmental issues in order to foster students' critical thinking. By project work students' writing, confidence when using English, critical thinking and interaction in class were well promoted. Ruiz' study agrees with the present one because they both blend the learning of an English skill and the importance of critical thinking to hold a meaningful process.

The seventh project is *Using Picture Books in EFL College Reading Classrooms*, made by Lee with young university students in 2011. Lee's goal was to work on students' reading comprehension and English learning by implementing children's illustrated books to make innovative classes. Findings show that students had favorable attitudes towards reading because they had easy and understandable English through books which were beautifully written and illustrated, well designed and especially because they dealt with ageless pondering topics. The present study as well as Lee's work with material adapted for children because the colorful pictures, easy vocabulary, pondering and contextualized issues facilitate students understanding and motivate them to participate in class.

The eighth project is *Learning to see the infinite: Measuring visual literacy skills in a 1st year seminar course*, made by Matthews and Palmer in 2015. This qualitative study intended to work in the students' visual literacy skills development by conveying first what they saw literally and then critically. Results show students developed skills to give arguments and make

them reliable. The present project is related to Matthews' due to the importance of visual aids and the relevance of literal and critical analysis by giving strong arguments to support opinions about what students interact and deal with.

The studies above were relevant regarding the proximity they had with this project's aims. First, reading considering language and experiential background has been broadly explored in some of these studies showing excellent results. Similarly, critical thinking, especially by using the Bloom's Revised Taxonomy, was a great contribution to this study considering that it allows students reach different thinking levels that permit the researcher mix it with the reading process. The inclusion of visuals in the above projects has obtained excellent attainments: it enhances students' motivation, facilitates vocabulary learning, retains their attention, diminishes indiscipline and other advantages. Therefore, the pathway chosen in this project seemed to be reliable.

Theoretical framework

In this section the theoretical aspects which support this research project are defined. From the views of different authors, the concepts of Reading, Critical Thinking and Visual Literacy are defined.

Background knowledge in English reading

Reading is a skill which has been broadly defined, yet in here the definitions are addressed to understand background relevance in English reading. First, Reading is defined considering mainly the relation between the reader and the text (*The Schema theory*), then, how the reader activates *Schemata* and after that, how to activate L2 learners' schemata.

Reading has been defined from many different perspectives, but in here the definition is focused only on reading printed texts. According to Urquhart and Weir (1998) “Reading is the process of receiving and interpreting information encoded in language from via the medium of print” (p.22). That is to say, reading is decoding and interpreting printed language, yet it is not a simple process.

According to Goodman (1967) “Reading is a psycholinguistic guessing game (...) an interaction between thought and language” (p. 127). The author argues that it does not have to do only with the identification of every single element in a text but a skilled process of choosing enough elements to make the correct guesses and anticipate what is not seen in the text. It means that the process of interpretation when reading is closely related to the readers’ thought and readers do not have a passive role in it.

Likewise, Mikulecky (2008) adds that the reading process is a conscious and unconscious process in which the reader turns to his or her *Schemata* in order to understand a text. The *Schemata* is composed of the experience a reader has, what is composed of the person’s language, cultural and experiential background which complement the being. When reading, the schemata helps a reader understand any text; this perspective is known as *The Schema Theory*.

The Schema Theory makes reference to the relation between the text and the reader, in which the reader constructs meaning due to his or her *schemata*. According to Villanueva (2006) the reader plays an active role in understanding a text due to his or her background knowledge. Aspects such as the reader’s age, gender, language level, experience and culture are key factors when reading. The more familiarized a reader is with a text, the more possibilities to understand it.

Villanueva (2006) also argues that *The Schema Theory* can be applied into L2 reading. In the case of EFL and ESL learners can have problems when reading texts written in the target language due to cultural differences because their interpretation depends on their first language and cultural schemata. It is important to choose texts that are meaningful for learners to understand and also be able to activate schemata. The author states that there are three useful steps to activate it and make a text comprehensible: *Pre-Reading* (Activate schemata for students understand the text), *During-Reading* (Monitoring the reading process, and *Post-Reading* (Evaluating interpretation).

Additionally, Krashen (2009) outlines that reading in L2 must focus on how understandable the reading process is. Meanings have to be comprehended thanks to the context, so that in the educational field, teachers have to supply and bring that context into the classroom. According to Krashen (1995), “Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (p.55), that is to say, the better the input, the more comprehension. The understanding of a message is more important than the understanding of every single word or grammatical structures, and meanings must be inferred by the context.

Furthermore, Krashen (2009) highlights that reading may be comprehensible input on the condition that they fulfill certain features. First, a text must deal with the readers’ own liking and concerns to be interesting and relevant for them. It also needs to be assigned according to the students’ level; it does not have to be grammatically sequenced not to become a boring and frustrating task (unless the reader agrees or asks for that) and the quantity has to be well chosen because something too long would frustrate the reader. If a reading task accomplishes these characteristics, it may be a pleasing process.

Thus, reading in the EFL classroom is a process which implies the input's precision to be comprehensible to activate students' schemata. In this project, reading was understood from this perspective considering the proximity English had with students' own background regarding English knowledge and life experiences.

Critical thinking

In this section, Critical Thinking is defined considering characteristics of its complexity, the relevance it has in the educative field, how to carry it out in education from the Bloom's Taxonomy and implications for this project.

First, Lipman (1988) defines Critical Thinking as critical skillful and responsible thinking that facilitates good judgment because it (1) relies on criteria, (2) is self-correcting, and (3) is sensitive to context (p.39). The author divides critical thinking in two: judgments (opinions and ideas conveyed) and criteria (reasons to support a judgment, they have to be trustworthy). He argues that thinking has to be strengthened on a firm basis in order to learn how to reason more logically.

On the other hand, Moore and Parker (2009) assert that Critical Thinking has to do with the evaluation of claims in order to make the right choices. They highlight that the basics of critical thinking are claims, issues and arguments. Claims are understood here as what people convey or express about anything. Issues make reference to take the claim into a question in order to know how reliable it is. Arguments are the way to state if a claim is true or false by providing consistent reasons; they are divided into two: a premise which states an idea, and a conclusion which supports what has been stated first. In this way, a phenomenon can be approached and developed by a constant analysis.

Likewise, Sternberg (1986) adds an important concept as a complement to critical thinking: the metacognition. As components of thinking critically, this author proposes a taxonomy subdivided into three categories. First, metacomponents rely on monitoring one's own cognition by practices such as evaluating problems or making decisions. Second, performance components consider aspects like reading, visualization, deductive and inductive reasoning (aspects related to stimuli). Third, knowledge-acquisition components are related to acquiring knowledge by learning to select and telling apart the relevant information. The latter shows the complexity of thinking critically.

Considering the above, it is understandable why Critical Thinking has also been relevant for educative processes and assessment. Lipman (1988) argues that it might improve education because it develops students' understanding of information they perceive and its respective conveying. As a result, according to Bonk, Smith and Halpern (as quoted in Dilley, Kaufman, et al. n.d.) assessments have been broadly considered to "be based on simulations that approximate real-world problems and issues and that reflect "authentic" problems, contexts, and performances" (p.3). The role of education here is that of a created environment which adapts situations for students to face them critically.

One of the most important models in education for helping students develop critical thinking has been the Bloom's Taxonomy. Bloom (1956) designed a taxonomy to categorize educational behaviors from simple to complex: *knowledge*, *comprehension*, *application*, *analysis*, *synthesis* and *evaluation*. He outlines that this taxonomy is characterized for being a hierarchy leveled framework composed of categories and subcategories in which, a simple behavior plus another one might turn into a more complex behavior. In order to reach higher thinking levels, it is necessary to go one by one.

Moreover, Krathwohl (2002) proposes a revised version of Bloom's Taxonomy which has important changes. First, the revised taxonomy is divided into two dimensions: The Knowledge dimension: *factual, conceptual, procedural, and metacognitive*; and The Cognitive Process dimension: *remember, understand, apply, analyze, evaluate and create*. Each category also has specific sub-categories which makes each category more complex. The author argues that this new taxonomy is not as rigid as the original version, allowing teachers to classify easily objectives and goals for their school projects.

Regarding the Revised Bloom's Taxonomy and the capability to follow a not hierarchized order, it was possible for this project to focus on some of their thinking levels. This study considered mainly the Cognitive Process dimension, specially the sub-categories *remember, understand, and evaluate*. Even so, this project did not exclude the possibility to find other thinking levels or sub-categories from the taxonomy.

Visual Literacy

Visual Literacy is defined regarding its components and characteristics, then its advantages for education and its use in it are stated and finally, its specific use for second language instruction.

According to Wileman (as quoted in Stokes, n.d, p.12), Visual Literacy makes reference to "the ability to 'read,' interpret, and understand information presented in pictorial or graphic images". In other words, "visual literacy is what is seen with the eye and what is 'seen' with the mind" (Bamford, 2003, p.1). Visuals connect a literal side in which features and situations are seen and another side which throws lights to different kinds of interpretations in regards to the message the image intends to present.

Considering the above, Bamford (2003) points out that an image is a complex element, which has its own grammar composed of syntax and semantics. In regards to syntax, an image contains elements such as shape, size, visual-text relationship, framing, color and so on. Regarding semantics, closely related to semiotics, it implies the interpretation of a given image as a result of reader's cultural and experiential background. A visual literate person is the one who is able to understand these aspects in order to decipher the meaning of an image.

Additionally, visual literacy does not mean passiveness when reading images, in fact, image readers may also construct meaning and communicate by means of visuals. According to Braden and Hortin (as quoted in Seglem and Witte, 2009), "Visual literacy is the ability to understand and use images, including the ability to think, learn and express oneself in terms of images" (p. 217). It means that by visuals one is able to be a productive and a receptive communicator who expresses his or her feelings and ideas.

Consequently, visuals are appropriate to engage students to work on class activities if they find them interesting, so that they may improve other skills while learning. According to Baca (as quoted in Avgerinou, 2002, p. 284), visual literacy refers to the use of visuals for the purposes of: communication, thinking, learning, constructive meaning, creative expression, aesthetic enjoyment. It makes visual literacy a useful competence for education because by reading visuals people develop their creativity and imagination.

Moreover, by using pictures it is also possible to promote and facilitate language skills in the L2, a relevant fact for this study in which reading in EFL is expected to be improved. Paivio (2006) states that "combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level" (p. 11). For this author, the verbal system depends on a

nonverbal base, and they are closely related within the reader's mind in which a concept might have more than one referent.

Besides, Wright (1997) says that the use of visuals contributes to understand easily the meanings of words by creating the contexts in which the words are derived from into the classroom and also that they offer the opportunity to respond non-verbally. By using visuals, it is possible to create appropriate learning environments which simulate the outside world, giving learners the opportunity to interact with places, people, objects or even phenomena which they could not be exposed to in their actual setting. Thus, as the author remarks, pictures bring the outside world into the classroom.

Hence, using visuals in the EFL classroom might be beneficial for both students and teachers due to their advantages. Pictures may contribute to foster students' interest and motivation, to present the language in context and to give a specific reference point or stimulus (Wright, A., 1997, p. 2). This author also alleges that visuals are easy to prepare and organize, interesting, meaningful and that they have enough amount of language because through the use of pictures it is possible to work with language from perspectives such as vocabulary, structures, functions, situations and skills.

Visual Literacy was implemented in this project due to its accuracy to facilitate L2 understanding. Visuals were excellent tools to help children activate schemata, not only related to language but their background knowledge, so that texts were easily understood thanks to the use of other way of reading to complement the process.

CHAPTER III

Research design

In this chapter aspects such as the research type and method; the population and sampling; and the data collection instruments are presented. It is mentioned how validity is ensured by triangulation and how ethical problems are avoided.

Research Type

This project agrees with the qualitative research's features. Hancock, Ockleford, and Windridge (2009) point out that this type of research focuses on the importance of how people understand the reality from a psychological and a social perspective. Thus, the subjectivity of each individual in the present project was an important aspect to analyze considering not only the participants but the context and how the latter influenced the students.

Moreover, they also highlight that a qualitative research is a systematic and flexible process which while being held presents unexpected information. Obtained data cannot be evaluated with quantities but with descriptions and interpretations which have to be supported by theory. It makes the information reliable because in spite of the fact that it is not analyzed under the scope of quantities, it considers theories based on studies from different fields of knowledge.

Additionally, Kalmbach and Carr (2010) argue that results obtained are believable and trustworthy if they are analyzed through multiple sources. The subjective information is taken as relevant and reliable because it gets the same or similar results from different perspectives of data collection and analysis. The description of details has to be organized and supported by theory in order to avoid biases.

Method of Research

This study was carried out as an action research project. According to Kemmis (2007), Action Research is a transformation process of the understanding on practices, what is done by people and how the relationships among individuals and the context are carried out. This process of transformation is held by the researcher and the population in equal terms because “action research treats theorists as practitioners and practitioners as theorists” (Kemmis, 2007, p. 6). Therefore, the researcher and the population have an intellectual participation in the research process and they both contribute to solve the identified problem.

Likewise, Ferrance (2000) outlines that Action Research in the educative field is a process in which the main objective is the looking for solutions to real problematics of the students’ context and the improvement of the teaching strategies. This concept is pertinent in the educative field because it deals with subjective issues regarding students’ learning processes. It is also relevant considering that education has several ways to be approached and it is in a constant process of transformation.

In addition, an action research project is divided into stages aiming at making it a cyclic process. Ferrance (2000) proposes six steps for an action research study: identifying the problem, gathering data, interpreting data, acting on evidence, evaluating results and next steps. During the intervention, weaknesses and strengths are analyzed to improve within and even at the end of the process to identify problems for further research. This author remarks that it is important to understand action research as a never-ending work. Action research was pertinent for this study due to the accurate steps it offers to improve constantly during the process for the profit of the students’ learning process.

Categories of analysis

The table below shows the unit of analysis, categories and indicators taken into account to create the activities for the interventions; aspects which are analyzed in Chapter V.

Unit of analysis	Category	Indicators
Reading in the EFL classroom	Association between visuals and words	Students associate movements and images with nouns and verbs.
		Students associate short sentences with images.
		Students use the vocabulary learnt to describe an image.
	Activating language and experiential background knowledge by reading in English	Students identify images by listening and reading descriptions.
		Students relate long texts to images and actions
		Students are able to read short texts and summarize them.
	Pondering about what is written and what is seen from a critical viewpoint	Students activate experience background knowledge when reading texts in English
		Students judge people's behaviors after reading texts in English.
		Students propose solutions to the problems they see and read.

Table 2. *Unit of analysis, categories and indicators*

Population and sampling

The population of this study consisted of 28 third graders which sample was done with 16 students. They belong to the group 301 (afternoon shift) which is composed of 10 girls and 18 boys aged between 8 to 10 years old. The sampling was taken considering half of the population (50%), percentage which is also divided in three: 33% students with low English skills, 33% with medium level and, 33% with high level. The main criterion to do so was done aiming at identifying the students learning process and its evolution through three different perspectives in order to contrast them and make results reliable.

Triangulation

According to Quinn (1999), triangulation makes reference to the analysis of data by means of more than one technique to avoid the mistakes of using just one instrument. This author states that the use of different tools enriches the analysis because when using just one instrument results can be weak. These weaknesses are solved when reinforcing the study by using more than one tool as it was done in this study. The author also points out that triangulation provides cross data validity checks which give the possibility to compare and contrast the information to make the results something meaningful, accurate and valid.

Data Collection Instruments

In this study data were obtained throughout three instruments: field notes, audio recordings and artifacts. These instruments were chosen due to the accuracy and pertinence they offer in regards to the qualitative data for the present study.

Field notes. According to Van Maanen (as quoted in Wolfinger, H. 2002. p. 86) “field notes are gnomonic, shorthand reconstructions of events, observations, and conversations that took place in the field”. Wilkinson and Birmingham (2003) state that they permit the researcher to gather data about not only what is observed with the eyes but what is perceived with the other senses; they are very useful to analyze individuals` activities. Through this instrument it was possible to register students` normal behavior in the classroom, how they carried out the activities proposed in this study, how they interacted among them and their attitudes towards certain tasks.

Audio recordings. It is a mean of gathering information by means of technology that, according to Markle, West, and Rich (2011), allows the researcher to record the participants`

own words in order to analyze and interpret them through the transcription. Airasian and Gay (n.d) add that recorded conversations can be either planned or spontaneous (p. 268). This instrument was chosen because it permitted to record spontaneously students' initial critical views when discussing about reading tasks.

Artifacts. According to Yanow (2004), human communication is not only conveyed by the language but also by two categories of artifacts: acts and objects. Mehrabian (as cited in Yanow. 2004) also argues that 93% of communication belongs to acts and objects. Yanow adds that physical artifacts done by individuals convey meanings such as values, beliefs and feelings. In this regards, the students' creations in this project state something about their ways of thinking and other important and meaningful facts.

These data collection instruments were chosen considering the stages in which the intervention was divided. Field notes were an important part during the whole intervention, giving the researcher the possibility to write down all situations held in the classroom and analyze them. Audio was recorded to gather data from the students' initial critical viewpoints. Artifacts were taken and analyzed aiming at seeing students' reading comprehension and how critical students were. All information gathered from these different perspectives was analyzed altogether through the triangulation process mentioned previously.

Ethical considerations

It is worth mentioning that all gathered information from the students is confidential. Before gathering data, application of instruments and lessons, students' parents were informed through a consent form (see appendix 1) about this study, because the population is under 18

years old; reason why their permission was imperative. Student's names were changed and all personal data is not exposed here.

CHAPTER IV

Instructional design

This chapter presents the pedagogical approach which was the basis of this project alongside the stages of the intervention and the timetable with the activities scheduled for the interventions.

Pedagogical approach

This study agrees with the Constructivist approach. In this study as in the approach chosen, students are the center of the process in which their knowledge and experiences are relevant for their development as learners of a foreign language and as individuals. The characteristics of this approach are defined here from the perspective of different authors as the criteria for understanding the choice.

Constructivism is a learning process in which meaning is built as a result of a person's experience in regards to the context. Sjøberg (2007) outlines some constructivist's core aspects. Learners are not passive agents when learning and they also have schemata; they also have their own understanding of the world and its phenomena, those conceptions can be trustworthy or biased and it is important to take them into consideration during the process of teaching. The learner's knowledge is important from the constructivist perspective and it is in a constant transformation due to social and physical interaction with the world, its beings and its phenomena.

In this sense, learning is a process of interaction. Vygotsky (1978) remarks that children face an internalization process of cultural behavior which is divided in three steps. First, there are some events surrounding the child which he or she interacts with in an instrumental way.

Second, this instrumental interaction is developed into a social interaction and then in a personal

and reflective interaction. Finally, it is carried out an internalization of cultural behaviors, which is considered the last step of development. Learning is the result of interaction among the individual with the other members of the society, with the context and with himself or herself throughout a process of reflection.

Moreover, Vygotsky (1978) states that knowledge acquisition is a process closely related to the individual's development. Individuals, considering their background as human beings and as learners (empirically and academically), have composed structures which state their knowledge. From this perspective, the author highlights the importance of the concept of Zone of Proximal Development (ZPD) considering two facts: individual's Zone of Actual Development (ZAD) and a higher level which may be reached by the appropriate guidance of the correct assistant.

Therefore, it is important to bear in mind what the ZAD is in order to assist well an individual. This actual level may be identified by processes such as observation or applying tests in order to have a starting point to work with the learner. Vygotsky (1978) on this issue says: "what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone" (p.78). When being aware about it and using the learners' knowledge as a basis, one might guide the use of that knowledge to acquire more knowledge and develop what is already known; this is the cornerstone of the ZPD.

Hence, Constructivism is a relevant approach for students' learning process. According to Bada (2015) students cannot be understood as merely receivers of information but as individuals able to create and develop their own knowledge. The author says that students have to be able to "discover and transform information, check new information against old, and revise rules when they do not longer apply" (Bada, 2015, p.66). From this perspective student are seen as active

agents in their learning process who interact and transform the knowledge they acquire because, as the author states, students learn by comparing the new information with the knowledge they already have.

Consequently, as the process of learning is reinforced by an assistant, the role of the teacher in the educative process must be that of a supporter. According to Taber (2011), teacher's role consists in supporting students while they are learning and, considering their progress, his or her support has to be diminished for the students to achieve goals independently. Students learn gradually and overcome their ZAD with the support of a teacher and then, when they reach the next level, the process starts again and the teacher becomes once more a supporter and what was the ZPD becomes a new ZAD.

Additionally, Taber (2011) adds that the teacher has to pay attention to their students' features. He says: "the teacher's job is then, to some extent, like that of an educational sheepdog, running between different members of the flock, to help marshal them towards the same end-point" (p.53). That is to say, students may have so many different interpretations of certain task because all of them come with their own viewpoints, motivations and interests. The teacher must be aware of them and in his or her support, despite of the differences, guide his or her pupils through the same pathway.

Considering the present study, the starting point was students' knowledge in order to reach higher levels of comprehension. The first step aimed at identifying students level of English and some basics of their knowledge about their liking to have some idea about their schemata. The intervention was also planned taking into account students' knowledge as a basis and using it to make progress, then the process was repeated and little by little higher levels of thinking and use of the English were reached.

Stages of the intervention

This research study was composed of three stages considering the projects' categories of analysis (see chapter III). The first stage was focused on helping students learn enough vocabulary and sentence patterns to make and understand descriptions, the second one was related to reading and activating language schemata and the third one was designed to have students ponder about the different readings. The stages of this project were developed as follows.

The first stage is named *I read what I see*, which aimed at helping students acquire new vocabulary and knowledge of simple grammar structures while developing also basic thinking skills. It was characterized by the importance of facilitating students' reading by providing them enough and useful language (shapes, colors, short sentences, language structures, and so on) accompanying them with illustrations for students to relate the words with a representation of them.

The second stage is called *I have fun while reading in English* in which students' task were focused on reading short illustrated stories which include the language they learnt in the previous stage (the reading material for this section was made by the researcher). This stage was focused on activating language and experiential background by using visuals and text closely related to students' context. Strategies like accompanying the reading aloud while seeing pictures, interpreting the characters' actions and imitating the characters' voices helped students understand easily and participate during the process.

Finally, the last stage is called *Pondering after my reading experience*. In this step, students had the opportunity to interact, comment, judge and critic the behaviors and actions

presented in the texts. This stage intended to have students reach advanced levels of thinking beyond the levels *remember* and *understand* if possible.

Academic program

The table below presents a description of the activities carried out during the intervention. As mentioned above, each cycle makes reference mainly to each category of analysis and their corresponding indicators. Even so, all the activities were done aiming at including almost all the categories by using similar activities of the first cycle in the other ones as warm up activities.

The table was organized by cycles considering the above.

Cycle and date	Topic	Activity	Objectives
Cycle 1 06 th /04/17	Occupations	Students relate images and movements to nouns and describe them by using the verb to be.	1. To make simple descriptions and create short sentences.
Cycle 1 20 th /04/17	Verbs	Students read the book “Can you do what I can do? With the help of the teacher, who will clarify some vocabulary by using actions, no Spanish.	1. To acquire vocabulary from an illustrated book 2. To use different strategies to retain vocabulary
Cycle 1 27 th /04/17	Describing people: Singular and plural nouns.	Students are given images with different occupations. They have to describe their classmates and then groups of children to practice the present continuous in singular and plural ways.	1. To activate vocabulary seen previously 2. To associate sentences to movements 3. To use prior knowledge to make descriptions.
Cycle 1 04 th /05/17	Describing nouns with adjectives and verbs	Students describe slides with images of famous characters from Cartoon Network. Students have to describe who they are by saying the name, genre and other features, and they also have to describe what they are doing.	1. To describe images 2. To understand short sentences and relate them to images
Cycle 1 19 th /07/17	Describing people doing actions: present continuous	The teacher helps students activate verbs seen before by using actions. Those verbs are used to describe students doing different actions in front of the group, then they read the sentences on the board and complete	1. To describe actions 2. To relate images to sentences.

		workshop by matching images to sentences in present continuous.	
Cycle 2 27 th /07/17	Places in the city: pondering about social issues	Students describe images with places and characters. They have to read short descriptions of common places such as restaurants or schools and then they have to discuss about the last two slides, a polluted city and bullying in a school.	<ol style="list-style-type: none"> 1. To activate prior language to understand short texts. 2. To give opinions about social issues.
Cycle 2 03 rd /08/17	Controversial occupations	Students have to read short texts in slides about common people such as teachers or nurses and controversial ones such as hunters or bullfighters. They have to argue why they think these occupations are good or bad by assuming a position to say who are good or bad people.	<ol style="list-style-type: none"> 1. To associate texts to images. 2. To assume a position and give strong arguments to defend ideas.
Cycle 2 10 th /08/17 17 th /08/17	My first reading: Littering	Students have to work on some vocabulary tasks with verbs and sentences to activate vocabulary to understand a short text alongside an image about littering in a city. They have to read it individually, only with the help of the text.	<ol style="list-style-type: none"> 1. To activate vocabulary 2. To associate texts with images
Cycle 3 24 th /08/17	Reading 2: Selfishness	Students read a tale about animals in a forest and the problems they have after the human apparition in that place. They have to listen to the teacher reading the story without translating anything, only pointing out at the drawing, making gestures and movements. Then the teacher and the students read the story chorally.	<ol style="list-style-type: none"> 1. To associate actions and images to long texts. 2. To read texts in English without translating any word. 3. To get familiarized with the English pronunciation.
Cycle 3 31 st /08/17	Reading and acting: Selfishness	The teacher reads the story and uses gestures and movements, but this time pointing out not only at the board but at the Students to have them act like the animals and other characters from the story. The teacher assesses their understanding through a workshop in which they have to use English and Spanish (by summarizing and giving their opinions to see how much they understand).	<ol style="list-style-type: none"> 1. To read and participate while reading. 2. To summarize texts read in English. 3. To ponder about what they read and see. 4. To judge behaviors.

<p>Cycle 3 14th/08/17</p>	<p>Animals: activating vocabulary for the last reading task</p>	<p>Students have to describe different animals they see in flashcards. After playing some warm up games students have to work on a workshop about matching images to words and descriptive paragraphs.</p>	<ol style="list-style-type: none"> 1. To relate images to words and paragraphs. 2. To describe images.
<p>Cycle 3 20th/08/17 22nd/08/17</p>	<p>Last reading: No more bullying: equality and equity.</p>	<p>The teacher reads the text by using gestures, movements, images and sounds, everything but Spanish, to make students understand what the story is about. Then the teacher and students read and perform different situations from the text as done with the text <i>Selfishness</i>.</p>	<ol style="list-style-type: none"> 1. To relate long texts to images. 2. To judge behaviors 3. To discuss about social issues. 4. To propose solutions to problems seen and read.

Table 3. *Academic program activities*

Each lesson plan (see appendix 7) was designed considering the three stages of the intervention. First, warm up activities always intended to have students activate vocabulary studied in previous lessons by doing activities related to vocabulary, sentences and images alongside movements. Secondly, the main activities followed the tasks, which included the vocabulary seen in the warm up section, but in each lesson the amount of input increased, from the first lesson with vocabulary to the last one with a story of 2 pages. Thirdly, the lessons finished with workshops to confirm how much students had understood at the end of the lesson.

CHAPTER V

Data analysis and findings

This chapter presents weaknesses and strengths regarding the data collection and the data analysis, considering nine indicators that present the success of the intervention.

Data management

The present project took one and a half year (2016-2017), process which faced difficulties considered weaknesses for the data collection, yet obstacles could be overcome. First, the homeroom teacher was not an English teacher and few English classes were observed to identify the population's main problem. Secondly, at the end of the second semester of 2017 there was a teacher's strike which took more than a month plus the vacation time, what caused a delay of two months for the project. However, despite of the time lost it was possible to remind students the topics they had forgotten while they were not studying.

In general terms, it is considered the project was successful because the objective laid out from the beginning was achieved. Students not only learnt vocabulary or sentence patterns but could understand sentences and texts written in English without the help of Spanish, they read images to reinforce their understanding and also pondered about social issues presented during the process. Before the intervention took place students knew a couple of words but could not link them into meaningful sentences; at the end of the process, they could link some of those words, but were especially able to understand words, sentences and long texts English alongside illustrations and movements.

The data analysis consisted on 9 indicators which summarize the staged process done during the intervention. The first three indicators make reference to the first stage, focused on

acquiring vocabulary and learning basic language patterns; the second stage was related to vocabulary activation, reading of sentences and short paragraphs; and the last stage, focused on critical thinking. The results show positive achievements as follows.

Data analysis

1st Indicator: Students associate movements and images with nouns and verbs

Visuals and movements played an important role in this study as visual elements to help students understand vocabulary. From the beginning of the intervention students saw images related to words and interpreted them easily because as Wright (1997) asserts, visuals make subjects students deal with clearer. Students also interpreted and created movements and signs to imitate nouns and verbs seen in images in case they could not see always the images. Findings show positive results because students were more likely to activate vocabulary even after a long time.

Students used the same signs created in previous lessons, especially the movements for butcher, baker and police officer, done by students 23, 24 and 27, who were imitated by the other students.

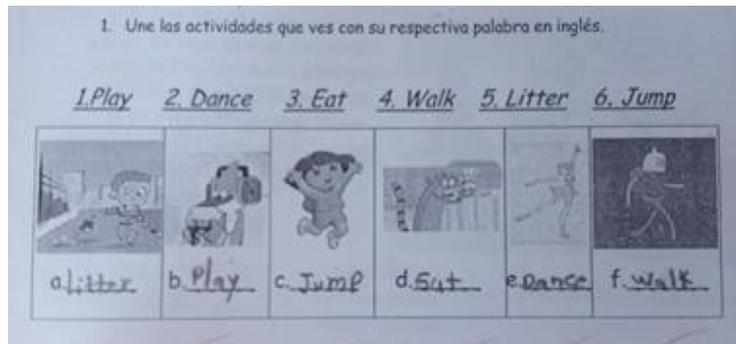
(Field notes, Grade 301, April 20th-2017, lines 15 – 18 Descriptions)

Regarding the data sample above, it shows that students enjoyed learning new vocabulary because they had the chance to interact with the new words and contribute during the process with their own signs to the activities. This was a fructiferous strategy because students could retain more words and learn the new vocabulary easier and faster in short periods of time.

However, at some point students told apart visuals from words:

I had them see at some words on the board, taken from the book studied in a previous lesson *Can you do what I can do?* in order to check if they remembered (...) most of them imitated other activities they saw in that book but the chosen one. Without the help of Spanish and by using gestures and movements, they remembered the words after some repetition.

(Field notes, Grade 301, July 19th-2017, lines 8 – 27 Descriptions)



S2: Student's artifact. "My first reading" August, 17th, 2017) **S:** Student's artifact.

The first excerpt shows that after students learnt some words, they associated them wrongly, retaining images without linking them to English words. Although the time lost due to the teacher's strike and students' vacation, this was an interesting phenomenon considering that after 2 to 3 months, students still remembered the images they studied before and repeated them exactly in the same way they learnt them. As their visual memory was really good, the images or movements, even if wrongly linked, took short time to be linked again to the vocabulary studied as it is evidenced on the image presented above.

Thus, data revealed that visuals helped students retain the vocabulary in their long term memory, facilitated the vocabulary learning and motivated them to participate in class activities. Students could associate images to nouns and verbs by looking at different images and also assigning them movements of their own, what constituted a quadruple input: the written word, the heard word, the image and the movement. This method made the process amusing for students and also ensured their vocabulary retention for a long period of time.

2nd Indicator: Students associate short sentences with actions and images

Findings revealed that students were able to understand short sentences in English by associating them with movements and visuals. Movements were implemented as visual aids

considering the utility of kinesics because, according to Kellerman (as quoted in Gregersen, 2007) they reduce ambiguity and facilitate the learners' comprehension. Findings show visuals and movements facilitated students' comprehension who could identify the type of subject (subject genre), the number (singular or plural) and the action the person or the image was carrying out in spite of their lack of advanced English skills.

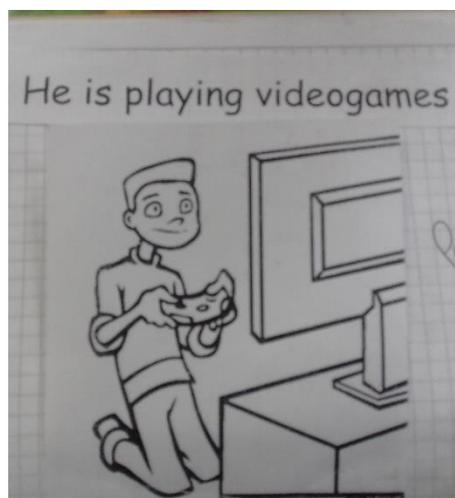
The second page was a bit difficult (...) so I reinforced their understanding with my movements while speaking (look at me, I can do a lot of things), one by one participated until student 23 said: "mirenme a mi, es mirenme".

(Field notes, Grade 301, May 04th-2017, lines 13 – 21 Descriptions)

Then, other students started including the -ing to the sentences and after that the first students realized that the words "they" and "are" were plural, when student 27 said: *no él, ellos, (...)*

(Field notes, Grade 301, Augusts 08th-2017, lines 9 – 25 Descriptions)

Previous data show how by using movements students English comprehension was facilitated. In the first excerpt, students read an illustrated book with a character holding different actions, meanwhile reading aloud the sentences in the book, the teacher researcher carried out the same activities to facilitate the reading task. The second excerpt shows how the same procedure was useful for students to relate actions to sentences on the board without imagery. After some practice, students could relate images to written sentences almost perfectly thanks to kinesics as presented below.



(Ss.28, 13 and 6: Student's artifact. "Matching sentences with images". July 27th, 2017)

Data above prove that students could relate sentences to images and not only to independent words. This activity consisted in giving students two pieces of paper sheets, one with an image of a character doing an action and another one, a paper strip, with a sentence in present continuous. As the images were mixed up, students had to go around the classroom and find the correct sentence for their images. Results show students, even without a high English level, could link sentences to images considering the character's genre, number and action held.

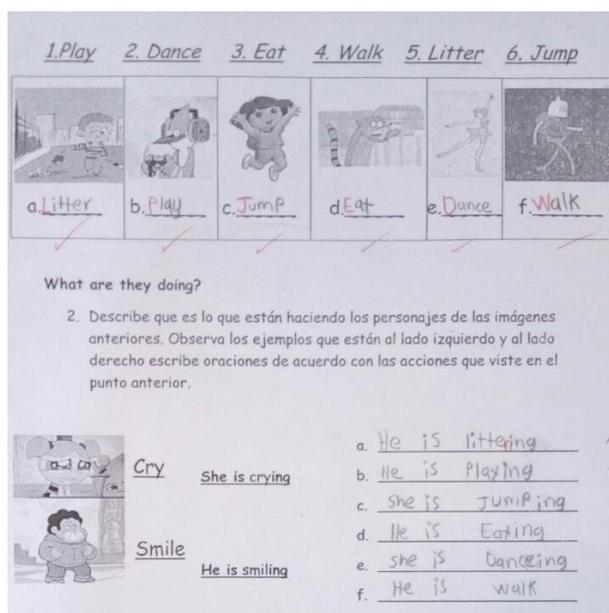
3rd Indicator: Students use the learnt vocabulary to describe images

Students were exposed mainly to nouns, adjectives and verbs, aiming at using enough words to make simple descriptions. According to Suryanto (2014), English language sub-skills (vocabulary, grammar and pronunciation) can be strengthened by integrating words and visuals. By doing so, learning processes such as directing attention, activating prior knowledge, transferring new skills and optimizing motivation are carried out. Results show that students activated language background knowledge studied before, new skills emerged when understanding how to link the words they learnt to make sentences grammatically correct.

I asked them first (...) if it was a boy or a girl, all of them said it correctly and also answered with the characters' names: S3 said: "he is a boy" and S11 added, "is Steven Universe"; what color is this one (pointing out at his jacket)? Most of Ss answered red, red, and then I asked them: what is he doing? The action, and Ss 4 and 24 said: "smile" and S25 added "he is smile".

(Field notes, Grade 301, July 19th-2017, lines 25 – 31 Descriptions)

The latter data revealed students' capability to describe some characteristic seen in a picture such as colors and actions. In that activity students saw some TV characters from Cartoon Network which students had to say who they were (name's description), the colors seen in the image (qualifying adjectives) and the action held (present continuous). Apart from the present continuous, most students had no problems to describe a character. Visuals facilitated students' prior vocabulary knowledge activation, what is evidenced through the use of adjectives, nouns and verbs they studied independently at the beginning of the intervention and the way they identified them in the pictures.



(S14: Student's artifact. "My first reading" Matching and description of actions. August, 17th, 2017)

The previous artifact presents the identification of verbs their use into sentences. In this workshop students had to organize the vocabulary according to the images and then use it to describe actions with the present continuous tense by following the pattern they had in the examples. Findings revealed that by linking images to words and sentences students could

activate vocabulary and write their own descriptions almost perfectly, even without having an advanced grammar knowledge.

4th Indicator: Students identify nouns by listening and reading descriptions

By using compound sentences, students had the opportunity to interact with the target language in a communicative way. Replying with actions to words is not enough to have students comprehend a text, so that short descriptions were made to check students English understanding through longer language patterns by using the words they already knew. According to Varaprasad (2009), by using bottom-up strategies to help students guess meanings of words from context. Therefore, students had to activate vocabulary learnt in previous classes by focusing only on the components of the sentence, that is to say, nouns, adjectives and verbs alongside visuals to identify what was being described.

After that, I reminded students some adjectives like “big”, “small”, “weak”, and “strong” and then I described the animals one by one, to what students had to say what animal was being described. Most of the students did it correctly and had no problems associating what they heard to the images on the board.

(Field notes, Grade 301, August 08th-2017, lines 9 – 25 Descriptions)

It is worth mentioning that kinesics kept on being relevant during the process because it facilitated students’ comprehension of adjectives and other words students had not seen for a long time. The adjectives quoted in the last excerpt had been studied in the first classes when students were in 2nd grade, and visuals have proved that after a year they were able to activate vocabulary studied long time ago. Students could also understand short descriptions read or said orally as shown below.

Teacher: This animal is brown, it jumps and it runs so fast.

S 12: Monkey.

S 15: Rabbit.

(...)

Teacher: This animal has horns /placing my index fingers on my forehead/ the animal has horns

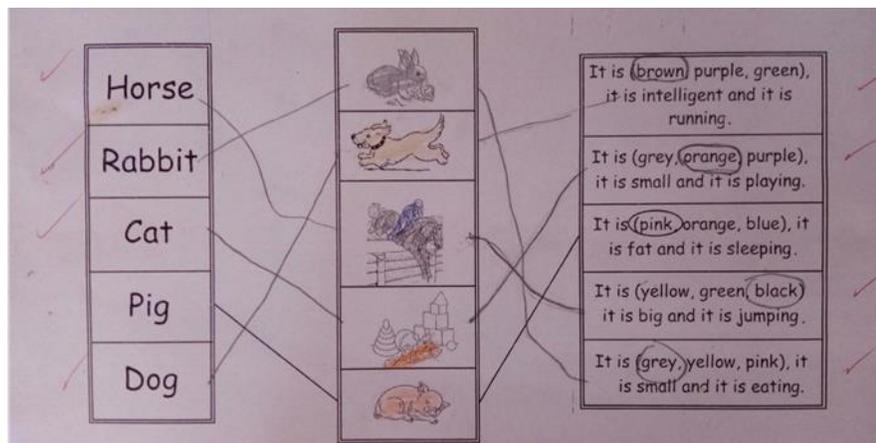
and the animal produces milk? (...) The animal produces milk?

S 14: Bull... *ay no*.

Teacher: The animal but the girl.

S 26: Cow.

(Audio recording, September 20th – 17)



(S15: Student's artifact. "Domestic animals" Matching words and descriptions. September 20th, 2017)

Previous data show that students could relate descriptions which were read aloud to images they had on the board. Findings show students could associate the sounds of the target language to what they represent. After some practice, they were also able to identify the vocabulary without the teacher's use of visuals or movements. The latter is evidenced on one of the last interventions in which students, individually, had to link a short description to an image, task in which most of the students had an excellent performance.

5th Indicator: Students relate long texts to images and actions

Students were exposed to different texts, especially tales made by the teacher researcher. The texts were designed considering Villanueva (2006) who asserts that teachers must ensure texts have relevant information to activate content schemata for students to activate language and experiential background knowledge. These tales were written considering the vocabulary students had studied and learnt during the first part of the intervention in order to read texts with a familiar language for students and not to depend always on teacher's help.

S 7: Que el niño tenía 10 años y él un día estaba comiendo y boto la comida a la calle y no le importo y siga botando basura.

S 14: El niño Luis tiene 10 años y va caminando y es un estudiante y estaba comiendo y el caminaba en el parque mientras botaba la basura, pero él dijo eso no importa.

(Student's artifact. "My First reading" Summary. August, 17th, 2017)

Previous data presents a students' summary of an image with a boy littering alongside a paragraph describing it. Most of students summarized the text correctly, showing they could activate their content schemata with a text in English without teacher's help and thanks to their reading and the visual aid. At some point it was thought students were able to understand images but pictures, yet as the excerpts show, they mentioned many other details that are not evidenced in the text such as the boy's name, age, and the streets. Most of students' summaries of this paragraph were accurate and included almost all details seen in the text. Similar results were evidenced after students read longer texts.

Austin did not have a house (**Ss:** casa, casa) he did not have a house, (**Ss:** el no tiene casa); so, he went into the forest /pointing at the board/ with a strange object (an axe) /drawing the axe on the board/ (**Ss:** un hacha, un hacha, es un hacha, él es malvado).

(Audio recording, August 31st – 17)

The last excerpt is taken from a tale which was read aloud in class by the teacher – researcher, who, while reading, used images, movements and students acting to show a tale called *Selfishnes* (See appendix 11). The teacher-researcher read the text and started calling students to go to the board to perform the actions, students followed the reading and enjoyed it because they could participate of the story. By including the students and using all visual resources, students' schemata was activated and, consequently, were able to summarize and give their opinions about texts as it is presented in the next indicators.

6th Indicator: Students are able to read short texts and summarize them.

As mentioned above, students read texts through a methodology which aimed at making texts a comprehensible input. Krashen (1997) asserts that language input must be focused on the message rather than the explicit grammar, what makes relevant the inclusion of extra-linguistic helps such as visuals and the relevance of appropriate vocabulary for the learners' level. By focusing on vocabulary and visuals, reading tasks in the present project included all the above to make the stories comprehensible. Data revealed students could understand the stories due to the comprehensible input, what was evidenced through their summaries of the stories.

S 16: Hace mucho tiempo había unos animales que vivían felices hasta que hubo una fiesta en el bosque y mataron a todos los animales y no conejos, no mono ni animales.

S 10: Había unos animales que estaban felices hasta que un hombre vino y talo todos los árboles y los animales se pusieron tristes y también un señor estaba botando basura y a él no le importo.

S 28: Un día llegó Austin a un bosque donde vivían muchos animales, y entro a él cortando los arboles sin tener en cuenta que era hogar de los animales.

(Student's artifact. "Selfishness" Workshop - summary. August 31st, 2017)

As evidenced in these data samples, students summarized the most important aspects of the story in a brief and accurate way. There were some details missing in students' summaries but all students agreed in the idea that humans came into the forest, cut down the trees and consequently affected the animals which lived there. The latter shows students got the same message and summarized it in a similar way. Despite of the different versions of the story, they retained a similar version, what is relevant considering that the story was never read in Spanish and the only ones who contributed ideas in Spanish were the students.

S 24: Que había en un bosque habían animales, habían vacas toros, gallinas, y conejos, entonces los toros se burlaban de las vacas porque eran gordas, entonces las vacas y las gallinas las vacas, los conejos y los conejos y los perros quisieron tratar de arreglar este *bullying* a puños pero no pudieron hasta que llegaron ¿los conejos?, los caballos dijeron *stop*, no podemos resolver esto a puños y a patadas, entonces pensaron y otra vez intentaron tratar de pegarle a los toros, luego los perros y dijeron otra vez alto, no al *bullying*, aquí no se necesita *bullying*, entonces lo animales

pensaron y tenían una fiesta, invitaron a los toros por disculpa intentaron, e intentaron invitaron los toros a una fiesta y los toros aceptaron, hubo danza, juego y otras cosas, fin.

(Audio recording, September 22nd – 17)

The excerpt above shows a students' summary of the last and longest story students read (See appendix 13). It was approached in a similar way, yet in that class it was a bit difficult to have students perform as the characters because of their behavior. Nevertheless, they helped the teacher-researcher by reading the text aloud, paying attention to the different images he showed them, looking at his movements, imitating his intonation and sometimes translating the words into Spanish while he was reading.

Despite of the text's length, students had no problems to understand the text's main idea. In addition to the vocabulary, it is necessary to remember the proximity the text had with students' vocabulary and experience, what ensured the input's accuracy and shows the relevance of having worked initially with a lot of vocabulary and then with visual resources while reading. Findings show that as students wrote similar versions of the story, it is evidenced that the input was comprehensible and they focused on the message the text had.

7th Indicator: Students activate experience background knowledge when reading texts in English.

Students showed they accomplished some of the conditions stated by Mikulecky (2008) to read well such as guessing words by context and connecting their knowledge to the texts. The stories students read were written with vocabulary they studied previously in the first cycles of the intervention, so that those texts could easily activate not only their language background knowledge but the experiential one. The stories also allowed students to interact with pondering situations which they were more likely to deal with daily instead of fantastic situations. Data show students established strong relations between the texts and their context.

S 4: Un compañero que se llama (...) y que a veces nos hace bullying.

S 21: Un compañero que se llama (...) se comporta como los toros porque se pone furioso por todo.

(Student's artifact. "No more bullying: equality and equity" Workshop. September 22nd – 17)

Regarding the last excerpt, it is a student comment after reading the story *No more bullying* (See appendix 13). After students read the story they had to write if they had had a similar situation to the one presented in the story. Many students agreed they had problems with the same person, whose name has been omitted due to ethical considerations. Students were more likely to discuss about this topic because it is a problem they daily face. Students felt motivated to participate more and convey their feelings and opinions, as it is evidenced in the next excerpts.

S 5: También porque hay personas que los botan es a los páramos y a eso y se puede y los árboles se hacen incendios y con la basura se unen y provoca incendios y los arboles pueden estar muriendo igual que nosotros.

S 16: (...) porque el animal, podría hacer que la especie del animal este en extinción, y los animales, todo el mundo ¿cómo va a tener sus flores? ¿cómo va a tener el abono? ¿cómo va a tener la comida para los animales? Para alimentar a las gallinas necesitamos una planta, para la planta necesitamos el abono, y el abono viene de los animales, y así podríamos que el mundo este desgastando y pudiendo crear el fin del mundo.

(Audio recording, August 08th – 17)

The latter data presents students' perspective about littering in Bogotá. Students' stated their disagreement with that problem, supporting their arguments by comparing the problems the texts they read with their context and their experiential knowledge. Data revealed that by reading contextualized texts students employed "top-down processes effectively by learning to make connections between what they already know and what they are reading" (Mikulecky, 2008. P3).

8th Indicator: Students judge people's behaviors after reading texts in English.

By answering questions about the stories, students pondered about the characters' attitudes and actions. Students read about behaviors and people's actions which are not morally correct such as harassment, violence, littering and so on. Students made judgments and complemented them by arguments, what according to Lipman (1998) constitutes thinking critically. Findings show students were able to assume a stance and convey good arguments to support their opinions about what they read and saw.

S23: Que ella [la profesora] está, está haciendo lo mismo que el profesor, porque ella está enseñando clases de inglés para que todos aprendamos.

S25: porque nos enseñan cosas nuevas para nosotros aprender y reproducirlas a otras personas.

(Audio recording, August 10th – 17)

S14: Si botamos la basura es mejor porque podemos vivir en mejor vida y los carros sí podrían caminar y los animales no se mueren, habría menos contaminación.

(Student's artifact. "Littering and recycling" Students' opinion. August 10th, 2017)

Results above show students positive perspective about the teacher's work and the role of recycling in the society. In the first activity students saw a power point presentation with short descriptions about different occupations and then their opinions about them were recorded. Regarding the second activity, students saw an image about littering and recycling and then they wrote their opinion about those actions. Students stood out positive characteristics regarding each topic by using examples with strong arguments. Students also asserted there were negative aspects regarding other issues as follows.

S26: *I think he is a good person because* porque... ha sí, es bueno porque hay animales peligrosos que ... que que, eso es bueno y eso es malo, es bueno porque... *he is good and bad*, son buenos porque hay animales que son peligrosos para nosotros que nos pueden causar graves heridas y ellos los cazan, y es malo porque los matan y terminan con la vida de los pobres animales, y

también es bueno y necesitamos carne, por no necesariamente, pero nosotros comemos carne y ellos los matan para poder carne y por eso y ya.

(Audio recording, August 21st – 17)

S1: Mal porque los árboles son los pulmones de la tierra mundo y los monos no tienen donde vivir.

S8: Si es mala persona porque está cortando los árboles y eso no es bueno para la naturaleza.

S 27: Austin fue una persona egoísta porque pensó en su propio bienestar sin importar el daño que causaba a los animales.

(Student's artifact. "Selfishness" Students' opinion. August 31st, 2017)

The latter data presents, first, an opinion about a hunter's work and then, students' stance on the tale *Selfishness*. The first excerpt was recorded after students read a description about a hunter alongside an image with two hunters and a killed deer (see appendix 10), to what most of the students agreed saying it is a bad occupation, but student 26 stood out good and bad aspects regarding such profession. The second examples show students criticizing Austin's behavior, a guy who cut down trees to build his house, what had terrible consequences on a forest; so they are judging his behavior as something negative.

Findings show students, according to Lipman (1998) thought critically because they made judgments supported by criteria, that is to say, made trustworthy arguments to judge the behaviors that, according to their culture, were not appropriate. After they identified the problems, they had the chance to propose solutions to the social issues they saw and read.

9th: Indicator: Students propose solutions to the problems they see and read.

Findings revealed that by pondering about social issues and proposing different solutions for them, students reached different levels of thinking. According to Krathwohl (2002), the Revised Bloom's Taxonomy states there are 6 levels of thinking, from the simpler to the more

complex one, yet individuals may overlap the levels and reach higher levels in a non-sequential way. In the present study, students were able to *Understand* and even *Evaluate*¹ it.

S1: No talaría los arboles por ellos son vida para nosotros y los animales.

S8: Cuidaría la naturaleza y a los animales, utilizaría otros materiales para construir la casa.

S16: Ayudar al medio ambiente y sería un protagonista para ayudar al mundo entero sería una ley del medio ambiente y si alguien intenta romper la ley castigo

(**Ss. 1, 8 and 16:** Student's artifact. "*Selfishness*" Workshop. August 31st, 2016)

The latter show students' solutions to the problems presented in *Selfishness*. As mentioned above, students read a story about Austin and other humans who cut down trees and consequently destroyed a whole forest killing all animals only for their own profit. As Austin was who caused the problem, students were asked about what would they have done if they were he. The excerpt above shows students interpreted the information, even if written in English, compared themselves with the main and explained the reasons about what they would have done.

The latter means that, according to Krathwohl (2002) students were able to *Understand* the story and the task assigned. They proposed different ideas, standing out the importance of animals and the environment for humans and argued that Austin could have done other things but wiping out the trees such as looking after animals or using other materials to buy his house. Students also pondered critically about bullying as follows.

S4: Detendría su pelea mutua y les diría que sean amigos en vez de golpearse.

S14: Lo haría caer en cuenta y no lo trataría mal.

S28: Diría que este problema no se arregla con puños ni patadas.

(**Ss. 4, 14 and 28.** Student's artifact. "*No more bullying: equality and equity*" Workshop. September 22nd, 2017)

¹ The words in Italics make reference to the second and fifth levels of the Revised Bloom's Taxonomy.

Data above show students were able to *Evaluate* a story about bullying. The tale was about a group of bulls who came in a farm and, by bullying the other animals, got all the food they wanted, until the other animals revolted and took revenge, but then repented because they became new bullies. Students, according to Krathwohl (2002) evaluated the story because they criticized animals' behavior and stated that there was no solution in fighting and said it was necessary to look for other solutions to face bullying but violence, what was the main idea of the story.

CHAPTER VI

Conclusions

This chapter presents the results review, the conclusions the project has regarding reading in the EFL classroom, the pedagogical intervention, the research experience and general suggestions.

Results review

The project was divided in three main stages: basic vocabulary and language acquisition, comprehension of sentences and texts and critical thinking considering the texts' topics. The intervention was designed bearing in mind the importance of the sequence presented before, thus three categories and their results were created as follows.

Association between visuals and words

By including visuals from the beginning of the process, students process of vocabulary acquisition and understanding of sentences and descriptions ensured and facilitated their reading comprehension. During the whole process students related images and movements to words, but what is more relevant is that they were also able to do it with sentence patterns and stories. It evidences the usefulness of using two or more types of input to make a message comprehensible without using or just in a low degree the mother tongue.

Activating language and experiential background knowledge by reading in English

Students activated language and experiential background knowledge by reading texts in English thanks to the inclusion of visual resources. While reading, students language knowledge acquired in the first stage of the process was activated by including similar images and movements they had interacted with previously facilitating their comprehension. As the texts

were understandable and dealt with pondering topics closely related to students' context, students could also relate them to their own life experiences and activate their experiential knowledge. Data revealed that due to the proximity the texts had with students' schemata, their understanding was almost perfect.

Pondering about what is written and what is seen from a critical viewpoint

The interaction with the stories was the cornerstone and aim of this project, regarding specially a critical interaction with the texts. Students were able to reach three levels of thinking considering the Revised Bloom's Taxonomy as follows. The first level, *Remember*, took place when students recalled information regarding English or the images saw at the beginning. The second level, *Understand*, occurred while reading by interpreting, summarizing and explaining the stories and finally, the fifth level, *Evaluate*, when they criticized the stories' characters' behavior. Students were able to assume a position and support their stance with good arguments.

Conclusions

This research project aimed at describing the effectiveness of visual resources to facilitate the activation of language and experiential background when reading in English through a critical approach with beginners. This objective was divided into three specific ones, considering its main components: background knowledge in English reading, visuals and critical thinking. The specific objectives and their achievements are developed below.

To determine how effective visuals are to help the students build up vocabulary to understand descriptions, sentences and texts in English.

Visuals were effective during the whole process because they facilitated students understanding of vocabulary, sentences and even paragraphs. It is worth mentioning that visuals

were very useful for students because they helped them retain more vocabulary and, by associating images with texts, they could comprehend messages in a language that was almost new for them. By using two types of input, readings and visual images (reinforced sometimes with movements and gestures) students' comprehension was ensured, they were motivated to work and to participate in class and learned the information easily.

To identify how visuals alongside texts and stories in English activate students' language and experiential background knowledge.

By reading texts alongside images students could activate their language and experiential schemata. When reading the texts, students interacted with images and movements that helped them activate what they had learnt in the first part of the intervention, so that it ensured their comprehension. The stories and texts also included illustrated social issues closely related to the students' context that students related directly with their experience as human beings. Texts and stories accompanied by visuals were effective because of the accuracy of the double input; familiar written language to activate students' language knowledge and images to facilitate their experiential knowledge activation.

To recognize which critical thinking skills emerge when reading images linked with texts in English.

Pondering and contextualized texts and stories ensured students comprehension evidenced through tasks which show different thinking levels they were capable of using. The input students interacted with showed students' social issues through imagery and texts which made them assume a position, judge behaviors and propose solutions to those problems. Students

could understand information by interpreting, exemplifying, summarizing and explaining information, what according to Krathwohl (2002) are cognitive simple process. They could also evaluate information by critiquing it, what the same author states is a high cognitive process. Students dealt with topics that made them use cognitive and advance processes, showing the effectiveness and meaningfulness of the intervention.

General suggestions

Based on this projects results, it is evidenced that teaching reading in the EFL classroom can be done with beginners by using imagery and other strategies to facilitate reading comprehension. English can be understood from the very beginning of instruction by receiving accurate and comprehensible input, but adapting it to the classroom throughout different sources such as visuals, games, storytelling, and so on. The importance of reading lies on making it something interesting and captivating for students, even if they are not expert readers. According to this, teachers' responsibility lies on making that process something comprehensible, meaningful and amusing to catch students attention and have them enjoy while learning.

Additionally, it is suggested teachers consider the importance of dealing with topics students like, but bearing in mind that those topics must be meaningful. This study dealt with social issues, aiming at having students ponder about them, what showed excellent results. English teachers should consider the inclusion of contextualized topics to give students the opportunity to think and reflect about issues that they are exposed to everyday because they probably have no place to discuss about them. English teaching must go beyond the merely teaching of vocabulary and grammar

On the other hand, it is relevant to take into account the students' liking for English and other topics, yet it is imperative to vary the activities not to make them boring. The use of topics that students find interesting ensure the students' participation and motivation during the class activities. However, the way to approach such topics must vary because at some point in the present project students started to get bored about the inclusion of visuals. This problem was overcome when adding acting, more students' participation and big drawings, so that teachers are suggested to use as many strategies as possible and always from several perspectives to catch their students' attention and interest.

Considering the language use in the classroom, it is important to use English as much as possible. In this project, the use of visuals and other strategies was effective because it allowed the students' exposition to the English language without depending on translations by the teacher. In this way students were able to learn new vocabulary, read sentences and read texts, by linking the vocabulary to images and by using it to make descriptions. The latter suggests that it is possible to include English with beginners if the way to use it is understandable.

Nevertheless, another suggestion is to include the students' mother tongue not to lose their relevant opinions of the issues worked in class. In the present project Spanish was considered a relevant resource because it was an evidence of students' understanding of texts in English. In the last part of the intervention, students read texts in English and there was no translation during this process, Spanish was only included to answer questions about their comprehension. It showed that they not only understood the texts but also that they could summarize them, criticize them and propose solutions to the problems the texts included. It is recommended to include Spanish but also other strategies to get information that by using only English would be difficult to obtain with beginners.

Regarding the school, Colegio Técnico Domingo Faustino Sarmiento IED is an excellent place for practitioners to carry out their projects, yet the homeroom teachers should be informed about how the practicum is divided. In this institution teachers support their practitioners very well, by allowing them to use all resources the school has and also their own help when necessary. Homeroom teachers are always willing to help, but they sometimes do not know about the process practitioners follow, what can be difficult when getting started with the project because, for example, in this study the observation did not take a semester but two weeks. It happened because the homeroom teacher thought practitioners had to carry out classes from the very beginning.

Considering the university, Universidad Pedagógica Nacional proposes a good methodology because they give their students the chance to interact with research in education from a real point of view to get the diploma, yet they should be given other possibilities. The University gives future teachers the opportunity to work in real contexts, so that the practicum allows the future teachers realize how the profession is and what it implies. However, it is recommended that the University gives students other possibilities to graduate because the only way to do it is by doing the monograph, what is good, but could be better with other possibilities.

Regarding the Bachelor's degree in English and Spanish intends to guide students to be teachers-researchers in literature and languages, yet this process could be more elaborated. It is suggested to keep implementing the importance of research from the first semesters, what is done, but without having a linear process. During the whole undergraduate program different projects are presented, but the monograph is only done from 8th semester; if it were done from previous semesters, results could be more accurate, relevant and meaningful.

In conclusion, this research aimed at teaching English in a non-conventional way, considering input as the cornerstone of teaching while trying to have students motivated during all the interventions. Findings show that research could be focused on reading with beginners by facilitating first basic vocabulary through warm up activities such as games; something what could be also done when working with listening exercises and songs, by singing and even acting what it is being heard. The role of visuals and movements to make the receptive skills more understandable is relevant, but it is imperative to take into consideration that not only the teacher but the students must be active participants of the process in order to build up knowledge in class altogether.

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APPENDICES

APPENDIX # 1: CONSENT FORM

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Licenciatura en Español-Inglés		
Título del proyecto de investigación	Reading and pondering about my world: Visual aids as a resource to promote Reading in the EFL classroom and Initial Critical Views		
Descripción breve y clara de la investigación	El presente proyecto tiene como fin llevar a cabo una investigación de tipo cualitativa, en la cual sus hijos participarán y serán el eje central para el desarrollo de la misma; el objetivo es fortalecer los procesos de lectura y escritura en inglés a través de prácticas sociales que comúnmente se realizan dentro y fuera del aula de clases. Se estima que la participación de su hijo (a) en este proyecto tendrá una duración de un (1) año académico.		
Descripción de los posibles riesgos de participar en la investigación	Uno de los posibles riesgos de este proyecto es que el estudiante no logre adaptarse a las metodologías llevadas a cabo; en ese sentido el maestro guiará su proceso con el fin de facilitarle la comprensión de los contenidos y así poner adaptarse e interactuar durante las actividades en clase.		
Descripción de los posibles beneficios de participar en la investigación.	Uno de los principales beneficios es que su hijo (a) tendrá la oportunidad de mejorar las habilidades de lectura y escritura en inglés sin la necesidad de recurrir a los libros de ejercicios tradicionales. Su hijo (a) mejorará sus prácticas de alfabetización en contextos reales y su proceso de aprendizaje será significativo puesto que las condiciones afectivas del proyecto lo hacen posible.		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Jhon Alexander Farfán Zabala		
	N° de Identificación: 1012406746	Teléfono:	3222511502
	Correo electrónico: j.alexander.fz@gmail.com		
	Dirección: Cra. 88 I Bis #58 A 27 sur		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
_____	_____	_____
_____	_____	_____

Autorizo expresamente su participación en este proyecto y

Declaro que:

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

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

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

Nombre del adulto responsable del niño o adolescente: _____
N° Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____

Nº de identificación: _____

Teléfono: _____

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

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____

Nº Identificación: _____

Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

APPENDIX # 2: QUESTIONNAIRE

Nombre _____ Edad ____ Curso _____

Eres: Niño __ Niña __

Buenas tardes

Este cuestionario fue creado para conocer un poco sobre ti, las cosas que te gustan y también lo que te gusta o gustaría hacer en tu clase de inglés. Debes responder de manera libre y sin ninguna presión, lo único que debes hacer es responder de manera

sincera. No hay respuestas correctas o incorrectas. Gracias por tu contribución a este proyecto.

1. ¿En qué barrio vives? _____

2. ¿Con quién vives? _____

3. ¿Quién te ayuda con tus tareas? _____

4. ¿Cuál es tu materia favorita? _____

5. ¿Por qué?

¿Qué te gusta de la clase de inglés?

6. ¿Qué se te hace fácil al aprender inglés? Subraya tu respuesta.

Hablar

Escribir

Escuchar

Leer

7. ¿Qué se te hace fácil al aprender inglés? Subraya tu respuesta.

Hablar

Escribir

Escuchar

Leer

8. ¿Qué actividades te gustaría realizar en tu clase de inglés? Subraya la o las actividades que te gusten.

✓ Juegos de competencias individuales y grupales

✓ Conversaciones

✓ Ver videos

✓ Ver series animadas

✓ Escuchar historias

✓ Escuchar canciones

✓ Leer cuentos u otros textos

✓ Escribir

✓ Otro(s) ¿Cuál(es)? _____

9. ¿Qué te gusta hacer los fines de semana o cuando no estas estudiando?

10. ¿Tienes libros en casa? Sí__ No__

11. ¿Te gusta leer? Sí_ No_
¿Qué te gusta leer y por qué?

12. ¿A alguien en tu casa le gusta leer en su tiempo libre? Sí_ No_
¿A quién y qué le gusta leer?

13. ¿Cuál es tu película favorita y por qué?

14. ¿Cuál es tu programa favorito de televisión y por qué?

15. ¿Te gusta el anime? Sí__ No__ (por ejemplo: Naruto, Dragon Ball Z)
¿Cuál o cuáles son tus favoritos y por qué?

16. ¿Te gustan los videojuegos? Sí_ No__ ¿Cuál es tu favorito y por qué?

17. ¿Te gusta la música? Sí__ No__
¿Qué tipo de música te gusta y por qué?

GRACIAS POR TU COLABORACIÓN

APPENDIX # 3: FIELD NOTE SAMPLE

Field Note: 6 Date: 06 th /04/17 Observer: Jhon Farfán Place: Colegio Técnico Domingo Faustino Sarmiento-Branch B Subject: English Level: Beginner Age: 8 to 10 Number of students: 26	
Description	Comments
<p>1 The class started with warm up, I started asking 2 students about the occupations of their parents or 3 the people they live with. All the students wanted 4 to talk about their families, but I asked just a 5 couple in order to rush up and go to the next 6 activity. Then, as all students were excited 7 talking about occupations, we went to the second 8 activity, they had to play “running to the board” 9 each line had to write as many occupations “in 10 Spanish” as possible in order to write what their 11 parents or their relatives do. Aiming at avoiding 12 problems with discipline, the room teacher 13 developed a punishment system with negative 14 points to the ones who did something different to 15 the activities in the class (each point is a minute 16 less for the break time); thanks to this, it was a bit 17 possible to control the students who were not 18 involved in the activity. The lines who were not 19 involved in the activity (waiting or had already 20 participated) were excited about helping me with 21 the countdown for the groups or other things 22 related to the activity. Then, the words written in 23 the board were evaluated considering if they were 24 well written, if that so, they had a positive score. 25 After doing this, I translated the words into 26 English, something some students found 27 interesting, for example, student 9 was excited 28 about one of the words, she said: mechanic, mi 30 papá es mechanic. Then, for each word that I 31 wrote on the board, I had them not only repeat 32 chorally the word but also create all together a 33 sign to represent each picture, for instance, when 34 saying baker, the sign was imitating the action of 35 kneading bread; they were so participative in this 36 section and did their best to contribute their own</p>	<p>Students were so motivated to participate in an activity which involve knowledge they have because it is contextualized and related to the ones they love.</p> <p>Considering the lack of vocabulary students have (confirmed in previous classes) the first way to check the relation students had with occupations they know, Spanish was chosen as the most accurate way to access to this knowledge.</p> <p>Sadly, using point reward-punishment seems to be one of the only ways to manage the group; however, it is a good starting point to work with the topic of consumerism and money as a social issue because it is kind of related to what happens in the classroom; if there is no prize or punishment, they do not follow the activity.</p> <p>If they are doing nothing they start chatting with others, so it is imperative to have them always participating in any way.</p> <p>The assumption through this idea was that if the vocabulary used is provided by the students the would easily remember the new words.</p> <p>They seem to enjoy reading together, and more if it involves their participation when creating signs (visual strategy) to remember the words. The problem is that by doing this they start to exaggerate the movements or other actions which turn the class to other path.</p>

2. A continuación encontrarás 9 imágenes organizadas en cuadros. En la parte de arriba de cada cuadro hay un espacio en blanco. Escribe el nombre en inglés de cada imagen.

3. En cada cuadro hay una palabra en la parte de abajo. Estas palabras son algunos colores en inglés. Debes colorear cada dibujo según el color que corresponda a cada imagen.

Bicycle	car	three
		
Red	Blue	Pink
cat	book	dog
		
Green	Orange	Yellow
pencil	ball	five
		
Purple	White and red	Black

4. El profesor leerá para ti algunas oraciones en inglés. Dentro de las oraciones escucharas una palabra que se encuentra en el cuadro que está más abajo. Tienes que marcar con una equis (X) la palabra que escuches o la imagen que la palabra representa.

1	Classroom	Bathroom
2		
3	Like	Strike
4		
5	Blue	Flue
6	Jump	Run
7	Eat breakfast	Eat fast food

APPENDIX #5: TEACHER'S INTERVIEW

¿De qué barrios vienen principalmente los niños?

De Suba, mayoría Suba, por ahí unos 7, 8 niños vienen de Rionegro, pero mayoría Suba, la mayoría son de Suba la Gaitana, de suba Bilbao, Suba, porque tienen ruta

¿Los niños con quien viven, todos vienen de familia nuclear o...?

No, la mayoría viven con mamá, con mamá mayoría, poquitos son los que viven con papá y mamá, familias completas muy poquitos.

¿Quién les ayuda con las tareas?

Pues ellos dicen que las mamás o a veces a algunos la abuelita.

¿Cuál es la materia por la que ellos demuestran más interés?

De pronto las matemáticas les gusta mucho.

¿En la clase de inglés, que actividades sueles hacer para ellos?

Pues primero empezamos como con canciones, pero yo para las canciones si como que soy muy... pues yo les empiezo con una canción, a veces con ejercicios así de brazos, pero haciéndolos en inglés, les digo así en inglés. Y que más ejercicios, no, pues les doy la guía y nos ponemos a ver así los animales de la granja entonces leemos lo que está en la guía en inglés, pues si es los números en inglés, y también yo tengo ahí un CD y les coloco un CD donde ellos van repitiendo que digamos los miembros de la familia, que los números, que como contestan que día es hoy, entonces les coloco para ayudar un CD.

Ha, ¿Entonces tienes grabadora en el salón?

Sí, yo tengo grabadora de acá y usted puede traer... es atiene hasta para memoria, por eso el chico que vino ahoritica, él es de inglés, de la profesora Rocio. Entonces ahí hay grabadora, para CD y para memoria.

Y aparte de la grabadora, ¿Qué otro tipo de recursos tienes aquí en el salón para enseñarles inglés?

No, no más, aquí con las cosas que están aquí en el salón, si estamos viendo prendas de vestir con las prendas de vestir en su cuerpo, se van mostrando.

¿Y qué habilidad sería la que más se les dificulta a ellos aprender? Digamos, se les facilita más leer o...

Leer, leer no les gusta, es difícil para ellos, no se concentran, para trabajar hacer una comprensión de libro de lectura no, es difícil, a ellos no les gusta la lectura.

Y en inglés debe ser, no en inglés como están aprendiendo hasta ahora...

Y pues a veces unos los ve como que el inglés como ven que no lo entienden entonces como que les da aburrición, entonces les cuesta porque como el inglés es de escuchar y mirar, como a veces yo les digo que como se escribe diferente y se lee diferente, si, por ejemplo *name*, el nombre, entonces ellos dicen: “pero se escribe name”, entonces yo les digo: “ se escribe *name*, pero es neim” Eso a ellos los descuadra porque como es diferente les digo “hay que aprender el inglés, ponerle mucho cuidado, escuchar”, eso es de escuchar.

¿Y ellos pueden mantener una conversación pequeña entre ellos o han aprendido más que todo vocabulario?

¿En inglés?

Si

No, solo vocabulario, como vocabulario.

APPENDIX 7: LESSON PLAN SAMPLE

Lesson Plan #8 – Selfishness					
Institution	Subject	Group	No. of Ss.	Date	Time
Domingo Faustino Sarmiento – Branch B	English	301	29	31 st /08/17	90 min
<p>Research question: How Visual Literacy through a Critical Approach fosters Background Knowledge in EFL Reading for third graders at Colegio Técnico Domingo Faustino Sarmiento?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ✓ To help students activate their schemata ✓ To have students ponder about social issues <p>Indicator(s):</p> <ul style="list-style-type: none"> ✓ Students relate long texts to images and actions. ✓ Students are able to read short texts and summarize them. ✓ Students activate experience background knowledge when reading texts in English. ✓ Students judge people’s behaviors after reading texts in English. <p>Stage: Pondering about what is written and what is seen from a critical viewpoint</p> <p>Materials: Images, drawings on the board, and copies with the story.</p>					
Stage	Aim	Procedure		Interaction	Time
Warm up	Activate vocabulary	1. While Ss. work on their Spanish class, the teacher will draw a forest with some animals for the main activity.			

	previously seen	2. Ss. will have a short competition. First, the teacher will show Ss. a picture and two students, representing their corresponding lines/groups, will say what an image in English is or what a word in English translates into Spanish.	Whole group	10 min
During the activity	Relate images, movements, gestures, and texts in English	1. The teacher will hand out some copies with for Ss. to read a tale about animals in a forest and the problems they have after the human apparition in that place. Ss. will listen to the teacher reading the story without translating anything, only pointing out at the drawing, making gestures and movements.	Whole group	10 min
	Check pronunciation	2. The teacher will read a part of the story and Ss. will read with him chorally.	Whole group	10 min
	Interact and understand the text by using visuals and movements	3. The teacher will read and use gestures and movements, but this time pointing out not only at the board but at the Ss. to have them act like the animals and other characters from the story. Ss. will not previously that they will do it.	Whole group	25 min
	Summarize information read through visuals and texts in English	4. Ss. will tell the teacher what they will have understood about the story. The teacher will not tell them exactly what the plot of the story is to check their understanding.		15 min
Closure	Write their thoughts and opinions produced after reading	1. Ss. in the copies, will answer some questions about their opinion on the tale.	Individually	15 min

APPENDIX #8: MY FIRST READING

My First Reading

Name Shanel Aranda Hurtado Date August 17th 2017

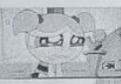
1. Une las actividades que ves con su respectiva palabra en inglés.

1. Play 2. Dance 3. Eat 4. Walk 5. Litter 6. Jump

					
a. <u>Litter</u>	b. <u>Play</u>	c. <u>Jump</u>	d. <u>Eat</u>	e. <u>Dance</u>	f. <u>Walk</u>

What are they doing?

2. Describe que es lo que están haciendo los personajes de las imágenes anteriores. Observa los ejemplos que están al lado izquierdo y al lado derecho escribe oraciones de acuerdo con las acciones que viste en el punto anterior.

 <u>Cry</u> She is crying	a. <u>He is littering</u> b. <u>He is playing</u> c. <u>She is jumping</u> d. <u>He is eating</u> e. <u>she is dancing</u> f. <u>He is walk</u>
 <u>Smile</u> He is smiling	

Finally reading!

3. Lee el siguiente texto. Las palabras que tienen un asterisco (*) están traducidas abajo de la imagen. Pide ayuda a tu profesor si no entiendes otras palabras.



This is Luis, he is 10 years old, he is a boy and a school student. Today he is eating and he is walking in the park while* littering. There is a lot of garbage* in the streets, but* it is not important for Luis. Is Luis a good person?

Glossary
 While: Mientras.
 Garbage: Basura.
 But: Pero.

4. Escribe lo que hayas entendido sobre este texto:

El niño Luis tiene 10 años y es un estudiante y estaba comiendo y él estaba en el parque mientras estaba la basura pero el día es no importante

5. Que piensas sobre la imagen y el texto, qué opinas sobre las acciones de Luis?

Yo pienso que eso está mal porque mientras nosotros contemplamos el mundo no nos damos cuenta que nos vamos a morir y sufriríamos todos

THE END

APPENDIX #9: LITTERING AND RECYCLING

Name Ika Suyar Sanchez Martinez

1. What is your opinion about the next pictures?

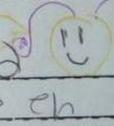
Littering



I think it is (good - bad) because bad 
porque eso puede dañar a medio
ambiente y no solo eso tambien
puede causar el fin del universo.

Recycling



I think it is (good - bad) because good 
porque reciclar nos sirve en
mil formas y podemos
reciclar cualquier cosa como
agua, luz y energia y muchas
cosas mas.

APPENDIX #10: OCCUPATIONS

THEY ARE HUNTERS



- WE ARE HUNTERS. OUR WORK IS TO HUNT ANIMALS.
WE ARE HUNTING A DEER.

APPENDIX #11: SELFISHNESS

SELFISHNESS

Once upon a time there were beautiful animals in the forest of Domingo Faustino. In the forest there were monkeys, there were rabbits, there were bears, there were fish, there were birds and there were many other animals: they were very happy and they were always smiling.



One day, a new animal came into the forest, his name was Austin. He was different because he did not have fur and he walked in two legs. Austin did not have a house; so, he went into the forest with a strange object (an axe) and he started cutting the trees to make a house. The monkeys said: "don't cut the trees, they are our house". Austin said: "it is not important for me". The birds said: "don't cut the trees, they are our house" Austin said: "It is not my problem".



After he worked, he invited his friends to celebrate in the house, they made a party.



They started dancing and eating while littering in the river. The fish told them: Don't litter in the river, this is our house. They said: "It is not important for us". They liked a lot the party and the forest and decided to live there.



They started cutting all the trees and made a lot of houses. The bears and the rabbits said: "don't cut the trees, they are our house". They said: "It is not important for us". Finally, there were not trees, there was not a river and there were no monkeys, no rabbits, no bears, no fish... no forest... There were only new animals without fur who walked in two legs... they were humans.



THE END

Workshop

1. Resuelve las siguientes preguntas según la historia anterior.



a. Who is he?

El leñador

b. What is he doing?

He está cortando un árbol

c. What do you think about his actions?

(¿Qué piensas sobre sus acciones?)

I think he is a (good - bad) person because

Yo realmente pienso que los animales hacen el planeta ser diferente y los humanos hacen ya no hay de esas pero siempre nosotros nosotros un animal es que nosotros malo (bad)

2. Summarize the story in a brief way (Resume la historia de manera breve).

Ante mucho tiempo había unos animales que habían felices así que una vez en el bosque y entonces a todos los animales y no se van a morir ni a los malos.

3. What would you do in the forest if you were Austin? (¿Qué harías en el bosque si fueras Austin?)

If I were Austin, I would

Aludiar al medio ambiente y sería un protagonista para aludiar al mundo entero sería una ley de el medio ambiente y si alguien intenta romper la ley un castigo

THE END

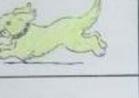
APPENDIX #12: DOMESTIC ANIMALS

Name: Danna Sofia Mateus Parache Date: _____

10
10

DOMESTIC ANIMALS

1. Une con una línea las imágenes de animales con su nombre en inglés a la izquierda y a la derecha con la descripción del animal (observa el ejemplo con el cerdo "pig"). En la descripción encontraras una serie de colores, encierra solo uno de ellos y pinta al animal descrito con el color que has escogido.

Horse		It is (brown, purple, green), it is intelligent and it is running.
Rabbit		It is (grey, orange, purple), it is small and it is playing.
Cat		It is (pink, orange, blue), it is fat and it is sleeping.
Pig		It is (yellow, green, black), it is big and it is jumping.
Dog		It is (grey, yellow, pink), it is small and it is eating.

APPENDIX 13: NO MORE BULLYING: EQUALITY AND EQUITY

NO MORE BULLYING: EQUALITY AND EQUITY

Once upon a time there were some animals in a farm called Domingo Faustino. They always helped each other: the cows produced milk, the chickens produced eggs, the dogs watched out the city, the rabbits cultivated the food and the horses harvested the food. They were really happy.

One day, the animals were working day and night to harvest the food. Suddenly, three new animals came into the farm, the bulls. The bulls were hungry, so they went to the farm and took all the food.

-The cows said: "that's our food!"

- The bulls started laughing. "You are too fat!"
- The cows started to cry,
- The bulls started laughing. "You are too small!"

All the animals were afraid of the bulls.

- The rabbits said: "That's our food!"
- The bulls started laughing. "Your ears are too ugly!"
- The rabbits, being sad, said: Ignore the bulls, they are bad animals.

The animals continued working meanwhile the bulls were eating all the food until they had no food. Suddenly, the bulls took again all the food.

- The chicken, whispering, said: that's our food!
- The bulls started laughing. You are too small and coward!
- The chicken started to run and cry.
- The dogs, screaming, said: "that's our food" and tried to attack the bulls

The cows, the rabbits, the chickens, tried to attack the bulls. They surrounded the bulls and the bulls were afraid of the animals.

- The horses stopped the animals and said: Nooo! No solution in fighting!

The bulls were crying and the animals continued working. The harvested the food and did a party. They were happy; they were eating, dancing and playing meanwhile the bulls were crying.

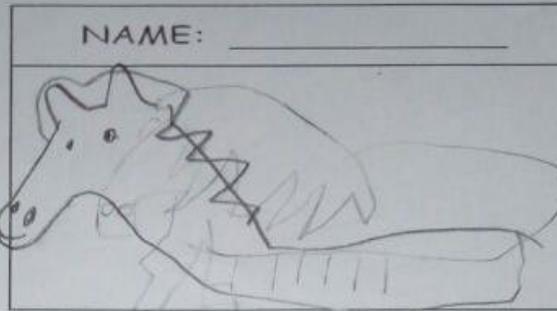
- The animals started making fun of the bulls.
- The bulls were crying.
- The dogs said: "Stop! Now we are bad animals!" "No more bullying!"

The animals felt sad and invited the bulls to the party. Finally, all the animals ate, danced, played and then worked together. They were happy again.

THE END

WORKSHOP

1. ¿Cuál es tu personaje/animal favorito de la historia? Dibújalo y escribe su nombre en inglés



2. ¿Por qué es tu personaje favorito?

por que a el lo invitaron a la fiesta

3. ¿Qué opinas del comportamiento de los toros?

opino que por que se pelean unos contra otros y se bulligan de los toros les estaban haciendo bullying

4. ¿Conoces o sabes de alguien que se comporte como los toros? ¿Cómo es esa persona?

a maku el personaje de la guardia de reen era un cacodrillo que siempre queria pelear y una vez le dio aca porque queria pelear

5. ¿Qué harías si alguien se comporta como los toros contigo o un amigo tuyo?

me sentiria mal por que es muy malo Nadie gusta que le hagan bullying ni a nadie