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AUTOR O AUTORES:

Primero y Segundo Apellido	Primero y Segundo Nombre
Trujillo González	Blanca Inhírida
León Cordoba	Noryda

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
Insuasty	Edgar Alirio

ASESOR (ES):

Primero y Segundo Apellido	Primero y Segundo Nombre
Insuasty	Edgar Alirio

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PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

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2. Aprendizaje por proyectos	Project-based learning
3. Discursos sociales	Social discourses
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5. Matoneo	Bullying

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

This action research study was conducted at Angel Maria Paredes School to enhance 29 eighth graders' EFL literacy skills by the exploration of eighth graders' social discourses about bullying in the classroom. It was found that the students did not feel commit to the English class because their literacy activities did not treat real issues of their classes which made them consider that literacy was not relevant to their practical lives. This study was carried out through a project that was based on 7 interventions developed in 20 classes. A variety of instruments such as students' artifacts observations, field notes, and an in-depth interview were used to collect fundamental data. Similarly, a grounded theory approach was used to interpret, codify and answer the questions and objectives of this research study. One of the main findings was that the treatment of social issues such bullying helped students to enhance their language learning. Thus, students' EFL literacy skills were developed through active language learning practices that went through processes that implied confidence, taking risks, employment of the first language and production of errors that determined an inter-language process. Regarding this, literacy activities made the English class more meaningful fostering cross-curricular work.

Finally, the students used their literacy skills to explore, identify and co-construct three social discourses about bullying such as the Discourse of social awareness, conflict awareness and behavior awareness that promoted Intercultural sensitivity because students learned to accept, tolerate and empathize with differences found in the classroom.

ABSTRACT: (Máximo 250 palabras)

This qualitative research aims to explore the social discourses that students from A.M.P. have about conflicts (bullying), as well as the reflection on this social issue that improves the school climate contributing the development of EFL literacy skills.

This study involved 32 eighth graders, who took part in a project called "bringing my thoughts to paper" which lasted four months. During that time, data were collected through the application of tools such as: class observation, students' artifacts, survey, interviews, field notes and class recordings.

Overall, the findings point to students' reflection through the exploration of social discourses on the issue of bullying in the classroom, such as social awareness, conflict awareness, and behavior awareness. Such discourses make foreign language learning more meaningful through the use of themes that are appealing to the students, facilitating the development of reading and writing skills as well. Additionally, the findings suggest that when students reflect on these social discourses the development of socio-cultural sensitivity can be promoted, contributing with the critical reflection of the similarities and differences based on the learners' own culture in order to understand and respect others.

Key words: Social discourses, literacy, bullying, Project- based learning, Inter-language.

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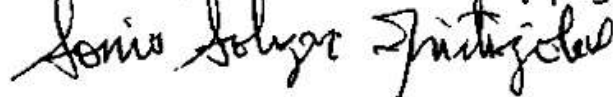
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Exploring Eighth Grade Students' Social Discourses about Bullying to Enhance EFL Literacy

Skills at a Colombian Public High School

Noryda León Córdoba

Blanca Inhírida Trujillo González

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Dedication

To God who enlightened our work and gave us the strength to not quit our dream to become Masters. Moreover, it allowed us to enjoy this enriching experience.

Blanca & Noryda

To my Mother Miryam and my father Camilo, who always have been my most devoting driving force of all my dreams.

To my friend Alba Leonor, who always have encouraged me to take risks and to go always forge ahead.

To Lilia Stella Bernal and Gilma Zúñiga, who gave me their unconditional support despite I wasn´t an English Bachelor.

To all people, who wanted to share with me other spaces and after all, decided to cheer me up to reach my goals.

Blanca

To my mother Nubia and my father Emel who taught me the best values to become an excellent professional, and also provided me love and support in each stage of my life.

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Abstract

This qualitative research study was conducted to explore the social discourses that students from a public high school had about bullying. This contributed to the improvement of the school climate and to the development of EFL literacy skills. The methodology consisted of seven pedagogical interventions that involved 20 PBL sessions with 29 eighth graders. Class observations, students' artifacts, an in-depth interview and field notes were used to gather fundamental data. Following the grounded theory approach three discourses of awareness about bullying were explored, social awareness, conflict awareness, and behavior awareness. The findings suggest that when students reflect on their social discourses the development of socio-cultural sensitivity can be promoted while they pass through an inter-language process that help them to overcome fears and take risks to write their own texts in English.

Key words: Bullying, Interlanguage, Literacy skills, Project- based learning, Social discourses.

Introduction

Each one of our students is a different world; everyone has adapted a set of values, behaviors, and ideologies that bolster their own identity and that have been constructed by their interaction within a speech and discursive community. As Kramsch (1998) states "people who identify themselves as members of a social group (family, neighborhood…) acquire common ways of viewing the world, attitudes, beliefs, and values that are reinforced through institutions like family, the workplace, the school…" (p. 6).

This article is based on a qualitative research study that was conducted to enhance EFL literacy skills by the exploration of eighth graders' social discourses about bullying in the classroom that evidenced the necessity to transform methodology and understand how systems of the foreign language learning such as inter-language and intercultural awareness are displayed when working with literacy activities.

After the implementation of this project, students developed the necessity to accept, understand, adapt, and even change behaviors and values to co-construct social identities that improved their interaction in the classroom using the target language. As Rico argues (as cited in Tomlinson & Masuhura, 2011) "language is a social construction and results from inter-subjective relationships in which people know and agree social norms" (p. 86).

This project helped the researchers realize that it is necessary to use reflection of "diversity" in every class. We should teach our students how to be tolerant and try to understand the variety of perspectives, behaviors and thoughts of every person as well as to understand that there are many ways of behaving and thinking and being open-minded to co-construct social identities. As Rico (as cited in Tomlinson and Masuhura, 2011) states "I have continually to deal with heterogeneous groups where differences are the constant in every single lesson…" (p. 91).

Based on Bennett's (2001) ideas, it is necessary to recognize and accept our own and others' behaviors and values in every cultural context. Moreover, it is decisive to change our own perspectives and try to empathize with other people worldviews and finally to be able to construct cultural appropriateness to have a significant interaction.

With reference to the participants, they were students from Angel Maria Paredes School specifically from the course 802 composed by 29 boys and girls and the majority of their ages ranged from twelve to sixteen years old. The participants belonged to strata 0, 1 and 2 and according to the school documents such as the English program, these students presented low level of writing and reading skills as well as bullying problems in class.

This was an Action Research project based on 7 interventions developed in 20 classes. Students, with the guidance of the teacher-researchers, decided to implement a project that required their active participation during the whole cycle of research. Then the students analyzed and chose a social problem that affected their interaction in English class which was Bullying. Once the students chose the topic they were involved in different literacy activities such as authentic stories, images readings, comics, manifestos (personal reflections) and opinion articles.

The data analysis process was based on the grounded theory approach that based it data gathering through the use of different instruments such as students' artifacts, observations, field notes, an in-depth interview and a survey. The process of data analysis was fulfilled through the employment of a software for qualitative data analysis called Atlas.tí that helped to organize information with reference to language learning enhancement and social discourses about bullying. In regards to Data analysis, all the concepts were codified and contrasted to see if there was data co-relationship and obtain data triangulation. It was concluded that the main categories were "Discourses of awareness about bullying" and "Language learning".

In brief, one of the main conclusions from this study is that Project work boosts the development of literacy skills through the use of social issues that affect the school environment and their own interaction in class. For this reason, this study seeks encouraging socio-cultural reflection about own and others' identities and differences.

Bearing this in mind this project allows the application of genre-based writing that motivates the students to produce their own texts without any pressure, it means with the guide of the teacher. This approach facilitates the production of written texts and encourage students to risk writing in the foreign language. Such risk is accompanied by an inter-language process that is the production of some errors such as fossilizations, overgeneralizations and interference of the first language into the foreign language. However, students tend to combine both languages to make more dynamic their learning and to understand other language systems. Therefore, errors should not be considered as a barrier for language learning but a strategy to improve English as a foreign language.

Chapter I

Research Problem

Statement of the problem

After administering different instruments to diagnose the problems that affected students' English learning, the researchers found some features described below.

Based on data gathered by means of a community visit, a Likert scale questionnaire (See Appendix F), students' voices, observations and students' artifacts, evidence showed that the language teacher and eighth graders from Angel Maria Paredes School lacked awareness of the implications of each individual discourse in the English class. Therefore, a lot of those discourses are distinctive and may cause disagreements or "discrepancies" (Johnston, 2003). As a result,

problems such as divergent cultural beliefs, lack of values apprehension, violence, bullying, and discrimination were evoked and restricted the advance of the students' EFL literacy skills.

Additionally, observation showed that the English class focused only on teaching linguistic aspects, and the reflection about the students' socio-cultural contexts were left apart as shown in Table 1. Thus, in the first observation it was demonstrated that teachers and students ignored the conflicts that became the central topics to learn in class.

Table No.1 (Excerpt 1, Observation for needs analysis)
"the teacher continued explaining the past simple form in the foreign language it means the class focused on the learning of grammar and the book did not provide exercises and did not show interesting topics where students could produce written or oral language"

According to Johnston (2003) teachers claim they do not have the knowledge to work appropriately with these controversial or "sensitive topics" that "could lead to serious disagreements among members of the class" (p, 43).

These facts also affected the teacher's classroom management and consequently restrained the development of EFL writing and reading skills as evidenced in the following excerpt from the transcription of a class:

Table No.2 (excerpt 2 from observation for needs analysis)
T: Now students, for practicing the past simple, in a piece of paper you're going to write a short text about your vacation.
T: Did you understand?
(some students were talking and the ones who were paying attention were completely quiet)
T: Did you understand?
S4: No profe, que dijo?

T: Write a text about your vacation
S2: ahhh que escribamos acerca de las vacaciones
S8: ayy noo profe yo no hice nada que pereza
S9: uyyy si pilla yo jugué x-box a lo loco jajaja
S8: que pereza
S5: y como profe, en español o en Inglés?
S6: Boba pues en Inglés
(the students started mockering their classmate because of her question)
T: bueno ya no más, que deben escribir un texto corto acerca de sus vacaciones en inglés
S6: si ve, es que es bien bruta
T: Bueno entonces sacan una hojita y tienen aproximadamente 20 minutos
S4: Uyyy no teacher, ponganos otra cosa
S2: profe nos podemos hacer en grupos?
T: no, es individual
(the students took out a piece of paper but they did not know how to start writing. some of them were using dictionaries to write some ideas and others seemed demotivated and were not interested in the class. Time went by and the school bell rang. Only a small part of the students finished the task)

Therefore, this research project endeavored to create spaces for social concerns, critical thinking, and problem-solving through literacy that might contribute to the development of learners' personality and identity as to enhance reading and writing skills.

The selected participants displayed assorted behaviors (aggressive, apprehensive, rejected and low self-esteem students) in some particular situations where bullying was presented. Many conflicts between boys and girls as well as rudeness and mistreatment between both genders were also visible, as illustrated by the following excerpt from a class observation:

Table N° 3 (Excerpt from Class Observation)
O: ok, there are more boys than girls, so boys are more bullies than girls?
S1: si si
S6: igual, igual
S17: igual
S1: boys and girls
O: boys and girls?
S1 and s18: si aja
T: and girls to girls?
S1: ellos nos hacen bullying y nosotras…
T: girls to girls or boys to boys…
S1: boy girl and girl boy
S17: si ellas nos molestan tambien nosotros las molestamos
S1: igual
(students start talking each other and laugh each other)
O: hey listen to me! Aqui un estudiante me dijo: "yo insulto las niñas, las niñas me insultan a mi y ahí hacemos estabilidad", que significa estabilidad?
S17: no, insultar no, si pilla? Por ejemplo a ella le dicen megafront, a ella no le gusta que le digan megafront, si pilla? Entonces ella me responde de otra manera
O: dicen aca, "nosotros hacemos bullying entre hombre y mujer", y entre hombres?

S1: si entre ellos también, (the other students agree)
S6: eso es en todas las formas
O: entonces quienes hacen mas bullying?
S17: las mujeres!

S1: no es que como ellos son más fuertes se la montan a uno, siempre los últimos, o se hacen su galladita y entonces todos atacan como chulos

S18: y les mandan a que le digan si no lo hacen lo sacan del grupo

Students (boys) react: ahhhhhhhh (students talk at the same time)

…

In pairs you are going to analyze the video and then you are going to answer some questions ok?

Ss: ok

S6: you bullyyy (to s1)

S1: ayy papito usted es el que más hace

S6: que hacemos, cuando hacemos bullying pegamos calbazos (laughs) de ahora en adelante que siga pegando calbazos sea Andres

S10: no usted jajaja… During this work it was observed that some students in front chairs treated themselves in a rough way, one hits the other with the book to attract the attention and the the other responds hitting him on the chest.

S11: profe se puede traducir? The teacher approaches and helps the students.

-Next to s11 There are some students who do not decide what to write. While there is a group of girls talking about other things that were not related to the class, some students are using the cellphone in order to translate the words into English and the teacher is helping and guiding the student 6's group.

- Then one of the students from s6's group (s12) hits on the head of one of the students next to him (s13), and the one that is by his side hits him on the chest (s14), but they all laugh, it seem it is not harmful…

With this in mind, in order to identify and understand the main problem, this research study was grounded on the Law 1620- Decree 1965 in 2013 proclaimed by the Colombian Ministry of Education that established the national system of scholar coexistence and education in the exercise of human rights, sexual education and prevention, as well as the mitigation of bullying at school. In regards to the second article of this law:

Bullying is defined as an intentional, methodic and systematic negative behavior that

shows aggression, intimidation, humiliation, mockery, defamation and coaction.

Additionally, deliberate isolation, threat, or incitation to violence or any form of

psychological, verbal, physical or cybernetic mistreatment against a boy, girl or

adolescent, by a student or his/her peers with whom he/she maintains an asymmetric

power relationship presented in a repeated way through a long term of time. (p,47).

In like manner, Hernandez (as cited in Bonilla, 2015) claims that teens have a lot of

problems in their school affecting their behaviors and attitudes. Thus, "they lack interest in

school and display apathy, isolation and aggression inside and outside the campus" (p, 52).

Class observation for needs analysis (Appendix E) also evidenced that eighth graders

from Angel Maria Paredes School did not feel committed to the English class because their

literacy activities were not connected with real life experiences and not significant to treat real

issues of their classes such as bullying. This made students consider that literacy was not relevant

to their practical lives, as stated by Stewart (as cited in Gee, 1989) who found that the lack of

relevancy and integration make students "perceive classroom writing as an activity totally

separate from their lives" (p, 230).

According to the results of the second question from the Likert scale in the questionnaire

(Appendix F), shown in Graph No. 1 below, students at Angel Maria Paredes School presented

low level in their writing and reading skills.

Graph No. 1 English writing and reading skills level
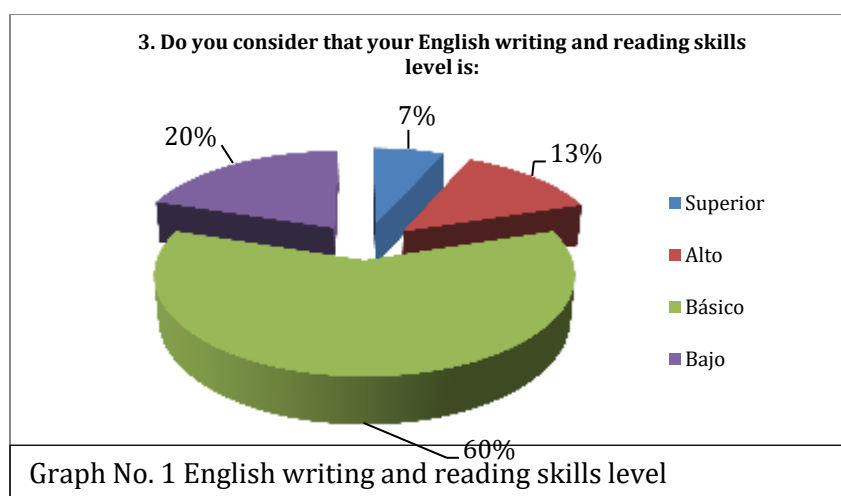
Based on students voices collected by means of a questionnaire, shown in Graph No. 2, the participants expressed difficulties to communicate their own reflections in the target language, considering themselves as lower performers of English literacy as Ericson (cited in Gee, 1989).

STUDENTS VOICES

	1	2	3	4	5	6
SI	100	50	17	0	0	17
NO	0	50	50	100	100	83
ALGUNAS VECES	0	0	33	0	0	0

1	¿Tu colegio tiene problemas de convivencia? Que tipos de problemas has observado?
2	¿Has estado involucrado en alguna problemática en tu salón de clase?
3	¿Compartes los mismos valores impuestos por tus maestros de Inglés?
4	¿Has usado el Inglés para comunicarte con tus compañeros y los has hecho también para ¿hablar sobre las problemáticas de tu salón?
5	¿Puedes expresar lo que piensas en Inglés o se te dificulta, y por qué?
6	¿Alguna vez has estado en alguna actividad donde reflexiones sobre las problemáticas de convivencia utilizando el Inglés?

Graph N° 2 Students Voices

In addition to this, data gathered from question No. 1 from the Likert scale in the same questionnaire whose results are shown in Graph No. 3, students claimed they lacked of spaces in which they could reflect on problematic situations and showed their personality and identity through the use of the foreign language.

Graph N° 3 Reflection on Community problems. Taken from the Likert scale
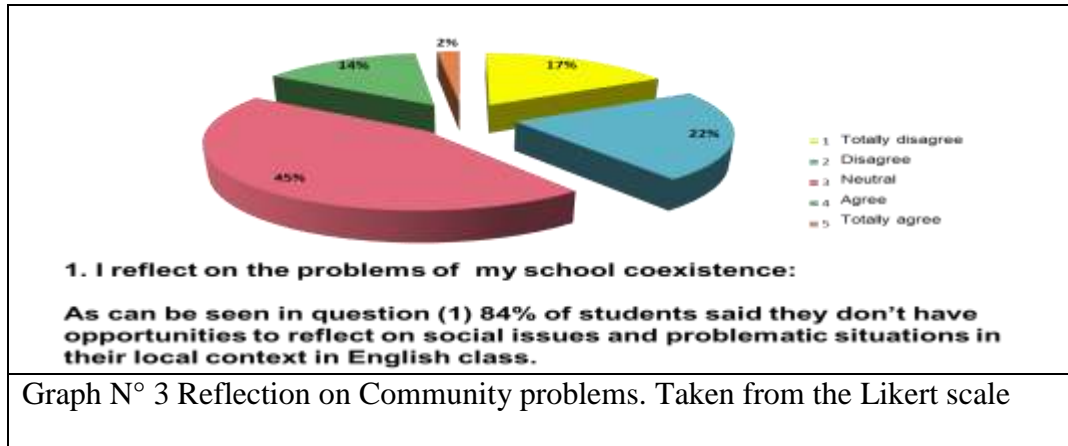
The particularities mentioned above were part of the reality of our classrooms which affected directly or indirectly the members of a community or society.

However, if there is an adequate environment of confidence and cooperation, this brings the possibility of finding collective solutions through project works that foster the learners to question controversial issues that have an impact at a local or global level on political, social and personal spheres.

Related Researchable Problems

One of the main problems at an international and local level is that many teachers do not think of themselves as political creatures, hence they avoid "sensitive" topics such as bullying that could lead to serious disagreements among members of the class (Jackson, Boostrom and Hansen, 1998 as cited in Johnston, 2003), This evokes language barriers and lack of development of communicative skills, (Shokri, 2010) due to the fact that language learners become discouraged to use the target language meaningfully. Hence, students feel restraint to reflect about their social context because in most of the cases English is taught more linguistically rather than situational and communicatively.

In like manner, Castro and Navarro, (2014) assert that, students do not have spaces to propose social changes which prompt them to not consider English as a need to communicate

each other. For this reason, students believe there is not a real purpose to use the foreign language and its lack of real practice evolve English into a challenging and "difficult subject" at school. Consequently the students' autonomy and motivation decrease (Ruiz, 2013) allowing the display of undesirable behaviors and distraction.

Johnston (2003) published a book named "Values in English Language Teaching". In this book, the author discloses a philosophical analysis about real-life dilemmas that language teachers face in a variety of settings. Furthermore, he shows the importance of action research to apply theory into practice. Johnston (2003) states that language teaching and learning are a "profoundly value-laden activity" (p. 1). However, when a variety of values are imposed in the classroom by the teacher, many of those values can be "contradictory producing discrepancies and conflicts" (p 16). Such analysis was very meaningful to our research study because values take part of the students' social identities and coupled with social discourses. As Gee (2015) affirms in his book:

> Social linguistics and literacies, ideology in discourses …each of us is a member of many discourses and each discourse represents one of our ever multiple identities. These discourses need not and often do not represent consistent and compatible values. There are conflicts among them and each of us lives and breathes these conflicts as we act out our various Discourses (p, 4).

Gee (1989) also mentions that primary Discourses establish "home-based sense of identity" (p, 485). Nonetheless, through social interaction, those discourses change or adapt new discourses known as secondary. In this sense, one can interfere with other provoking conflicts since students may be unsuccessful to understand others.

At a national level, Bello (2012) claims that students have different, often conflicting and also changing discourses that are "under construction" (p.122). These two concepts mean in the

classroom there is a variety of discourses that many teachers are not aware of and ignore that these discourses can be adjusted or reshaped through real reflection and interaction using the foreign language. Thus teachers must know that reality is the product of the "discursive practices" that emerge in different contexts (Cameron 2001).

Bello (2012) developed a qualitative research study in which she found that a way for improving and transforming language teaching and learning practice was the examination of social discourses through project-based learning activities. The author found that the students' prior EFL courses did not match the Institutional goals as well as their expectations towards the English class in a university in Bogotá, Colombia. Data showed that the students' views of social reality are diverse, contradictory, changing and that the EFL class can become a place for citizenship education as a tool to facilitate self-expression and critical reflection. For this reason English was used to discuss real life situations and engage students in situated language learning tasks.

Bello used class projects focused on the analysis of social issues and used a discourse analysis approach based on Gee's (1999, 2004) "language-in-use" as methodology to show the students' social discourses. The author's pedagogical intervention consisted of twelve project-based lessons which focused on discussions, oral presentations and written workshops in English. Bello asserted the class project allowed students to read, write and talk about different topics such as drug abuse, domestic violence, and so on. As a result students agreed on presenting the final results of their project to their peers in the form of a short radio program in English which permitted learners use their background knowledge and use the target language meaningfully.

Accordingly, we reckon that Bello's research study is valuable due to its great contribution to the understanding of how the foreign language education in Colombia can promote cultural appropriateness and respect towards our own and other foreign cultures.

By the same token, Perez (2013) conducted a qualitative research study in a public school in Bogotá, Colombia with the purpose of "revealing students' awareness about their social realities while inquiring their context, developing at the same time their EFL literacy skills" (p, 185). Perez found that tenth grade students in a public school presented verbal and physical aggression among them. In addition, the author mentioned that teachers form public schools believed that the involvement of social issues as part of the curriculum was very challenging. Therefore it is suggested that English as a foreign language should not be taught and learned only linguistically but recognized as a mean of exploring and reflecting about the students social context.

Through a pedagogical intervention that consisted of 10 lessons the author proposed that an Inquiry cycle based on artifacts like portfolios, reports, and personal writings about social issues in English which encouraged the students to observe understand and develop sensitivity towards a problematic situation such as violent acts, and work collaboratively using English in a more meaningful and contextualized way.

With this in mind the students and the teacher started gathering and analyzing data using a variety of instruments such as semi-structured audio recorded interviews, questionnaires and artifacts. According to Perez (2013) the data obtained "were systematically grouped, analyzed and placed in categories, until getting a phrase or statement which better enclosed students' responses". (p, 191).

The author used the L1 and the L2 during the process of inquiry that allowed students to understand aspects like grammar and tenses usage in both languages. This intervention facilitated the articulation between context and language, but also fulfilled the purpose of literacy as a social practice.

Once again, we discovered that through the use of the foreign language literacy, students are able to reflect upon the social issues involved in their context to achieve social awareness. This allows to construct free-violence environments.

Unfortunately, students do not reveal their literacy skills knowledge because according to Ericson (1996, as cited in Gee, 1989) "literacy is unconnected to the students' real life experiences" (p, 230). For this reason, there is even more a necessity to co-construct knowledge and additionally, to integrate and explore students' real concerns and social issues into the school curriculum. All this by means of the use of literacy in the English class.

Setting

Angel Maria Paredes School is a State school, located in a neighborhood called El Altico. This Neighborhood is one of the oldest suburbs in the city of Neiva.

This School is organized through the Department Decree No. 1407 of 2002, with recognition and approval of the studies in Formal Basic Education through the Municipal Resolution No. 068 of 25 of March 2003 for the levels of Preschool, Primary Basic and Secondary Basic, to attend boys, girls, and adolescents in Calendar A, in morning shift and evening shift at the headquarters Angel Maria Paredes and Luis Calixto Leiva.

The present research was centered in Angel Maria Paredes Headquarter with the students from eighth grade in the morning shift. The students that took part of this study corresponded to the course 802 composed by 29 boys and girls and the majority of their ages ranged from twelve to sixteen years old. Students' English level was corresponding to A1 according to the school program, (Appendix A) and as it was reported in the Likert scale, (Graph No.1, above) the students were mostly in basic and low level in writing and reading skills. The participants belonged to strata 0, 1 and 2.

The researchers selected 29 students through the judgment sample technique (Marshall , 1996) which facilitated to answer the research questions. That sample technique was the most appropriate taking into account that one of the researchers was the English teacher of the selected participants.

According to the school reports there were severe problems characterized by dysfunctional families, economic poverty and lack of social values.

Taking into account all those characteristics, the authors decided to implement an action research in which they started doing a diagnosis by elaborating, applying and analyzing different instruments like surveys, class observation, community visit, students voices, students artifacts and interviews.

Rationale

The current research study attempts to show the effect of the use of literacy activities to enhance the foreign language learning based on the reflection and treatment of social issues in EFL class. Additionally, educators may contribute to the construction of healthy school environments, the development of innovative tools to have better teaching practices and the transformation of students' reality.

This research study is significant due to the fact that the analysis and development of social issues such as bullying can contribute to the enhancement of English as a foreign language (EFL). Accordingly, the treatment of problematic topics and the study of our students own representations about their world through project works based on the advancement of literacy activities such as comics, manifestos, opinion articles, not only has little exploration in Colombia but also is relevant for making more meaningful English learning and teaching process.

Moreover, this qualitative study carried out inside the Action Research method implies that English is a fundamental basis for cross-curriculum work in schools because through the foreign language, teachers have the possibility to explore a variety of topics related to the students' socio-cultural context and contribute to the development of other subject-areas.

By the same token, this study also attempts to show that English as an international language can be seen as an opportunity to reflect, interpret and represent students' own culture in the EFL classroom. Taking this into account, it is necessary to change the perception of teaching English as a "way of coding or decoding symbols" (Lerner, as cited in Perez, 2013, p. 185) but as meaningful and discursive way of communicating and interacting to understand and respect our own and others' cultures and differences.

At a national level, In Colombia mostly in public school, students, parents and teachers have to face daily problematic situations, for instance "issues like verbal and physical aggression that regard social realities in poor areas and tend to be more conflictive, when the young population belongs to deprived communities with economic crisis, dysfunctional families and violent concerns" (Millan, 2010 as cited in Perez 2013 p, 185).

For this reason, the implementation of this study may contribute to the field of EFL teaching and learning to prove that the treatment of social issues inside the EFL classroom can enhance the development of literacy skills. Moreover, this promotes reflection, participation and awareness of social issues to change reality.

Finally, this research is important because it promotes literacy to transform society in the English curriculum through the reflection on social issues such as bullying and violence in and out of the classroom. Taking into account that "teachers must learn to integrate students' knowledge and experiences into school curriculum in ways that will enable students to transform

their own forms of literacy so that their voices can be heard" (Englert & Mariage, 1996, as cited in Gee, 1989, p, 230).

Research questions

Considering that one of the researchers taught three hours of English per week to the selected participants, problems related to bullying and intolerance of differences were known. Moreover, the researchers decided to make first a community visit to know and understand the socio-cultural context of the students. Therefore, this visit revealed that students were surrounded by a trade area, full of stores, restaurants and bars. Besides, the school walls displayed students' anger and sadness in their own language. Similarly, the students' voices showed students had aggressive behaviors and lacked of social awareness. With this in mind, it was endorsed that the students presented as their main social issue bullying. Then the researchers decided to make a class observation and apply a Likert Scale questionnaire to ascertain what the real problem with reference to the foreign language learning was. Thus, these instruments disclosed that the English class was limited to the learning and teaching of grammar with little importance to the development of other language skills such as writing and reading. Consequently, the students did not use English as a foreign language to interact each other and to understand others' behaviors and identities that conform their own social discourses despite they are members from the same culture. For this reason it was necessary to explore new ways to transform the English curriculum at Angel Maria Paredes School and promote a more meaningful foreign language learning.

Keeping in mind that one of the purposes of this research study is to contribute to the EFL teaching and learning practices, the first question was aroused: **What do the students' social discourses about bullying reveal about the development of their EFL literacy skills?** This question emerged when data from class observation and the likert scale questionnaire revealed that aiming attention only on grammatical aspects and isolated input restricted the

advance of the learners' EFL literacy skills. For this reason, the students did not rehearse their

writing and reading skills and consequently lacked of semantic and lexical knowledge, register,

style, organization and structure of a text, as well as scarce development of functional, discourse

competence and critical analysis (Common European framework).

Moreover, through the gathering data instruments, the students revealed low confidence in the

use of reading and writing skills, so that they perceived it was difficult to apply these skills for

interacting and communicating a message in the foreign language. In addition, the teacher

displayed little knowledge about the utilization of literacy and ignored to address social issues in

teaching and learning the foreign language (Jockson, 2006, as cited in Perez 2013).

The second question was: **What social discourses about bullying do 8th graders from Angel**

Maria Paredes School reflect on when using EFL literacy skills?

This question emerged when observing and talking directly to the eighth grade students

whose socio-cultural background was different. It is paramount to know that the students are

social beings that are building their own identity and culture. As Hernandez and Samaca (2006)

assert "culture can be different within the same country, community and family, as it modifies

itself according to the different conditions it is exposed to" (p.41). Therefore, these students have

received and created discourses according to their experiences in various contexts.

This research study tends to create spaces that allow the students to reflect on how

students could adopt, modify, generate or co-construct (Bello 2012) new beliefs, values,

behaviors in their discourses about bullying which might help to solve social issues

discrimination, intolerance, disrespect and violence, developing at the same time intercultural

competence.

Research objectives

The main research objective is: To ascertain the inter-language process in the development of students' EFL literacy skills.

The main purpose of this study was to identify how the students pass through an inter-language process when working with literacy activities. As a matter of fact, the inter-language process shows that some errors should be considered as strategies that the student produces to make a more dynamic and creative process of the target language learning (Frith, 1978). As a matter of fact, this process permits to know the student's English background knowledge and his or her ability to transform it using the first and foreign language.

Bearing this in mind, this process may be a key to change linguistic practices in English learning and teaching.

The second objective was: To explore the social discourses about bullying students reflect on when using EFL literacy skills. This implied the examination of different components that integrated the students' social discourses such as values, identities, beliefs, attitudes and behaviors (Gee, 1989 as cited in Bello 2012) through the use of EFL literacy skills where students could reflect on social issues or problematic situations that the classroom faced and whose cause and/or solution was not clearly defined (Hulbert & Totten, 1992 as cited in Bello 2012).

The next objective was: To identify the social discourses about bullying students reflect on when using EFL literacy skills.

Those social discourses components such as beliefs, values, attitudes or behaviors were the ones that provoked social complex problems in the classroom. According to Bello (2012) those complex situations affect the way in which individuals from a community interact. Hence one of the purposes of this research was to identify the main discourses about bullying using

English as a mediator of social interaction (Sunderland, 2004 as cited in Bello 2012). With this intention the students could understand behaviors and identities to reach intercultural sense and the teachers achieved a desired classroom management.

The fourth objective was: To describe the social discourses about bullying students reflect on when using EFL literacy skills. The next step was to describe those social discourses about bullying so that teachers and students were able to understand the magnitude of the influence of those discourses in class. Consequently, the students and teacher had the opportunity to manage accurate information to make a wide "discourse analysis" Martínez (2012) and reflect about their language learning enhancement through intercultural and inter-language processes.

Chapter II

Theoretical Framework

The purpose of this research study is to enhance EFL literacy skills by the exploration of eighth graders' social discourses about bullying in the classroom that evidenced the necessity to transform methodology and understand systems of the foreign language learning such as inter-language and intercultural awareness.

Therefore, in this section relevant concepts that determined this research study will be examined due to their connection to the objectives and questions. Besides literature review attempts to set explicit parameters to the methodology and tools in order to be specific and achieve the goals the research team expects to attain.

Students Social Discourses. Bello (2012) states that "Discourses are students' representations of reality: The manifestations of our thoughts, feelings, and needs in a specific context and for particular purposes reveal how we see and relate to the world surrounding us" (p.111) With this in mind, each one of our students is a different world, everyone has adapted a

set of values, behaviors and ideologies that bolster their own identity and that have been

constructed by their interaction within a speech and discursive community.

According to Gee (as cited in Bello,1989) discourses are "ways of being in the world;

they are forms of life which integrate words, acts, values, beliefs, attitudes, and social identities,

as well as gestures, glances, body positions, and clothes" (p.111). In this sense when those

reflections are ignored in the classroom, students and teachers are not aware of the existence of

those components mentioned previously that shape social discourses. Therefore this absence of

awareness may evoke contradictions and disagreements between students and teachers.

According to Kumaravadivelu (1999), "Foreign language teachers usually ignore the

sociocultural reality that influences identity formation in and outside the classroom" (p, 472).

Furthermore, teachers usually disregard the importance of analyzing students' social identities

that encompass many discourses which might be dominant, and induce resistance or affect the

foreign language learning and teaching (Gee, 1989).

By the same token, Gee (2015) asserts that "each of us is a member of many discourses

and each discourse represents one of our ever multiple identities. These discourses need not and

often do not represent consistent and compatible values. There are conflicts among them and each

of us lives and breathes these conflicts as we act out our various Discourses" (p, 4).

Hence, language teachers should allow the students to reflect on how they could adopt,

modify, generate or "co-construct" new beliefs, values and behaviors that might help them to

overcome interaction and communication barriers in their own and in English as a foreign

language (Bello 2012).

In regard to Johnston (2003) "values are beliefs of what is good and what is bad, what is

right and what is wrong" (p, 2). Drawing on the author's ideas, language teaching and learning

are a "profoundly value-laden activity" (p. 1). However, when a variety of values are imposed in

the classroom by the teacher, many of those values can be "contradictory producing discrepancies and conflicts" (Colnerud, 1997 as cited in Johnston, 2003 p.13).

Those spaces previously mentioned develop a student's discourse analysis. Martínez (2012) states that "Discourse analysis is an instrument to approach problems, to question socio-linguistic reality and, if possible, to change it…students learn to sharpen their critical thinking and to tackle the cultural component" (p.283)

With reference to Martínez' (2012) ideas English as the foreign language is not probably a mediator but also a significant tool to overcome problems in the classroom and promote social changes. Additionally, Cots (2006) claims discourse analysis is used to construct social relations, social identities and systems of knowledge. Wang (2005, as cited in Fandiño, 2008) says teachers should introduce in their curriculum the development of human values, the understanding of others, human feelings and emotions that contribute in their learning and help students achieve their full potential as citizens of the world. That is to say teachers need to contribute to every student's integrality (Fandiño, 2008).

Bearing this in mind, the English class may become as a tool to treat different cross-curricular topics facilitated by projects which promote a deep reflection and also the "co-construction of students' social discourses" (Bello, 2012, p.110).

Project-based learning. "A Project is a set of pieces of work which extend over a period of time, and where the final product may be the result of considerable research" (Harmer, 2006, p.103).

Stoller (2002, as cited in Bello 2012) asserts, Project-based learning (PBL) is "a versatile vehicle for fully integrated language and content learning… in a variety of instructional settings" (p. 109). This means PBL can simplify language learning and become a tool to use the foreign

language to reflect on real life problems, as well as allowing students to give their own opinions, make decisions and be more active in class (Bas, 2008).

Another author that provides a meaningful definition of PBL is Cuspoca (2002, as cited in Bello 2012): "project work is a systematic plan that includes multi-skill activities, ideas and resources, among others, having the tendency to solve a problem or any other daily activity that requires a previous plan" (p. 26).

According to Bas (2006) projects follow a structure to be planned and implemented in class. The first step is "the choice/the briefing" where the teacher offers some topics and the students choose what they want to do in the project. They also determine some goals and discuss how to gather data. The next step is called "Idea/language generation" where students and teacher wonder what they want to discover and what part of the language needs to be improved to understand better the project. The third step is "Data gathering "where students can get data from different resources such as texts, internet, interviews, and questionnaires and so on. Next, students and teacher design a plan, a drafting and editing to execute the project. Finally, a final version is displayed and can be used with different people.

Ruiz (2013) states through Project-based learning (PBL) students are engaged to investigate and then propose ideas, activities and resources to solve problems of their environment around. Additionally, drawing on Craft (2005), Shokri (2010) and Ting's (2013) ideas, team projects allow teachers to work effectively with a variety of learning styles. Moreover, team projects encourage learners to develop high thinking skills, and provide positive feedback as well as the betterment of negotiation of meaning and the enhancement of all the language skills.

Accordingly, projects favor the development of literacy skills due to the fact it provides relevant topics, motivates the students to interact each other promoting at the same time cooperative work while planning and writing different kinds of tasks (Hyland, 2002).

Literacy. According to Gee (1989) "Literacy is much more than reading and writing but, rather it is part of students' discourses… that is to say, saying, writing, doing, being, valuing and believing" (p, 243). In regards to Gee's statement literacy is a reliable and worthy way to unveil our learners' identities, ideologies, values and worldviews. Hence, literacy is a "concrete human activity" so that it displays people's cultural beliefs and understandings (Baynham, 1995 as cited in Hyland, 2002).

Overall, literacy is considered as a "set of technical skills that focus on decoding or encoding meanings (Hyland, 2002, p, 53). Hence, nowadays, one of the major problems in language education is that language teachers are not acquainted with all the advantages and contributions that literacy provides in the foreign language learning and teaching. Furthermore, many teachers ignore the importance to handle social issues in EFL classroom (Jockson et al; 2006, as cited in Perez, 2013). By the same token, one of the teachers' major concerns is that students with low English language proficiency are not able to understand and discuss about social issues (Na & Kim, 2003).

Nonetheless, what teachers ignore is that literacy includes social views and practices of writing and reading (Hyland, 2002) that connect students with real and meaningful learning. To this regard, literacy promotes motivation and engages students to communicate their thoughts in the foreign language, as Hyland (2002) claims "literacy skills facilitate logical thinking and activate participation in the roles of modern society" (p, 53).

With this intention, teachers should promote literacy to transform society through the reflection on social issues such as bullying and violence in and out of the classroom. Moreover it

must be included in the English curriculum transforming the foreign language teaching and learning due to the involvement of students' voices, life experiences and reflection (Englert & Mariage, 1996, as cited in Gee, 1989, p, 230).

Moreover, Hyland (2002) indicates that reading and writing are important tools to construct social relationships. Consequently, the students not only have the opportunity to express the self and unveil their social discourses but also "accept, understand and co-construct new discourses" (p, 57).

Afterward, Hyland (2009) as cited in Caicedo (2016), p.23 affirms that, to be literate is a necessity that encourages people to communicate with the people around them, as well as within professional or academic contexts.

Coupled with, Jockson (2006, as cited in Perez, 2013) states that students´ literacy practices should include texts that present their real contexts and issues. As a result, through this experience students "gain writing skills, confidence in learning, self-awareness and social conscience" (p, 188).

Finally, Literacy should work as a strategy for motivating children to know their context. Writing activities may articulate Discourses to children´s way of analysing so that they can give opinion and suggest while language communication skills (writing) are being boosted (Daw, 2001 as cited in Fehring & Green, 2001).

Writing. Dresden and Lee (2007, as cited in Ruiz, 2013) ascertained that through project work students could easily develop the writing skill. Drawing on Dresden and Lee's ideas, project work boosts the students' interest for writing and not only provides spaces to develop this skill but also "reflection and consciousness about what they want to write" (p.97).

Accordingly, the current research is based on project works because this attempts to make our students write and analyze how their context, their ways of view the world and feelings may

contribute to improve or diminish their learning of their foreign language. As Rinnert & Kobayashi (2009, as cited in Ruiz, 2013) "writing is a careful process which involves different steps aimed at reflecting upon our thinking and reality" (p. 103). As a result, writing is a "social act" (Hyland, 2009, as cited in Ruiz, 2013) because it requires different interactions between the writer, the context, a purpose and a specific reader (p.104).

This kind of social act also contributes to meaning making. According to Lillis (2001, as cited in Ruiz, 2013) "writing represents students' voices, beliefs, their knowledge about the world, and different aspects related to their interests, likes, and necessities" (p.103).

Furthermore, as stated by Caicedo, (2016), p.23, writing has been developed in several fields at academic and personal levels such as personal growth, feeling expression, construction of social networks and academic purposes.

Moreover, Caicedo (2016), states that writing is a process that emphasizes on three perspectives that according to Hyland (2009), support that approach. The first perspective is the expressivist: tells that before writing it is important to think about what is going to be written. (Hyland 2009, p.18). The second perspective is cognitive: in which writing is developed in five phases: prewriting, drafting, revising, editing and publishing. And, the third perspective refers to a social perspective about aspects of the author's experience and context.(p. 23). Additionally, Hammer (cited in Caicedo, 2016) claimed that "the process described in the cognitive perspective is not a linear process because the phases can be presented in different stages of the writing process". (p.23).

According to Hinkel, 2015; Leki et al. 2008; Peregoy & Boyle 2001 (cited in Caicedo, 2016),

One of the activities developed to improve writing skill, was Process oriented writing approach which has four advantages Those advantages are: (a) the importance of

Students' experience when they write with certain degree of freedom, and the possibility

of checking what they have produced; (b) also they have the opportunity to start writing

even without knowing the FL , thanks to the knowledge they have on their mother

tongue; (c) for them it is easier to communicate in writing than by speaking, especially

when they do not feel confident enough to stand in front of the class; and (d) little by

little, students find their own writing style. (p.24).

With reference o Peregoy & Boyle (2001), Barkalou (2007), Leki et al. (2008), and

Hinkel (2015), as mentioned in Caicedo (2016).

When students write in a second language (L2) they become more confident thanks to the

subdivision of steps during the process, by learning macro strategies while they practice

prewriting, drafting, revising, editing and publishing and micro strategies when they

devote themselves to the text from. In that moment the students are explicitly learning the

process oriented writing. (p. 24).

When students have acquired a certain level in the writing skill, teacher shall present

some exercises to be developed by the students, by increasing the level of the exercises to

improve the skill, (Patel &Praveen, 2008).

Another strategy to improve the level of writing implemented by the teacher researchers

was the genre-based-writing. With this kind of writing the teacher "provides examples of

different types of texts and helps the students to see how they are structured and what language is

typical in each text type" (Hadfield and Hadfield, 2008, p. 117). This stimulates the students'

abilities to make free writing and interest to produce written foreign language.

Hyland (2004, as cited in Chapeton and Chala, 2013), considers genre-based writing

promotes new ways of drafting providing feedback and scaffolding. Drawing on the author's

ideas, modeling aids students to explore the genre and understand features such as rhetorical structures or frames and formulaic sequences.

Comics. The comic was made as a popular artistic representation of a changing generation in the 1930s. His influence is extended to other literary areas more demanding such as adult literature and sci-fi. Cambridge Dictionary (2016) defines it as a magazine or book that contains a set of stories told in pictures with a small amount of writing. According to Scott McCloud (2000, as cited in Vie and Dieterle, 2016), it is a "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer" (p, 20). Although it has been recognized as a way for entertainment, English teachers are being keen to acknowledge them like tools for development of literacy skills, especially on strengthening of writing in second language. All this is based on assumption of authentic material as ideal text to be used in the class to expose students to language employed in the outside world (Davis, as cited in Drolet, 2010).

Being so common, easy to get (pressing or online) and eye-catching, young people can be motivated by comics to commit themselves to improve their reading comprehension and writing skills: "the comic to be a wonderful tool to engage the reluctant reader and to have important literary benefits, such as attracting reluctant readers and teaching literary themes" (Baker, 2011, p, 2)

Along these lines, comics are suitable to work with beginner learners so that they conceive them as a meaningful tool for learning. This is possible since pictures, colors and stories within it draw students to interact with similar situations, described hard in other kinds of reading, in a common and straightforward way. According to Baker (2011),

"With their bright colors and familiar characters, comics are more appealing

than traditional text. The comic represents something different and exciting

without sacrificing plot, vocabulary, and other important components of reading

comprehension. For these reason and many more, comics might also play an important

role in ELL's acquisition of literacy" (p, 4).

Stephen Cary (2004, as cited in Baker, 2011) argued Beginner readers can take advantage

of reading comics because of reduced text. Also, he replied comics have become more popular

than text-only-literature no matter proficiency English level.

Likewise, comics are an original mean of communication where students may express

their thoughts and feeling with no concern about being ashamed or rejected. Tamara Kirson

(2009, as cited in Baker, 2011) considers that the use of comics in writing assignments promotes

"free interchange of opinions prompting them to manage relevant vocabulary and their creativity"

(p, 15). Drawings on the author's ideas, through their newly acquired writing skills, students

have been able to share personal experiences and express individual personalities.

Additionally, "Comics can be used in read alouds to enhance and develop basic reading

skills. Many graphic novels have cultural or political themes that can be used for classroom

discussion […] teachers can also use comics to develop basic writing skills and enhance

communication (Baker, 2011, p, 15).

Comics focusing on literacy skills can be employed for discussing cultural and social

issues rewarding their communicative competence as they speak confidentially. Jason Ranker (as

cited in Baker, 2011) showed on his study in "primary school teachers are called to work with

comics for demonstrating how students can identify and resolve conflicts explicit on the pages"

(p, 18).

By seeing their favorite character confronting a familiar situation, they are immediately

invited to write about their personal option. Here it is clear the influence of comic topics in

student´s inspiration to write opinion paper.

In the other hand, those kinds of visual publications intend increasingly to impact all human nature aspects as creators and readers cooperate to disclose contexts underlying on the mainstream. Thus, to read comics unravel a viewpoint of details for fathoming feelings and figurative marks impressed by author.

"They evoke mood, emotion, and the implication of sound as these elements modify the image. Embedded within it all are the values, power relations, discourses, and identities that critical literacy can help us reveal" (Watson, as cited in Vie and Dieterle, 2016, p, 25).

Consequently, Comics have recently become known as a display for those who are not empowered and need a fickle mean for expressing their ideologies, taking advantage of a globalizing phenomenon called ICT4D:

"The field of computers and writing has urged faculty to incorporate critically reflexive information literacies that account for social and ideological contexts that are embedded— sometimes overtly, sometimes tacitly—into the technologies that shape all written communication" (Shepherd and Goggin, 2012).

The former statements set what pedagogy calls "critical literacy", that boost to regard ideas, discourses and cultural implications during writing process. In other words, "we are better able to asses, critique and, if desired, resist these ideologies" (Gurak and McCorkle, as cited in Vie and Dieterle, 2016, p, 26).

Regarding to writing process, visual aids are likely powerful for focusing students on their personal intention but reinforcing, meanwhile, coherence and grammar arrangement (Drolet, 2010): "with a comic, the student can easily go at his own pace and not lose the flow of the context" (p, 125). Similarly, this kind of material can show beginner learners different way to write and new writing formats linked to their context. As Marsh (1978, as cited in Drolet, 2010) remarks "Comic strips can be useful tools in improving literacy and teaching even beginning

writers some of the different grammatical forms typically used in other forms of written text" (p, 127). In this way, learners are able to embrace new linguistic structures and attempt to follow the same writing flow but not to leave their personal mark behind.

"When students begin writing, they tend to do so from the perspective of their personal sphere and so students need to be given the opportunity to practice with more abstract forms" (Drolet, 2010, p, 129). Indeed, Students in ESL search for expressing what they consider significant and the way they see it is right. Nonetheless, teachers are compelled to leverage this implication so that writing process may be enhanced by use of background and mother tongue expressions, which are regularly replaced by new foreign vocabulary. Comics boot this process so strongly that learners write piece of text from a blunt way to coherent style. As Richardson (1987) and Davis (1997) suggested bringing authentic visual material to class to help students plan what they have to write. Comic strips are strong visual medium that can help students develop their vocabulary.

Reflecting writing (Manifesto and Opinion article). To write about something is write or not, to describe what learner feels or perceives from outer or to give a simple opinion about a troubling situation is considered the appropriated way how reflective writing can be ascertained. Although this may be true "reflective writing will usually have a purpose […] It will usually involve the sorting out of bits of knowledge, ideas, feelings, awareness of how you are behaving and so on" (Moon, 1999). As an illustration teachers have some activities where their students are able to complete a writing process marking their intention as a conclusion from an experience where new input is learnt. Moon (1999) asserts;

"In the process of sorting it out in your head, and representing the sorting out on paper, you may either recognize that you have learnt something new or that you need to reflect more

with, perhaps further input. Your reflections need to come to some sort of end point, even if that is a statement of what you need to consider next".

Such activities (opinion articles, journals reflective paragraph, etc.) must continue a staged process, but not a "step-by-step process", where new input (behavior, manner, feeling, viewpoint, etc.) is analyzed and assessed according to objectives; "It is also worth recognizing that reflective writing may be a means of becoming clearer about something" (Moon, 1999).

This process involves:

- A point where learner identifies the target.

- Setting a purpose for reflecting guide.

- Description or focusing of the event.

- New input is fed

- Reflecting point where learner experiences, reinterprets, discusses contrasts and theorizes.

- If it is necessary, practice or new discussion may apply.

- The result is ascertained; a new viewpoint, new questions or a conclusion appear expressing on a paragraph or paper (moon, 1999)

To conclude, reflective writing process is led from a situation that make learners inquire themselves and ends in new output revealed on "something" (behavior, theorize, perspective, etc.) they have learnt.

Manifesto: a written statement of the beliefs, aims, and policies of an organization, especially a political party (Cambridge, 2016)

Reading. According to Hadfield and Hadfield (2008), teachers should teach students to read for understanding the main meaning of a text, instead of searching the definition of single words or unimportant details of a text. As well as giving students the opportunity to read different

texts for different purposes, and at the same time the enhancement of some sub-skills to make the reading more accurate and clear. That is why this research study attempts to work with sub-skills such as "activating background knowledge, predicting, guessing new words and using linkers" (Hadfield and Hadfield, 2008).

This project will follow the stages to execute a lesson based on reading mentioned in the book "introduction to teaching English, Oxford Basics by Hadfield and Hadfield (2008). These stages are organized in three times: Before, during and after.

In the first stage (before) the teacher is in charge to engage the students' interest by predictions, activating learners' background knowledge and introducing the topic and context.

In the second stage (during) the teacher can introduce some tasks to obtain the main meaning of the reading as well as the implementation of skimming or scanning.

Finally in the third stage (after) the students will learn new vocabulary, expressions, and grammar structures. Consequently they will be able to produce written texts in the foreign language. Whit this in mind, those texts can be more enjoyable when studentes have the opportunity to read and write their social context and daily problematic situations such as bullying.

Bullying. Nowadays, this issue has been known more like a social pathological situation but contextual implications have not been analysed properly. Only definitions about it accord cultural perspectives in agreement with experiences of each people´s group, but this problem involves dynamic implications, indeed (Pikas, 1975). According to Ringrose & Renold (2010) "the discourse 'bullying' operates to simplify and individualise complex gendered/classed/sexualised/ racialised power relations embedded in children's school-based cultures" (p, 573).

Hence, these power relationships are affected by the way individuals interact in their context and any information they require each other to arrange themselves within the social dynamics of the situation. This sense of belonging to a group could lead the student to create their own social identity that implies behaviors, beliefs and ideologies as Garrido & Álvaro (as cited in Soler, S. 2012) who state "the social identity of a person is related to the knowledge of his/her belonging to certain social groups and to the emotional meaning and appraisal resulting from this belonging" (p, 148).

Baeza & Sandoval (2011) p.31-32 distinguish five senses of bullying in school: bullying as way to obtain value, status or respect; Bullying as a way to defend oneself, someone else or territory to keep self-esteem, and a good image in front of others; Bullying as a way to solve conflicts, when in a fight the winner is stated; bullying as a cathartic, used as a discharger of accumulated tensions; Bullying to entertain themselves, for instance, when long journeys and routines overwhelm the boredom; bullying as a social reinvention, using it as a part of some rituals of authority and oppression.

Interactions within a social group make that participants develop communicative processes so that they can arrange a role into a group determined by their own personal interest. In this way, each participant fosters a link connected in every situation. A power necessity or dominance raises a modulator based on the representation of the same context into the group. It is how language works as a mechanism for social discourse strengthening (Soler, 2012). Therefore, the effect of social dynamics cannot be homogeneous or related to a single factor.

Ringrose & Renold (2010) submits bullying may be categorised into two groups: direct ways and indirect ways. It is important to mention that "some regulations include bullying manifestation such as prejudice-driven bullying (i.e. 'sexist', 'sexual', 'racist', 'faith-based' or 'homophobic') alongside 'types' of bullying (e.g. name-calling, hitting, rumour-spreading, cyber-

bullying, etc.)" (p, 590). Nevertheless, Ringrose and Renold (2010) argue these violent interactions may be "caused by rules that regulate man and woman social function base on class, race/ethnicity and other axes of identity" (p, 591). Also it is necessary to utter that specific forms of aggression are specified within two previously listed categories. These are determined according to the mechanism or the nature of the attack (physical, psychological, etc.).

With reference to Cowie & Jennifer (2008), direct physic aggression is characterized for linking situations where "punching, pushing or kicking is used. When screaming and verbal abuse are displayed like aggression mechanism, it refers to verbal aggression. When a rumour or behaviour raises abuse, it involves an indirect aggression" (p, 3).

Apart from the aggression nature, the participants involved in a problem in the classroom are important for promoting different kinds of interactions. Such interactions promote the development of certain roles during the bullying events. Cowie & Jennifer (2008) assert that those roles have been characterized mainly as the bully and the victim. However, Salmivali (1996 as cited in Cowie & Jennifer, 2008) suggests there are more roles that influence the conflict context directly or indirectly. Assistants who participate actively in a bullying event, the Reinforces who encourage the aggression with shouts, outsiders and defenders who are not directly involved in the situation but they can contribute with mediation and intervention.

By the same token, Varela and Alvarez (2001) conclude that bullying hurts "physically and psychologically to the victim, the bully and the community in general" (p, 47). The authors also assert that victims of this phenomena can be affected by showing mental disorders such as anxiety, depression, introversion and even suicide in the most extreme cases. Students that have been victims of bullying generally tend to have few friends, to not being assertive, and even more, could not adjust socially and also suffer of low self-esteem; they are rejected and can possibly turn in future aggressors.

According to Bonilla (2016) "Behavioural problems inside the classroom, are related to those that interfere to reach academic goals" (p, 54). Thus, it is necessary to modify those behaviours to reach the school objectives.

Taken this into account, the objective of the Law 1620- Decree 1965 in 2013 proclaimed by the Colombian Ministry of Education that established the national system of scholar coexistence and education is to contribute to the construction of more participative, democratic pluralist and intercultural society and prevent or relief bullying at school. This is due to the promotion and reinforcement of citizenship education and the exercise of sexual and reproductive students' human rights in all school levels.

Under those circumstances the Ministry of education policies about school climate and curriculum have also defined the treatment of different social issues through the EFL teaching and learning in all grades and levels.

According to the Guide No. 22 (2006) called Estandares básicos de competencias, formar en lenguas extranjeras (Basic Standards of Competences, to form in foreign languages) "the construction of citizenship/democracy and peace must be achieved consciousness and reflection on the role of students in society to favor peaceful coexistence, to promote ethical values and their capacity of conciliation" (p, 22). According to these policies, the current research has a strong justification about promoting the development of social issues inside the English class.

Finally, Ramírez (2011) suggests that students should be critic and conscious subjects of their reality. Therefore, it is necessary to manage interpersonal conflicts through "dialogic and participative ways teaching changing attitudes and constructing values like tolerance and cooperation" (p, 67).

When developing social and contextualized issues, teachers and schools must take into consideration the inclusion of these topics inside the curriculum, as part of the promotion of an

education based in cultural, moral, physical, mental and spiritual dimensions of the learners, as well as that their preparation for the opportunities experiences, responsibilities and opportunities of adult life. According to Young 1971; Whitty and Young, 1976, as cited in Whitty, Rowe and Aggleton (1994), p. 25.

As a fundamental aspect that influences the educational process, In the mid-1970s Gleeson & Whitty (1976) argued in a book on social studies teaching that, genuinely 'radical' education needed to be 'meaningful' and 'critical'. By the same token, the 'empowering' social education also needs empowerment, conceived as a critical vision on the world rather than learning how to survive within it. p. 27.

For the Colombian context, the MEN in its document Pedagogical Principles and Guidelines, Suggested English Curriculum, Curriculum is a term that has been interpreted in many ways, that reflect the ideological position took by the pedagogy practitioners (Kuhn, 1962). The definition of this proposal takes the curriculum as a "whole", a system interrelated whit the greater context and the components in which it is implemented. (Bertalanffy, 1968; Morin, 2004). p. 20

Another aspect that is important to the development of English curriculum, is the transversality, conceived as the interdisciplinary dialogues between disciplines. By the reinforcement of transversality, social, moral and ethical context dilemmas can be multidisciplinary approached and, dynamic relationships can be reached between family, schools and the sociocultural context. (Men, 2014).

From the perspective of the General Law of Education 115 in Art. 14 in which there are defined scientific and everyday scopes through fundamental issues, there is a relationship between four main transversal issues such as: environmental/ sustainability education, Sexual/ Health education, Construction of citizenship/ democracy and peace, and, Globalization. Bearing

in mind, the focus of the current research, and its main topic, bullying, the transversal axe of construction of citizenship/ democracy allows, researchers to develop this topic as a classroom issue, through the use and improvement of the students' literacy skills through the applying of project based learning approach.

Culture and inter-culture. There are several interpretations what culture may be and this depends on what conception desires to emphasize. Kroeber and Kluckhohn (1952) define culture as "the explicit and implicit patterns of behaviors, symbols and ideas that constitute the distinctive achievements of human groups" (cited in Hernandez and Samacá, 2006). Yoshida (1996) claims culture, therefore, should be seen as an interplay between social and personal schemas, since when we carry out classroom management we are aware of and deal primarily with specific personalities and specialized group dynamics, not national or racial cultures in masse (cited in Guest, 2000). Seelye (1976) argues that culture emerges as a broad concept embracing all aspects of human life, but the point (cited in Hernandez and Samacá, 2006).

Most of time, people involve specific characteristics into culture definition. In this way, they determine every person from a distinct cultural group might behave according to a biased conception. "In practice, our classrooms are not like this. They are filled with individuals or small groups of real people who we come to interact with on a personal basis. So it is with almost all intercultural language encounters (Guest, 2000, p. 125)

 Culture has been meant in different way according to the social topics seeking. Some of those assumptions underline values, beliefs and identity as compelling items to deal with. Nonetheless, teachers are called to halt intolerance towards dissenting cultural and social defined groups. Hernandez and Samacá (2006) promote;

> Culture can also influence students' personal relationships, social behavior, ability to deal
> with conflicts and sensibility to other cultures both at school and outside the classroom.

The way we as teachers may approach this sensitive issue will not only help our students

while they are at school, but also prepare them to become active members of the

multicultural society we live in. (p. 36).

Moreover, teachers represent the side of teaching that lead processes by facilitating the

strategies and tools for learning. However, at teaching a foreign language perspective must switch

from typical role to a convergent model to proceed. According to Hernandez and Samacá, (2006)

teachers take part on process when making students aware of seeing foreign language as a

significant aspect of foreign culture. One of most common mistake at teaching foreign language

is to adapt foreign language contents to our cultural background and to inquire for learning

culture aspects in that way. "As teachers we can help our learners to raise cultural awareness by

providing students with as much valid and accurate information about their own and foreign

language as possible" (Hinojosa, 2000, cited in Hernandez and Samacá, 2006).

At this point, when learners communicate their ideas in FL, what they tend to do is

embracing foreign culture aspects such as beliefs, behaviors, way to perceive the reality, so on,

by their own experience; dig into a culture and to understand why people act or behave as they do

(Hernandez and Samacá, 2006, p. 41).

 Therefore, interdisciplinary curriculum is being misused since English teachers have

determined to teach grammar structures and vocabulary through culture basic concepts such us

celebrations and traditions. Herein, Seelye (1976) asserts:

Language and culture can be brought together in different ways, by making language

teaching interdisciplinary, by immersing the foreign language teacher and students in

strategies to be used in and out of classes, by developing among students a positive

attitude (cited in Hernandez and Samacá, 2006)

Bearing this in mind, to assume people are clear representations of culture from they come because of their behavior or preconceived social cliché is a gross mistake that bears teacher generalize assumptions about foreign culture contents. Regarding Guest (2002) "to treat a person from other culture as nothing more than a static cultural representative, the embodiment of every generalization made about that culture will clearly be seen as insensitive to the person one is interacting with" (p, 158).

Culture has been alluded to aspects and contents in relation to foreign language. In contrast, at conceiving to become aware of cultural concerning on foreign language learning and to comprehend its relevant aspects as ability, it is compulsory to mention (Fantini, 2000, p, 27) Intercultural competence by emphasizing on its 3 domains;

- Able to develop and maintain a relationship.

- Able to communicate effectively and appropriately.

- Able to cooperate with others.

Even when someone is capable to manage those domains in his/her social interactions, it is not truth at all intercultural level is ascertained in that way. "Intercultural relations are correspondingly linked to interpersonal interaction, whose variety make unstable intercultural level and provoke differences in languages, cultures, and world view" (Fantini, 2000, p, 27). Besides domains, Intercultural competence displays other factors and characteristics that involve:

- Being described by traits which are identified with social values and strengthens (respect, tolerance, curiosity, etc.)

- Implication of 5 dimensions which are awareness, attitudes, skills, knowledge, and proficiency.

- Inquiring a developmental process where learners go across their experiences, enhancing and becoming more aware.

As a matter of fact, intercultural competence can be explored by cross-cultural contacts as a consequence of experiencing learning foreign language as a interpersonal process (Fantini, 2000, p, 28).

Consequently, in order to experience effects of cross-cultural contacts, it is required to possess several intercultural competences and characteristics such as willingness to engage foreign culture, being self-aware, to be able to see the world from intrinsic and extended point of view, and possess ability of being cultural mediator with sensation for foreign culture (Gupta, 2002, as cited in Sercu, p, 2).

Inter-language. According to Frith (1978) the inter-language process becomes part of the learner foreign language learning and permits that "errors a learner makes in the rules of the target language are often in fact "correct" by the rules" (p, 158) similarly, Corder (1982) asserts that errors show an active participation of the learning during the process of foreign language learning. Furthermore the students create hypotheses about the rule system of the target language (TL) and use it as strategy of learning.

Frith (1978) affirmed that the development of inter-language is also used to create more complex syntactic structures if they are integrated to "social identity and expression of psychological need" (157).

By the same token Oulay and Burt (cited in Frith, 1978) stated that "most errors have their source in the learner's dynamic process of dealing creatively with the TL system" (p,160). These authors also asserted that the production of some errors are less important than others. In this sense errors in "pluralization and tense usage and the omission of function words such as articles, prepositions and auxiliaries do not affect the comprehensibility of a sentence than errors in word order or the choice and position of appropriate connectors" (p, 160).

With reference to Corder (1982) the students' language changes as time goes by and the learning process of the foreign language grammar rules are improving while he/she is interacting with others. This is a natural process, because the learner has already learned a linguistic system and compares it with the foreign one. Under those circumstances, the person selects and makes decisions about meanings and structures that become serious or soft mistakes.

Selinker (cited in Frith, 1978) claimed that the inter-language presents "fossilizations" that are those phonological, morphological and syntactic errors that reappear in the learners' performance when either they feel anxious or relaxed. Similarly, Richards (cited in Frith, 1978) considered other kings of errors such as intralingual and developmental errors. Intralingual errors "reflected general characteristics of rule learning such as overgeneralization and incomplete application of the TL rules" and "developmental errors refers to the attempt of learners to build up hypotheses about the TL " (p, 157).

Nonetheless, Corder (1982) asserted that although errors such as interference errors in grammar and vocabulary from one language to another fossilization and overgeneralizations, the learners try to respond and make sense of the target language as a natural and inevitable process for getting language learning.

Chapter III

Methodological design

Research Approach. This is a qualitative research based on an interpretative and explanatory approach due to its significance in action research. This project endeavors to foster transformation processes and social changes (Sandin, 2003) as well as analyze and expound (Lewis & Ritchie, 2003) what social discourses about bullying our students reflect on and what those students discourses reveal about the development of their EFL literacy skills.

As a matter of fact, through the reflection upon social discourses about bullying, students become aware of the real problems in their classroom and as result create transformation of their own perspectives and behaviors. This is relevant to Neiva public education due to the importance of introducing students' socio-cultural realities in the English curriculum; Spillane (2000, as cited in Perez 2013) claims that "schools have the obligation to see students´ context as part of their educational instruction, placing them also as the first participants in providing reflection and solutions" (p, 187).

Type of study. This research can be classified as an Action Research project. According to Carr and Kemmis, (1986, as cited in Heigham and Crocker 2009), "Action research is simply a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out" (p, 115). As a result, this is an action research because it is based on the students own social context problems. In this sense, this action research is based on 7 interventions developed in 20 classes.

According to Fischer (2001, cited in Heigham and Croker, 2009) "Action research implies the identification and exploration of an issue… it involves 'interventions' to improve a situation… and is focused on four broad areas: teaching practice, learners, interaction with the current curriculum and with curriculum innovation and teaching beliefs in connection to daily practice" (p. 114). Regarding this, one of the researchers was the English teacher of the selected participants who wanted to transform the foreign language learning and teaching in her school. This teacher was aware of the main socio-cultural and linguistic issue and prepared some class interventions to change some beliefs in her teaching practice.

Action research also grants teacher to face the reflective process not as mere beneficiary of a project, but rather as a decisive factor of learning (Curtis & Nunan, 2001 as cited in Heigham

and Crocker, 2009). Thus, this study was developed in an introspective spiral cycle, tending to reflect about the practice during the activities and, above all, the nature of social discourses found in the context of the classroom, were guaranteed and fully operational.

Regarding our main research questions on what social discourses about bullying our students reflect on and what those students' discourses reveal about the development of their EFL literacy skills, we found that this research study boost the use of the Kemmis and McTaggart's (1986, as cited in Heigham and Croker, 2009) stages for an action research cycle such as planning, action, observation, and reflection. Under those circumstances, the research teachers collected data through a variety of instruments, analyzed them, planned activities, and reflected with the students to recognize their divergences which might incite conflicts in the classroom as well as seek solutions or propose ideas to solve the problematic situations (Bas, 2008).

According to Gee (as cited in Bello,1989) discourses are "ways of being in the world; they are forms of life which integrate words, acts, values, beliefs, attitudes, and social identities, as well as gestures, glances, body positions, and clothes" (p.111).

Bello (2012) those spaces might be facilitated by the application of projects which promote a deep reflection and also the "co-construction of students' social discourses" (p.110).

In fact, data analysis process was based on the grounded theory approach that according to Corbin & Strauss (1990) "integrates concepts and provide a theoretical explanation of social phenomena" (p, 5). This approach allowed to accommodate to different situations, conditions and changes throughout the research and along with all the interventions, fundamental data were gathered by a variety of instruments such as students' artifacts, observations, field notes, and an in-depth interview that bolstered the accomplishment of all the objectives and solving of questions.

Coupled with, this approach was mainly used because it facilitated an interpretative and analytical process of data. This granted "comparisons between events, to understand similarities and differences, to label concepts and group them to finally form categories and subcategories" (Corbin & Strauss, 1990, p, 12).

Participants

Participants on this research study were eighth grade students, from strata 0, 1 and 2 who come from different neighborhoods near and far from school such as: Calixto, Gaitán, La Libertad, Palmas, San Jorge, Puertas del sol, Siete de Agosto and others. The students' ages were between 13 and 17 years old, from both sexes. The students' sample was based on 11 women and 18 men that belonged to different types of families such as bi-parental 42%, mono-parental 35%, and extensive 23%. Sometimes they are brought up by their grand-parents or even another relative; 17% of the students have to take care of their little siblings and 14% have to work in order to help their family to get the daily sustenance.

Participants were chosen under the criteria of their easy accessibility, judgment sampling (Marshall, 1996), because they belonged to the school in which one of the researchers works, and also due to the fact that she teaches English in that grade three hours per week. In spite of the fact that the participants could not be tested to know their English language level, the teacher-researchers found that the students' English proficiency corresponded to A1 according to the school program (see Appendix A).

The English program was based on the Common European Framework which states in one of its illustrative scales for level A1: Overall written production "the student can write simple isolated phrases and sentences" (p, 61) and in the scale Creative writing: "the student can write simple phrases and sentences about themselves and imaginary people, where they live and what they do" (p, 62). This was evidenced in the English program of the first and second terms that

focused the writing production on short sentences and isolated words. For instance, in the first term, the topic was grammatical and its aim was to learn about present simple tense and verbs to describe a routine "Puedo escribir frases o textos cortos para hablar de mi rutina diaria y la de mi familia". The same happened in the second term which highlighted the knowledge of grammatical structures like past simple tense to write a list of activities students did on their last vacation. "Escribe una lista de actividades que realizó en sus últimas vacaciones ya sea en su región o en otro lugar del pais" (Appendix A).

In addition to this, it was reported in the Likert scale, (Graph No.1, above) that the students were mostly in basic and low level in writing and reading skills. This was also manifested in the class observation for needs analysis (Appendix E) because the English teacher depended on a course-book which did not provide communicative activities to produce written or oral language. Regarding the students, they showed in the class observation high reliance on the dictionary and low motivation to read and write in the foreign language.

Two teacher researchers and candidates for the Master in English Didactics from Surcolombiana University developed this research at Angel Maria Paredes School. One of the teacher researchers participated as the English teacher of the target group. Both teachers developed all the materials and tasks that were applied in all the lessons proposed in the research project. Finally, the researchers were in charge of collecting, analyzing data, as well as presenting findings that contribute to learning and teaching practices.

Ethical Considerations

The students' parents and the institution were informed about the study. They agreed and authorized their students to be part of this research and signed consent forms accepting the participation taking into account privacy in every activity. Evenly, the school principal Amanda Bermeo Carvajal was informed about the purpose of this research study and its process of data

collection. The use of any data collected was negotiated by all the participants and the key

principles in the ethical conduct of action research by Burns (1999) were applied such as

responsibility, confidentiality, and negotiation to obtain compromise, organization and validity of

the project to avoid negative judgments and reluctance from the participants (see, Appendix H).

Instruments

Since the main aims of this research are to identify how the students pass through an

inter-language process when working with literacy activities as well as to explore, identify and

describe the social discourses about bullying students reflect on when using EFL literacy skills, it

is decisive to use appropriate instruments to collect data which are focused on action research

criteria. Regarding Burns (as cited in Heigham and Crocker, 2009), there are two types of data

collection methods; observational and non-observational methods. These are due to the precepts

of "asking and seeing" so that the researcher is able to boost knowledge from inside prospect.

Data Collection Procedure

In-depth interviews. According to Johnson (2001, as cited in Gubrium & Holstein,

2001), In-depth interviews "involve social and interpersonal interaction" (p. 104). Regarding the

author's ideas these kind of interviews provide deeper information and knowledge concerning

personal matters such as lived experiences and perspectives.

During the fourth class session, one student was interviewed in order to evaluate the

impact of the first interventions as well as to gather relevant information about the students'

thoughts, beliefs and life experiences to unveil social discourses about bullying. Taking this into

account, this was a valuable instrument to answer mainly the first question of our research

proposal.

Through this first instrument researchers could explore students' social discourses about

bullying and got reflections about it using English as a foreign language. (See Appendix C)

Observation. Observations applied the parameters set by Burns (as cited in Heigham and Croker, 2009) about instruments of direct collection method. This considers inspection (a kind of observation into the context) as a direct method to take note on significant aspects of classroom action. According to Heigham and Croker (2009) "in action research observation involves watching events and people but paying particular attention to things you are interested in investigating" (p.118)

In regards to Richards (2003, as cited in Heigham and Crocker, 2009) there are four focus areas to observe: the context, the procedures, the people, and behaviors. Granted that this instrument was suitable to ratify the concern of this study focused on the way of teaching and planning action. In addition, this instrument was used during the first, second, third and last intervention, because of time constraints, for instance, extra school activities. Whatsoever, class observation was another important piece of evidence to analyze our topic of interest, complementing the data gathered through the students' artifacts and the interview. (See Appendix D).

Class Recording. As the English teacher is one of the action researchers of their context, collecting data during the interventions is facilitated by this instrument. Thus, "using recording devices is useful as they allow you to revisit the lesson and to review in detail the interactions that occurred" (Heigham and Croker, 2009 p, 120)

With this instrument we can obtain wider information about the type of activities and materials that teachers used throughout the lessons. This could help to answer the two main question of our research study mentioned previously.

There were 5 video-recordings of all the interventions which have been analyzed in order to widen the vision of the class observation. It is considered that this instrument has

complemented other instruments such as class observations in order to have more evidence of the students' behaviors and attitudes in the English class.

Students' Artifacts. According to Norato & Peña (2008) student`s artifacts can be labeled as improving student learning material since they are suitable to check improvement on skills referring to student`s attitude to class, participation, and reply to the activities proposed. In this project students had the opportunity to read different kind of texts (narrative, descriptive, informative, and argumentative) and at the same time to produce written texts such as short reflections through comics, artifacts and opinion articles. Artifacts can be considered as remarkable evidence of the exploration, identification and description of students' social discourses about bullying. Because through the students' written production, there was a disclosure of their opinions, ideas, points of views of the world and EFL literacy skills enhancement.

Seven lessons were developed during 20 class interventions. During the first and second lesson one of the researchers who was the English teacher introduced a video to show different bullying situations presented in schools. Hence, students reflected on that video answering some questions in a sheet of paper in order to see their first perceptions about this topic. Next, the learners elaborated a "comic" which was an important evidence to analyze students' social discourses. During the third lesson students aimed the reflection and discussion upon an ideal school. Thus, learners gave their opinions and at the same time reflected on their values and beliefs of their current school to contrast it with their dream school recording those reflections on a class observation. During the fourth lesson, the students read a story regarding Bullying situations. This lesson was done with the purpose to analyze an authentic text written by a native speaker child and after obtaining students' opinions and proposals to solutions for overcoming problems in the classroom; the language production in this activity was recorded in a

questionnaire made after reading the text "The peanut butter and jelly hotdog" (See appendix J). Later, on the fifth lesson students composed a manifesto to reflect upon positive changes in terms of social relationships and language learning and as a result students displayed an improvement of the writing skills by expressing opinions about attitudes and behaviors changes in class. In the following lesson students had to identify an article structure in English as a foreign language and recognize the importance of coherence and cohesion in a text, its purpose, style and genre; for this activity the students came up with a workshop where they reviewed and rehearsed the knowledge about the use of connectors and the main parts of an article, so that at the end of the lesson the students wrote their first draft of their opinion article.

Finally in the last lesson, the students produced an opinion article in groups to show their ideas and beliefs about situations in school related to bullying, its consequences and possible solutions.

Artifacts such as comics, manifestos (personal reflections) and opinion articles were valuable for this research study because important data were collected to have significant findings. (See Appendix G)

Field Notes. According to Burns (1999) "field notes as referred in qualitative action research, are descriptions and accounts of events in the research context which are written in a relatively factual and objective style" (p, 87). These notes include information about physical setting, interactions between participants, records of conversations, and non-verbal information.

Moreover, Burns (1994, as cited in Burns, 1999), states that "note information focuses on answering wh-questions and can be organized in different categories to record descriptions, reflections or analysis of events" (p,87).

This instrument was applied in the last class intervention and contributed to answer both questions from the research study. (See Appendix I)

The process of data analysis was fulfilled through the employment of a software for qualitative data analysis called Atlas.tí. Such software has as central area a Hermeneutic Unit Editor which organizes primary documents that correspond to texts, images or videos. Besides, this software permitted an easy process of data codification so that mind maps known as networks (See Graphs 4 and 5 in chapter 4) were viewed through the research study. Once, similarities were found, it allowed to categorize concepts that helped to answer the questions in this study.

Instruments mentioned previously such as in depth-interview, class observation, artifacts and field notes were significant to gather data with reference to language learning enhancement and social discourses about bullying.

The first instrument analyzed was Class Observation (see Appendix D) which indicated the first concepts that became later part of 4 main categories: discourse of social awareness about bullying, discourse of conflict awareness, discourse of behavior awareness and language learning. The first chosen concepts were related to the topics related to the theoretical framework, the problem statement and the purpose of this research study. Henceforth, concepts such as low reading proficiency, describing the conflict, stating the conflict, recognizing the conflict, claiming for a right, social learning, associating conflict with gender and so on were emerged provided more insights for the main objects of this research study.

Then, the first artifacts (comics) were examined and produced more interesting data that added more support to the findings. Furthermore, some of the concepts chosen in the field notes were also found in the comics. After this, the in depth-interview was also uploaded to the Atlas. ti platform and was codified with the same concepts that permitted obtain data triangulation. Finally, when the other artifacts (Manifestos and opinion articles) were ready, the researchers chose a sample of 5 artifacts to analyze. These last artifacts permitted to confirm some codes and

create more related to social discourses and language learning to generate the final categories

mentioned above. It must be remembered that the topic that was developed during all the class

interventions was bullying, and that most of the data presented the sense of awareness, and

linguistic strengths and weaknesses it was concluded that the main categories were "Discourses

of awareness about bullying" and "Language learning". (See graphs 4 and 5 in chapter 4)

> **Instructional Design.** Each student represents a variety of social discourses that belong

to their own socio-cultural identity (Gee, 2014). However, many of those discourses are so

different that if they are not understood appropriately generate intolerance and disrespect

(Kumaravadivelu, 1999).

> Henceforth, it is decisive that students and teachers identify the main social issue that alter

the appropriate development of the foreign language learning. In view of seeking strategies to

generate social awareness, it is necessary to innovate and make changes in the English curriculum

transforming learning and teaching practices.

> Thus, English as a global language can be taken as an opportunity to develop

interculturality, and treatment of real life situations that make the foreign language learning

process more communicative and meaningful for the student. Hence, the researchers of this study

decided to implement project-based learning as a strategy to enhance students' literacy skills

while they are reflecting on their social discourses about bullying. Together with, to ascertain a

process of inter-language in the development of those literacy skills.

> To this concern, the researchers decided to implement a project named "bringing my

thoughts to paper" which followed all the stages for an action research cycle such as planning,

action, observation, and reflection mentioned previously.

> First of all, the researchers proposed the students the development of a project that

required their active participation during the whole cycle of research. Then the students analyzed

and chose a social problem that affected their interaction in English class which was Bullying. Once the students chose the topic they were involved in different literacy activities such as authentic stories, images readings, comics, manifestos (personal reflections) and opinion articles. Such artifacts allowed to understand every student's culture and their discourse about bullying. In addition to this, the use of those activities permitted to see how English learning from a socio-cultural perspective became more significant and communicative for learners as a way to express their thoughts about a problem from their social context.

Throughout this research study "genre-based writing" was used in most of the activities proposed in the project. Hence, it was useful since different types of texts were produced such as manifestos, reflections, articles and so on. With this in mind, those texts had either different types of organization or formal and informal language. This research also attempted to work with reading sub-skills such as "activating background knowledge, predicting, guessing new words and using linkers" (Hadfield and Hadfield, 2008). And writing subskills such as describing images, write simple words or short sentences in English.

The final task which was the opinion article was displayed to all the school community and published on the English bulletin board of the school. Here the students had the opportunity to produce in written form opinions about bullying and the way it affected their social contexts. Overall, this project was implemented in three months through 7 lessons and 20 class interventions.

As a matter of fact, this project followed the steps proposed by Colver, (2006, as cited in Ruiz 2013) who asserted that project works learners first choose a topic they are interested in, then they and the teacher seek a problem and finally they have the chance to reflect and develop critical and problem-solving skills using the target language.

Chapter IV

Data Analysis and Findings

Findings. After the data analysis attained by instruments such as students' artifacts, class observations, video-tape recordings, field notes and the in-depth interview both questions from the research study were answered and the results can be visualized in the Graphs (N° 4 and N° 5 below).

Students unveiled three social discourses about bullying in EFL class that answered one of the questions of this research study: what social discourses about bullying do 8th graders from Angel Maria Paredes School reflect on when using EFL literacy skills?

As a result, the data analysis presented the Discourse of social awareness: "Seek to understand others, then to be understood", the Discourse of conflict awareness: "The best solution, mediating and talking" and the discourse of behavior awareness: "let's respect, no more mockery, call names and hitting" (see, Graph No. 4).

It is important to mention that the students' artifacts based on comics, manifestos and opinion articles revealed fundamental data to categorize concepts and name each one of the social discourses about bullying through some verbatim quotes from the students. As an illustration the name given to the first social discourse about bullying "seek to understand to be understood" was taken from one of the verbatim quotes from Carlos' Manifesto (see, Table N° 6)
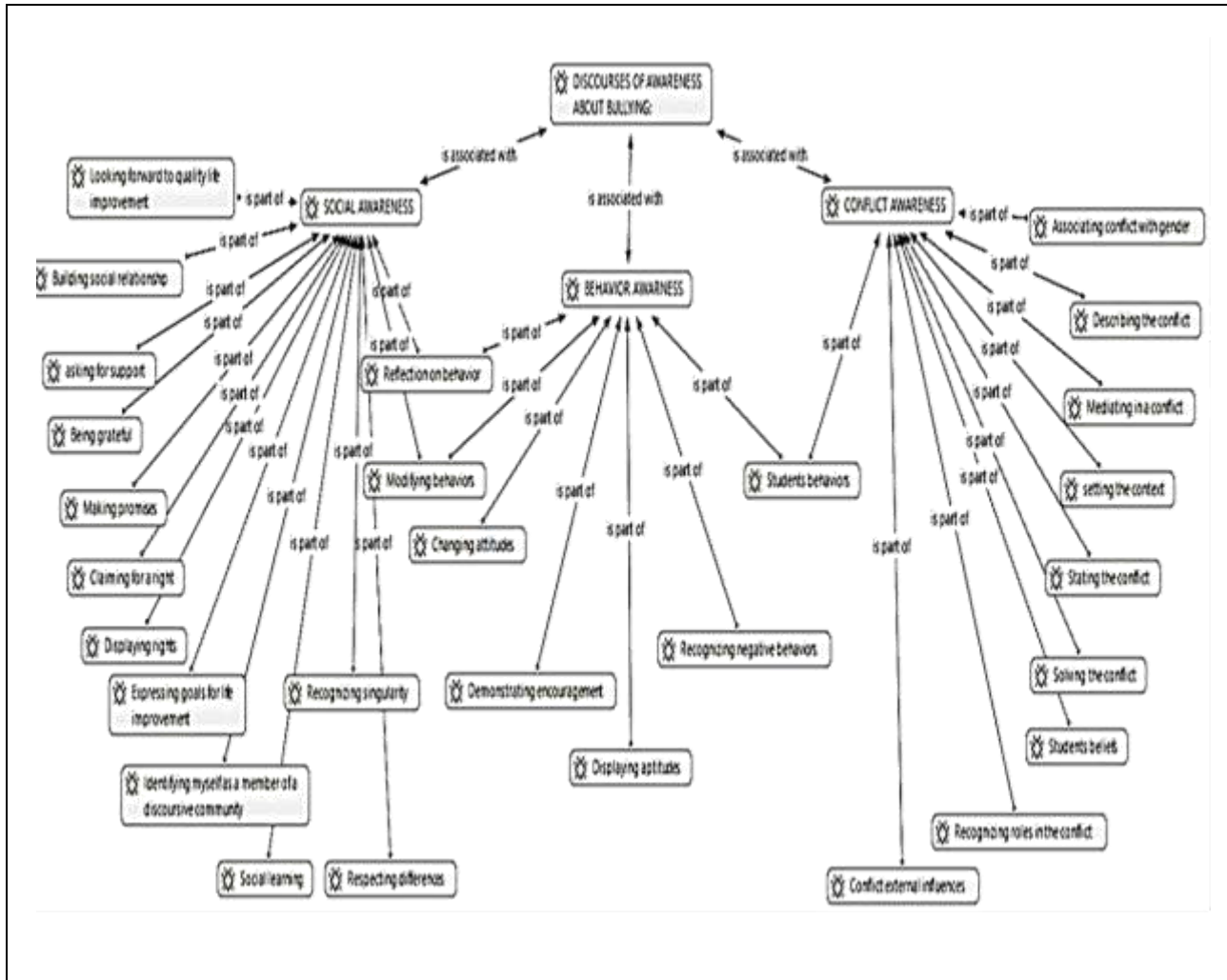
Graph N° 4 Network about Discourses of Awareness about bullying

The categorization presented in (graph No. 4) helped to accomplish the second aim of this research focused on exploring, identifying and describing the students' social discourses about bullying as Sunderland (2004, as cited in Bello, 2012) who asserts that "discourses have to be identified, differentiated and described" (p,115).

Coupled with the categorization in Graph No. 5 presented the exploration of the foreign language learning process through literacy work that confirmed that the students used inter-language to improve their reading and writing skills.
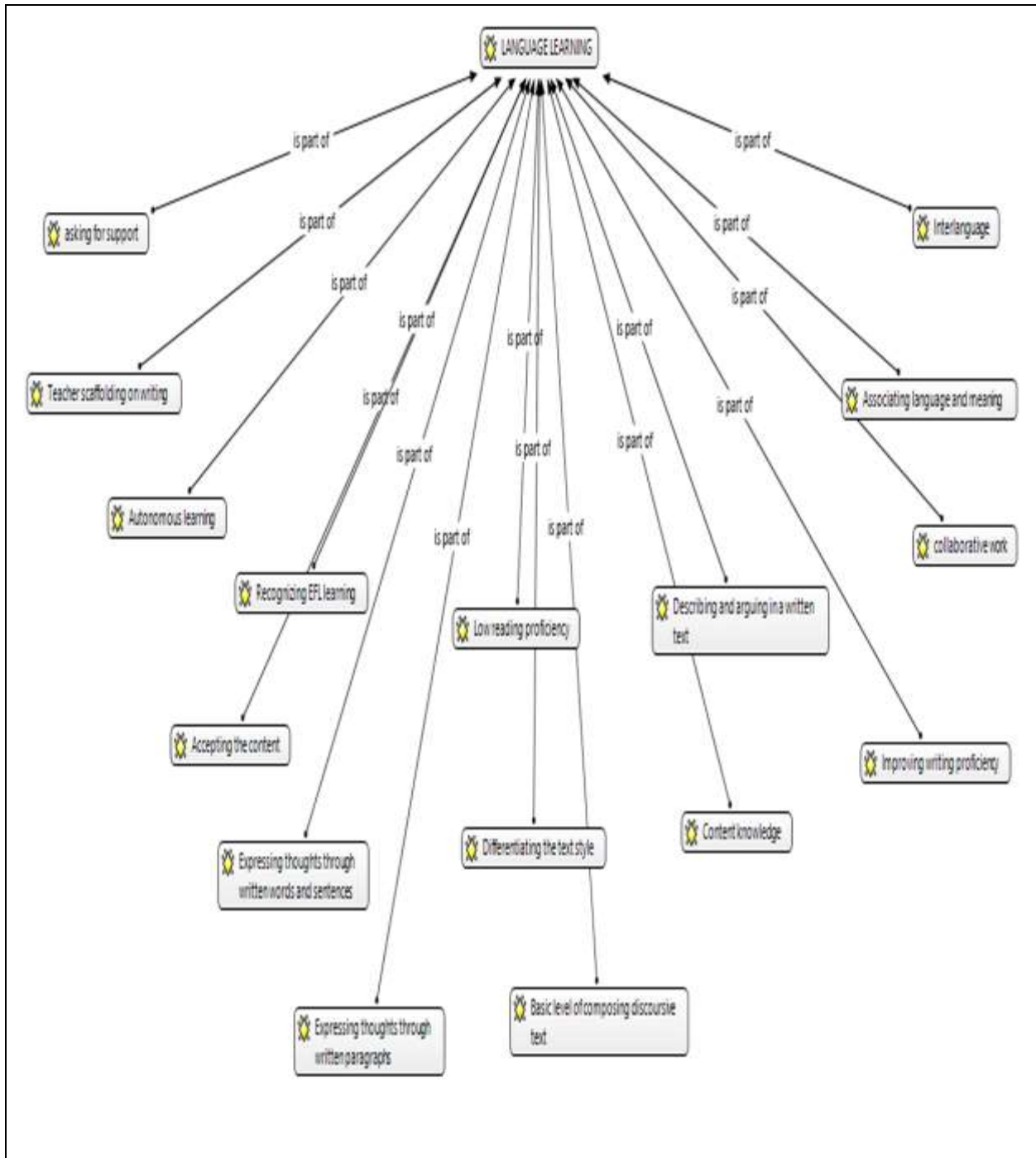
Graph N° 5: Language learning

Thereupon, this helped to answer the first question of the research study:

What do the students' social discourses about bullying reveal about the development of their EFL literacy skills?

The results showed that literacy activities (comic, manifestos, students' reflections and opinion articles) facilitated the students' abilities to communicate their feelings and ideas in the target language (Hyland, 2002).

Project work promoted the development of literacy skills in a more dynamic way involving cultural practice. Under those circumstances, the students exposed their ideas and opinions through the use of reading texts such as stories and written texts, for instance, Comics, Manifests (personal reflections) and Opinion Articles. With such literacy works the learners showed their individual and collective identities as members of a discursive community through analysis of their discourse (Hyland, 2002).

On the condition that through language people can see and understand their and the others' realities (Bruffee, cited in Hyland, 2002) this study aims to explore social discourses that allow students to learn to respect other people's differences that belonged to their own culture and similarly to appreciate and respect other cultures worldwide.

When the students chose the topic bullying, some of them knew about the negative effects about such topic at school but in the field notes they displayed awareness that this was a social problem form their educative context. For this reason, the researchers took advantage of this topic to make English learning more interesting and encouraging. According to this, after   explaining about this topic, different practical vocabulary activities were applied such as crosswords (Graph No. 6), matching games (Graph No. 7) and so on.
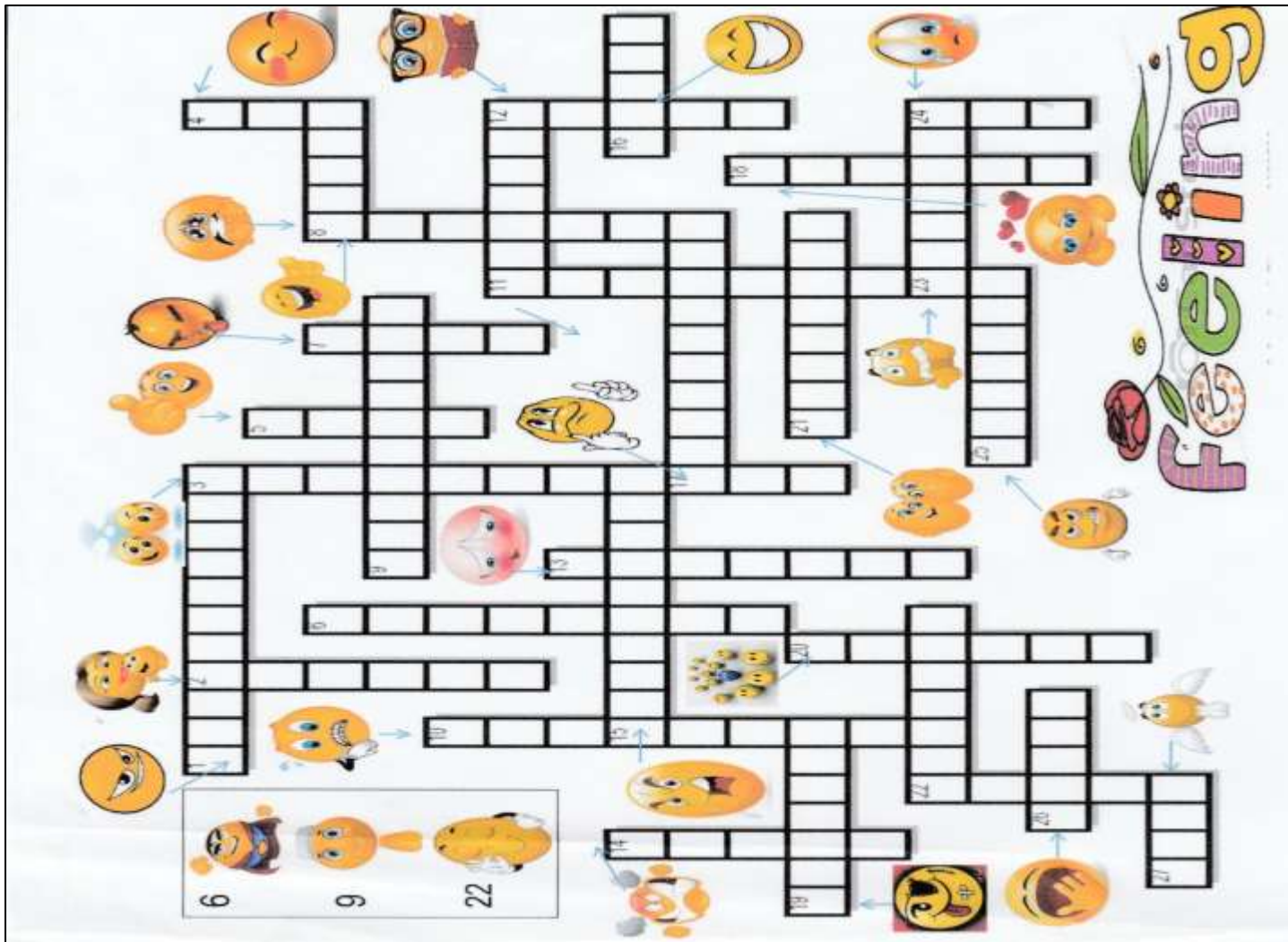
Graph. No 6 Feelings crossword.

Write the corresponding Word in front of its definition, according to the vocabulary learned.

Learning strategy: using previous knowledge to complete a

hope, whisper, hear, attack, insult, assault, pinch, make friends, look around, have got, blink, friendly, lonely, mean, yell, go away, get out of my way, recess, center time, snack

anti-bullying

a limited break in ongoing activity, such as courtroom proceedings or school classes.	
to begin to inflict harm upon.	
someone who repeatedly harasses and intimidates those weaker than himself.	
to perceive with the ears.	
to close and open the eyes very quickly, usu. Involuntarily.	
a violent physical or verbal attack.	
(present tense only) to own; possess.	
an optimistic sense or feeling that events will turn out well.	
???	
to scream out loudly, as in pain, anger, fright, surprise, or enthusiasm.	
to press forcefully between two surfaces, such as the fingers, parts of a tool, or the like.	
of, relating to, or typical of a friend.	
without companionship; solitary.	
someone who is harmed physically or emotionally by a person or group of people, or by circumstance.	

When people don't want you to make part of	
to speak in a hushed tone, without vibrating the vocal cords.	
The most important part of being at school	
ill-tempered or showing malice or lack of kindness	
To speak to someone to share time and have fun	
To observe what happens around you	
to offend by speaking to or treating rudely or contemptuously.	
When you take a break at school to eat lunch	
When someone thinks that you are blocking the way	
Graph No.7 Matching activity	

As the first strategy the reading "Ramon Sticks up for himself " (see Graph No.8) was implemented.

Read the story and reflect on Ramons' and his friends roles.

Ramon was new at school. He didn't know any of the other children.

Ramon hoped he could make friends with the children. But the first day, during center time, Arlene pinched him. "Get out of my way," she said

At snack time, Ramon looked around for a friendly face.

"Looks like you've got more than I do," said Randi. Ramon blinked back his tears, but he didn't say anything.

"He has funny hair," Rebecca whispered to Maria. Ramon heard her, but didn't say anything.

No one played with Ramon all morning. He was lonely, but he didn't say anything.

At recess, none of the children picked Ramon to be on their team. "Go away, Ramon," said Jamal. "Don't you know when you're not wanted? We don't want to play with you!"
But this time, Ramon said something. "STOP BEING MEAN TO ME," he yelled. "IT'S NOT NICE! I may be the new kid, but I'm just the same as you."

And the other children felt bad about how they had treated Ramon, because they knew he was right. They knew they wouldn't like it if someone acted towards them the way they acted towards Ramon.

They stopped being mean to Ramon, and included him in their games. They got to know him, and they liked him and always wanted to play with him. That's when they understood that they were all different, but they could still be friends. And they said, "We're sorry we were mean to you, Ramon!

Graph. No.8 Ramon Sticks on himself

With this activity the students were involved with some reading skills such as scanning, skimming, reading for meaning and reading for detail tasks. The students were also asked some questions that required comprehension and also solving conflicts skills.

This work also facilitated the use of sub-skills such as activating background knowledge where it was confirmed that the students were conscious of lacking social awareness and that many problematic situations were related to bullying. By the same token, guessing words was

used because the students have already established meanings from their own culture that helped

them understand the text either by the context or by images.

That reading activity that represented social problematic and situations motivated more

the students to keep developing their project " bringing my thoughts to paper" which aimed to

enhance literacy skills and produce a written article at the end of it.

After this activity, the students were required to create a comic to represent a case that

they have seen or lived in their school, as well as a possible solution to that situation. Comics are

activities that increase literacy in the EFL class and promote written production in the foreign

language as Baker (2011) who asserts that "comics represents something different and exciting,

without sacrificing plot, vocabulary, and other important components of reading and writing

skills" (p, 4).

Through comics meanings were conveyed, conventions were exposed and the first social

discourses about bullying were displayed. Thus, with this literacy activity it was found that the

students started developing writing skills such as describing images, write simple words or short

sentences in English. However, some students did not risk to write in the foreign language during

that stage. Thereupon, such students decided to express their ideas in their native language

(Spanish) or combined both languages to give meanings to the text.

It is decisive to highlight that through this first literacy activity it was also disclosed a

marvelous process of inter-language which involved the relationship between the first and second

language. Hence, learners' errors were produced by borrowing patterns from the mother tongue

and extended to the patterns of the target language (Frith, 1978). One such example is Angelica

Castañeda's comic (see Graph No.11) who mixed both English and Spanish language due to the

fact she did not know about idiomatic expressions from the foreign language and culture. She

also used meanings and expressions from her own culture but she could not translate them.

In most of the comics the students presented interference errors in grammar and vocabulary, fossilization and overgeneralizations. However as (Corder, 1982) errors showed that the learners were using some language system, and reconstructed their knowledge of the language. This was evidenced in the other two literacy activities such as manifestos and opinion articles which demonstrated that students learned from errors. The opinion articles were deep-examined linguistically regarding how the communicative competence should be developed based on the Common European framework. Thus, a rubric was used to evaluate the students writing skill progress (see appendix K).

As an illustration the learners improved in terms of conventions, an acceptable use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Moreover, they showed effective use of punctuation and spelling.

In regards to organization and structure, most of students addressed most of the parts of the writing task (eye-catching tittle, introduction, body and conclusion). Besides, the articles looked logical and the sequencing of most of the ideas were directly linked on the purpose or the topic.

According to the style the students used appropriate vocabulary to convey their ideas. Sentence structures were comprehensible and attempted to engage the reader. Although some articles needed to be more entertaining.

In terms of critical analysis the students responded to the tasks and presented good arguments and opinion about the topic "bullying" mainly in the opinion article.

In like manner, Excerpts from Camila's' manifesto evidenced that students write in English like they write in Spanish. For instance she drops the personal pronouns due to the fact

that verb conjugations in Spanish reveal there is not necessity to use them "having a family, fight every day to get better and to accomplish my purposes. To know I'm great". (See, Table No.6).

Nevertheless, this process of inter-language advanced through different stages where errors were transformed into better foreign language structures. The results showed a systematic process because it passed through a variety of stages that boosted advancement in literacy skills as can be seen in the last artifacts such as comics, manifestos and opinion articles (See table No. 4).

Table N° 4

Process of literacy skills enhancement
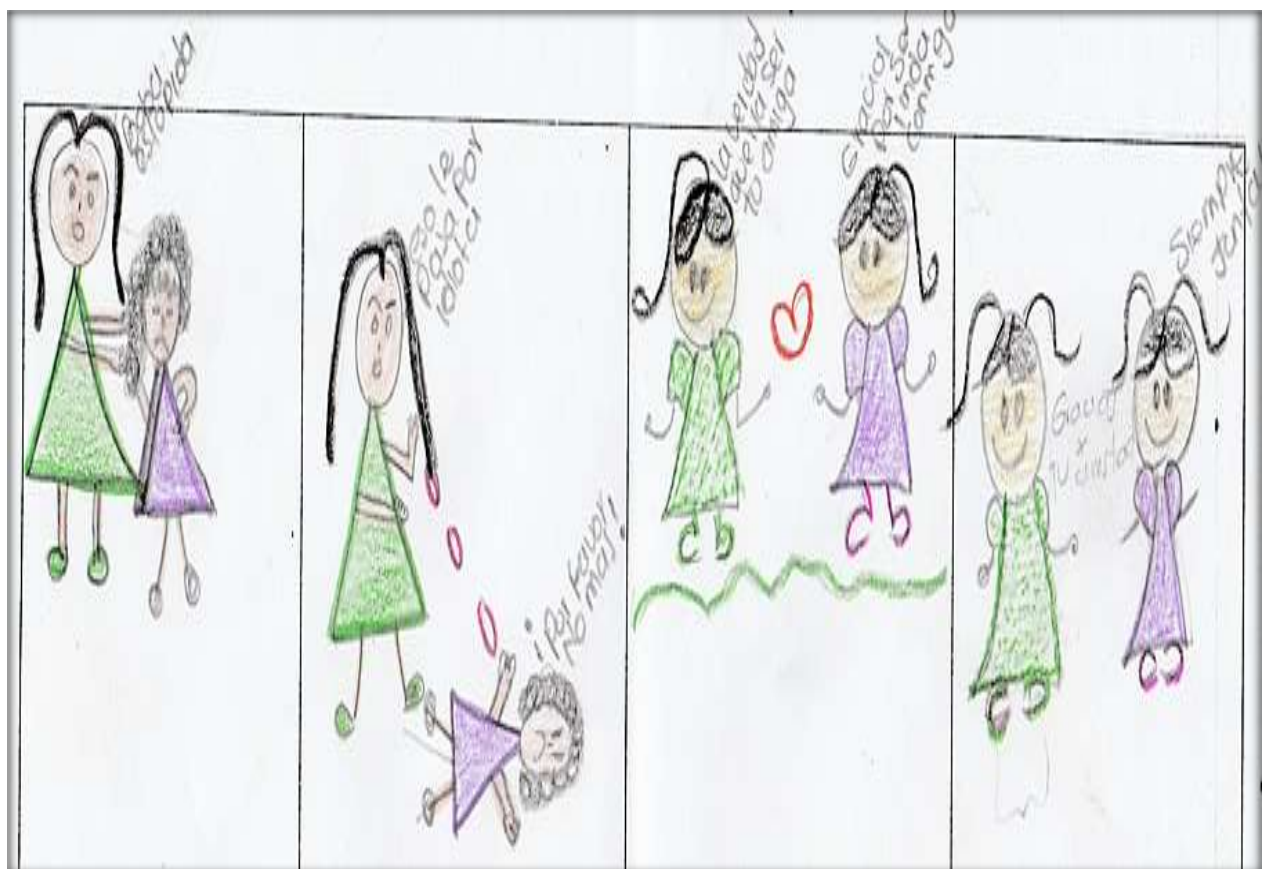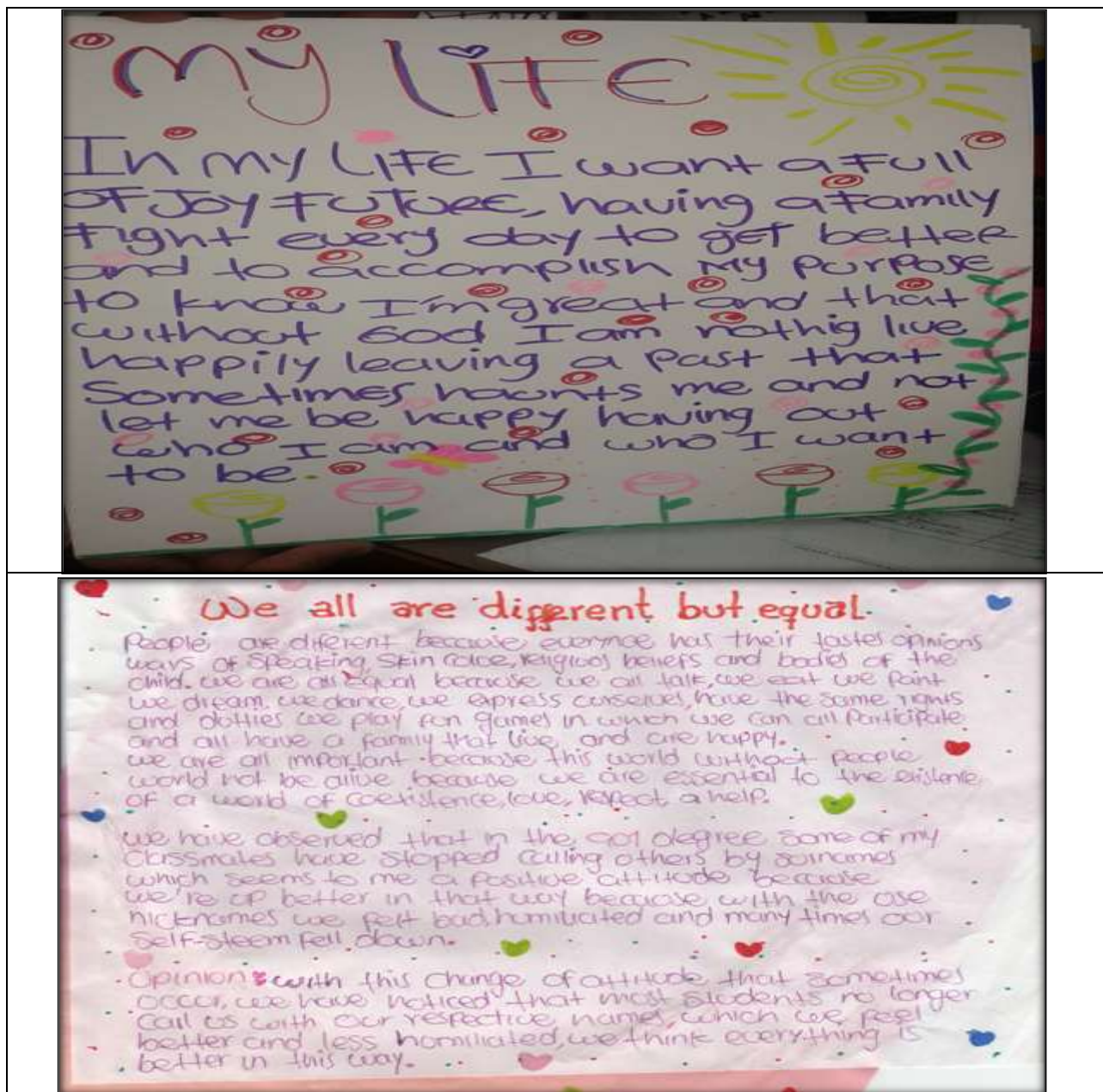
In every lesson it could be evidenced characteristics of every stage in the process. In this manner, at the beginning the students lacked of language accuracy to communicate an idea, for instance, many of the learners were not confident and did not use the target language but they used their first language instead (See, Graph 9).

Graph N° 9 Comic 5 .S1. 01-S24-09-21
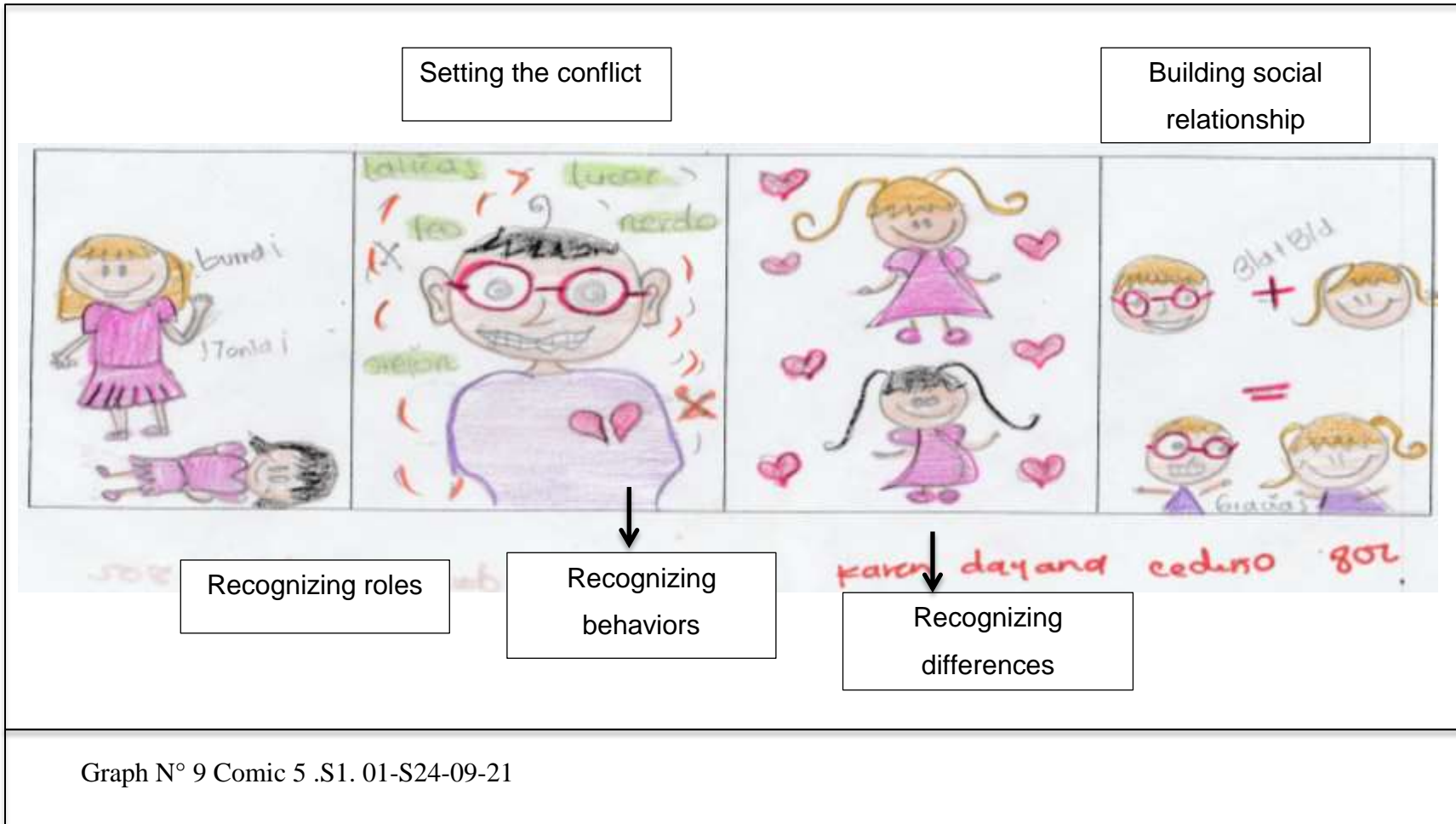
However, through this literacy process, it was found that the use of English implied a

necessity to produce errors and employment of the first language in order to understand the

foreign language system. This process was accompanied by the constant feedback and guide from

the teacher who encouraged the students to take risks and gain confidence when reading and

writing in the foreign language.

Then, as the English teacher promoted the treatment of bullying as an issue which they

felt identified with, reading and writing activities were more meaningful to communicate their

thoughts using English as the foreign language. Therefore, students felt more committed to

produce ideas in the target language. Hence, the students took the risk of writing short coherent

and cohesive paragraphs, with the intention of describing and arguing as evidenced in excerpts

from the Field Notes (See, table No. 5).

Table N° 5.

FIELD NOTES 20-11

10. After that, the students made the corresponding groups and started working, although there were some students who were distracted and were not focus on the task.

11. When the students started working on their articles many questions aroused in terms of grammar and lexicon and needed scaffolding from the teacher or from the teacher observer. Consequently, both teachers provided feedback and supported the groups to make all those questions answered and clarify doubts.

12. The students had many ideas but also needed the support of the teacher to clarify their own ideas and make them coherent in the text.

14. During the second part of the class, the student (c) was very interested in doing his task with his partners and asked for support some times.

Field notes 20/11/2015

At the end of the project the students were able to compose complete discursive texts with the purpose of expressing their feelings and thoughts about bullying as well as all the situations provoked by this problematic (See table No.4). As Gee (1989) asserts, "Literacy is much more than reading and writing but, it is part of students' discourses because it unveils learners' identities, ideologies values and worldviews in an honest and desirable way." (p. 243).

Finally, data gathered by the field notes during the last class intervention revealed that students needed the teachers' support to convey their ideas and make them more coherent. The excerpts of the field notes evidenced that students enhanced their language learning by cooperative work and constant feedback. "During the second part of the class, the student (c) was very interested in doing his task with his partners and asked for support sometimes" (Table, No. 5). This demonstrated that teacher's scaffolding was a prior need to base the development of the literacy skills (Brunner, 1975 as cited in Larkin 2002).

The Discourse of social awareness: "Seek to understand others, to be understood"

Throughout all the pedagogical intervention, data gathered by class observations and artifacts, students showed a great interest to work with the topic "Bullying" and were conscious of the magnitude of this problem and as the class observation (Appendix D) indicated their behaviors and attitudes showed low interest in the enhancement of literacy practices. As Bonilla (2016) says, the negative behaviors that promote conflict can interfere or evoke problems in the process of language learning. Therefore, it is decisive that the school community becomes aware of the existence and significance of social issues before taking any action (Magendzo, 2004).

Data obtained from the artifacts and the in depth interview showed that the use of English as a foreign language was an essential tool to raise awareness of all the differences represented by the discourses in a classroom. Granted that through the manifesto and the opinion article the students wrote they have different personalities despite belonging to the same discursive

community and that it was necessary to respect others' ways of living and world views. As

Maturana (1999, cited in Backes & Schlemmer, 2014) who asserts "Language has the role of

enabling the coexistence between human beings… and through language, reflection, self-

awareness and others' awareness happen" (p, 156)

For instance excerpts from Camila and Camilo (Graph No. 10) since the title of their

article they claimed everybody is different because everyone has their one identity and

personality and equal because they belonged to the same culture "everybody is different because

have different ways of speaking, skin color, religious beliefs… and equal because we have the

same rights, we all can participate… we all are important in the world and we need to love,

respect and help".

Graph No. 10 Excerpts from Camila and Camilo's article

Bearing this in mind, findings have been theoretically grounded to be better understood and explained. In regards to the name of the first category the researchers employed the quote "Seek to understand others, then to be understood" from one of the students' manifestos (See Table No. 6, Manifestos P2: 092301). Excerpts from Graphs 11, 12, 13 and 14 evidenced and revealed that students through the use of comics could reflect upon bullying as the main problem in school and as consequence displayed social awareness about this issue.

Table N° 6 MANIFESTOS P2: 23-10-0922)			
S1	**S3**	**S4**	**S6**
"It is brave in life because in reality life is hard. But sometimes is loving and fun. For some people, life is hard because the bullying. The bullying makes life a failure. If you´re being a bullying victim seek help do not stay silent. You are a free person of bullying. Everyone has the right to be happy in life."	"In my life I want a full of joy future, having a family fight every day to get better and to accomplish my purpose to know I´m great and that without god I am nothing live happily leaving a past that sometimes haunts me and not let me be happy having out who I am and who I want to be."	"- There you have habits - Be proactive - Begin with the end in mind - Think win win - Sharpen the Sam saw - Seek first to understand then to be understood - if you meet these habits you will have an organized life and you can meet all your goals."	"I manifest my life not been easy and was whimsical and tolerant girl I am bitter person sometimes I get sad about my problem not a mis respect parents whant to be a happy and friendly and saw that my personality is different to other people Artifact 23/10/2015"

Graph N° 11 Comic 1. S6. 01-S24-09-21

Graph N° 12 Comic 2.S2. 01-S24-09-21

Graph N° 13 Comic 3.S1. 01-S24-09-21

Graph N° 14 Comic 4.S4. 01-S24-09-21
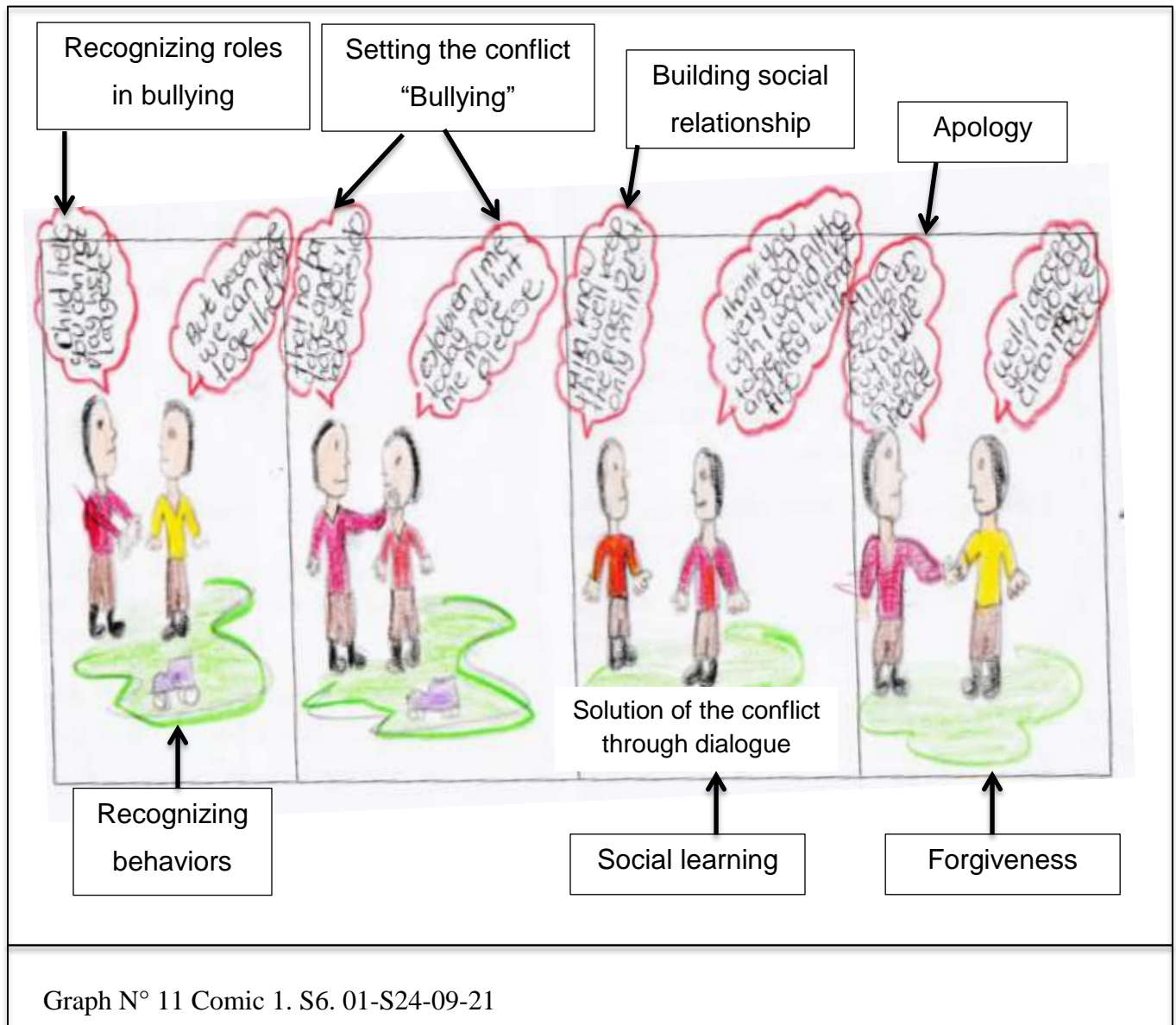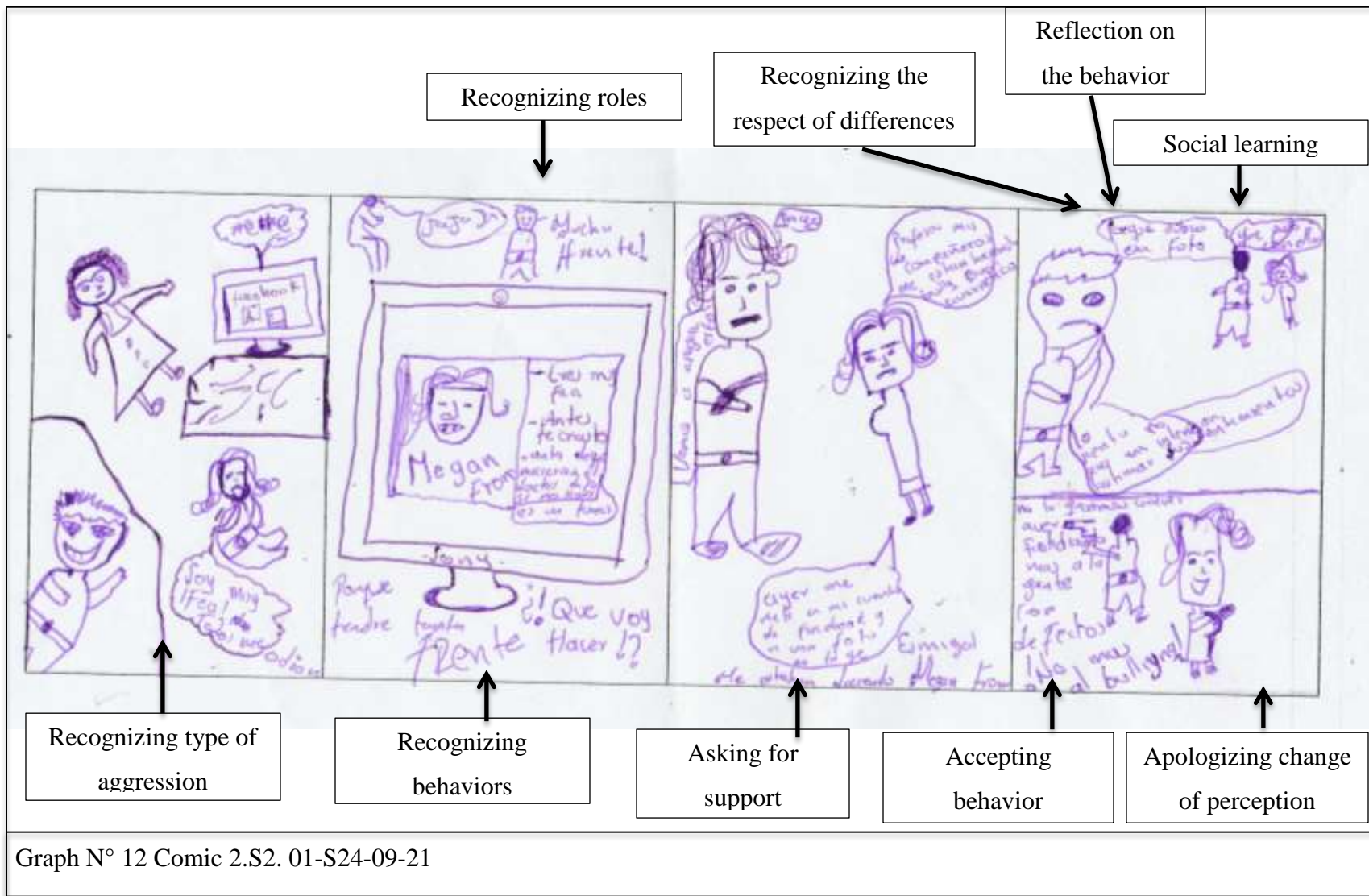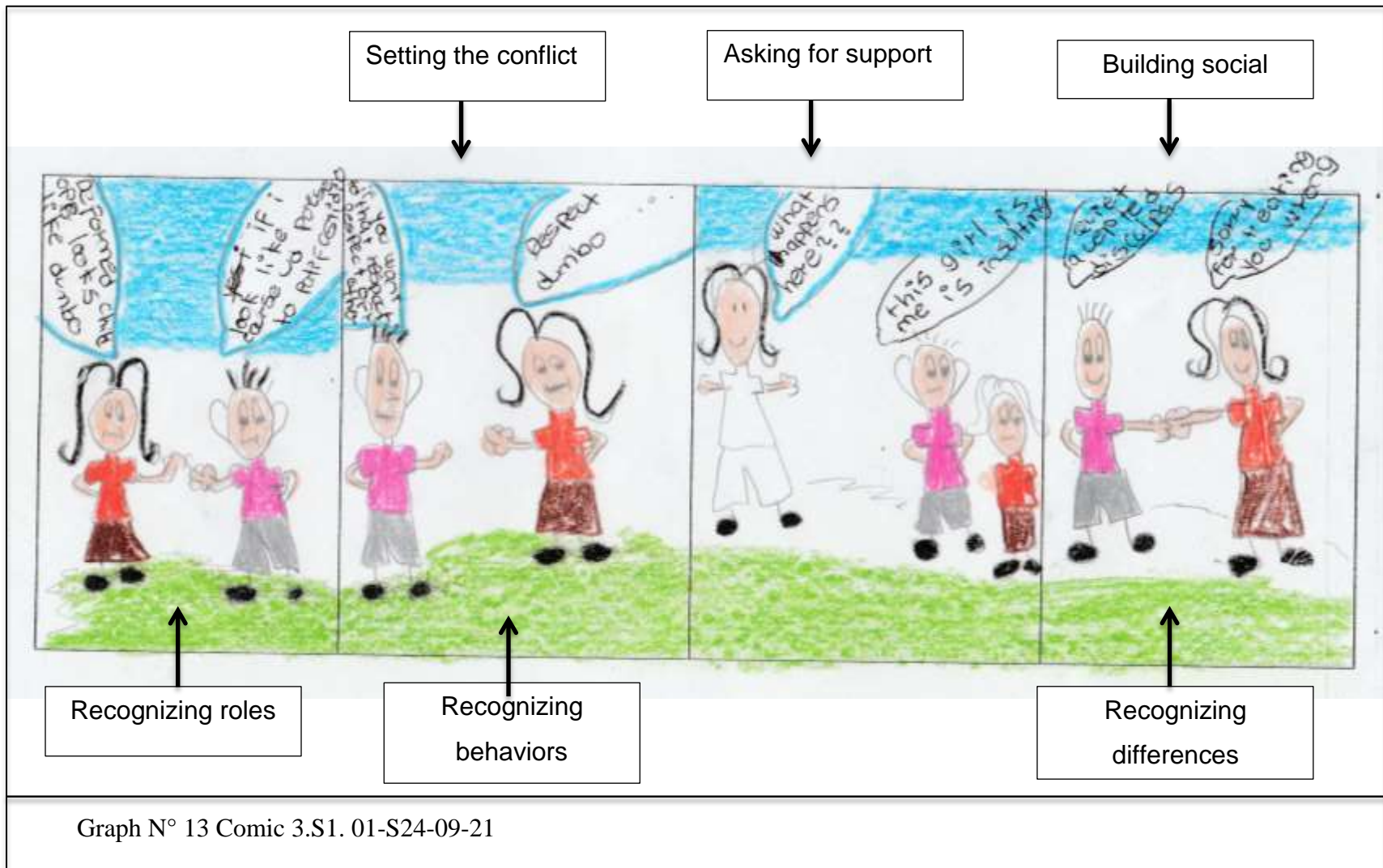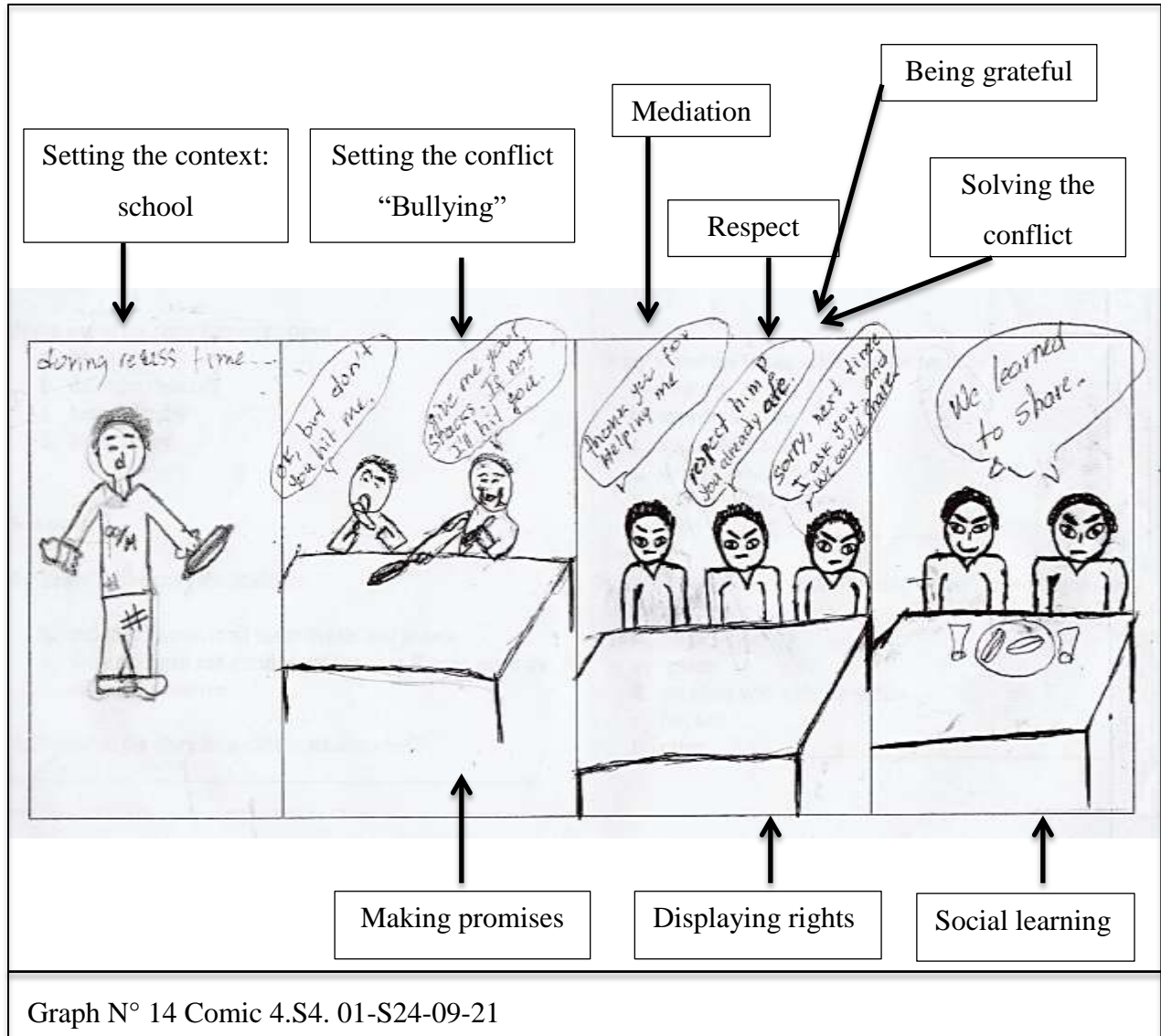
Taking into account that a discourse represents one or more identities and along with this a variety of ideologies, beliefs, behaviors and attitudes (Gee, 2015) the overall data analysis revealed that the Discourse of social awareness involved first self-awareness (Maturana, 2005), thus, students recognized they had their own identities and different personalities that made them unique and had an important role in society (See table No.6 Manifestos P2: 092301)

Certainly, students manifested that they had learned they were members of some discursive communities such as family and school, where they find compatible and incompatible

values (Johnston 2003), physical and personal differences: beliefs, worldviews, and behaviors which they had to respect, accept and empathize with in order to coexist and construct social relationships on the basis of "Forgiveness, Apology and Promises of change" (See, Graphs 11,12, 13 and 14). Moreover, the students co-constructed values such as love, mutual respect, cooperation, gratitude, democracy and peace evidenced in the Graphs mentioned previously and tables 4, 5,6 and 7 that show excerpts from the students' artifacts (comics, manifestos and opinion article), an interview, and class observation.

Second, through the data analysis in the comics, the students displayed critical thoughts about different problematic situations related to Bullying in settings such as school and home (see Graph No. 11). In this activity, the students illustrated different types of aggression including physical, social, verbal and cyber bullying and roles such as defenders, outsiders, bully and victim (Cowie & Jennifer, 2008).

Consequently, through a deep reflection about these situations, the students were aware of the importance of changing behaviors and attitudes that affected their daily interaction with others. Furthermore, the students learned to claim their rights and change perceptions towards their partners.

Additionally, through the writing of a manifesto, the students mostly evinced self-awareness which displayed identities, religious beliefs, goals, dreams and life purposes. Nevertheless, they also recognized that they had responsabilities in each one of the discoursive communities they belong to (Kramsch, 1998).

In table N° 6 (Manifestos P2: 092301) Angelica known as S1 indicated she had developed self-awareness. therefore, she reflected about life experiences, beliefs, values and feelings. She stated that she believed "life is hard" so that she thought she had to be brave in order not to become a victim from bullying. Hence, she suggested that people should "seek for

support and avoid to be quiet because everyone has the right to be happy and enjoy a loving and

fun life". Camila (S3) announced that she had life goals such as "having a family" and the most

interesting finding was that all her purposes would be aimed through the "help of God who

allows her live happily". Carlos (S4) known as one of the most dominant bullies in the class,

claims that his life goals had changed and now had developed some habits. For instance, he

expressed the necesity to "be poactive", "have purposes for life", "think win win", "sharpen the

saw" which means to stop for a moment and reflect on how to be a better person and "seek to

understand others to be understood".

Finally, Karen Julieth (S6) expressed through this literacy activity that she was different

from other people. She aslo said she suffered problems in her daily life which made her feel sad.

Furthermore, Karen recognized she had "been capricious, intolerant and a bad-tempered person",

which made her "be unrespectful with people around her like her parents". Nonetheless, she also

communicated her desire to change her attitudes in order to have more friends and live happily.

All these excerpts evidenced that teachers can take advantage of English as a foreign

language to make students reflect upon themselves, so that through the development of personal

awareness students could change perceptions about themselves and modify initial perceptions

towards the others (Maturana, 2002 as cited in Backes & Schlemmer, 2014). This change of

perceptions allows students to empathize each other through the recognition of others' beliefs,

ideologies, behaviors and identities. As Lobron & Selman (2007) who state that social awareness

permits "to negotiate with others, resolve conflicts, express one's point of view and listen to

others' opinions" (p, 528).

The analysis of data taken from the In-depth interview also evidenced that students had

co-constructed a discourse of social awareness. In table N°7, Carlos who had been one of the

most known bullies in the school admitted that he had learned English through the examination

of Bullying as the main social issue in his context. Carlos (S4) accepted his role as aggressor and the problems this role provoked in class. He also asserted that he and his classmates had modified their attitudes and behaviors and strongly believed that the best way to solve the conflicts is to develop values that include mutual respect, tolerance and willingness to dialogue and mediate.

Table N° 7
Excerpt from the In depth interview 06-11
04 T: ¿Tu qué piensas acerca de las actividades que estamos haciendo en nuestra clase de inglés?
05 S6: Pues de que es bueno porque estamos hablando sobre el tema que es el bullying, pues hemos aprendido y hemos mejorado demasiado el bullying en nuestro salón porque siempre se han visto demasiados casos en el salón del bullying, entonces pues el tema del bullying nos ha llevado a cambiar mucho, hemos cambiado mucho, ya no se presenta la misma situación en el salón.
06 T: ¿Tu consideras que ha sido positivo lo que estamos haciendo?
07 S6: Si claro, es positivo porque pues lo.. Ya no tenemos mucha dificultad porque es cosas que algún alumno necesitaba algo siempre era… le hacían el bullying, le querían pegar, entonces pues pero pues esto nos ha llevado a cambiar demasiado.
08 T: ¿Tu has notado el cambio de tus compañeros? Claro, ha habido mucha diferencia, por ejemplo yo era una de esas personas de las que hacia bullying y ya no, ya he cambiado demasiado porque pues todo este tema que lo lleva a uno a cambiar.
09 T: La segunda pregunta es que si ¿tu has aprendido algo en lo que hemos hablado sobre el bullying?

10 S6: Claro he aprendido algo porque por ejemplo el bullying es al que le hacen a la perso.., o sea el bully es la persona que le hace a la víctima, entonces pues pero que la víctima como se siente de mal cuando le hacen bullying otra persona, y uno es el que se siente el mejor en todo quiere ser el mejor quiere ser el agrandado en todo, entonces a eso es lo que me ha llevado, entonces me han gustado todos los temas, pues porque hemos aprendido demasiado,

11 Ehh,¿ que es lo que más te ha gustado de todo lo que hemos hecho?

12 El bullying…..porque se nos ha notado demasiado el cambio, todo mundo no quería respetar a nadie y entonces eso es lo que me ha gustado y.. Pues me gustaría ir conociendo más, más clases sobre el bullying, por ejemplo que ya vimos la víctima, el bullying, queremos ver el social, física, todas esas clases de bullying que tiene, todas las clases que tiene el bullying.

13 T: ¿A ti te gustaría entonces que profundicemos sobre el tema?

14 S6: Claro, me gustaría porque pues así llega uno a conocer más, después de que conozca más ya uno se puede seguir metiendo a otros temas.

15 T: Ehh, y de las actividades, como tal que hemos desarrollado en las clases:

15 S6: Me ha gustado por ejemplo la historieta, que ahí hicimos una reflexión sobre el bullying, mi historieta fue que o sea otro compañero quería quitarle la comida a otro, ser ehh... hambriento, entonces llega otro compañero que llega y lo defiende, entonces ahí es donde estamos ayudando a solucionar todo.

Finally, the artifact that confirms the students co-constructed the discourse of social awareness about bullying was an opinion article written in groups where they recognized the

importance of respecting differences and the necessity to give solutions to Bullying in the English class.

Carlos (S4) and John (S5) mentioned in their article "aggressiveness and conflicts decreased through entertainment". Here the students contended that when school did not provide ways of entertainment, conflicts and violence appeared. Thus, they suggested sports might be an excellent way to promote changes of attitudes and behaviors. (See table 8).

Some excerpts from Camila (S3) and Camilo (S2) revealed social awareness, because they accepted diversity of worldviews, ways of living, ways of speaking, as well as physical traits in English class. With this in mind, they have understood how social issues have affected their interaction in the class and proposed to be open-minded. In this sense, when students were aware of the cultural diversity in the class, they started to develop the basis of Intercultural communicative competence (ICC) which involves "thinking of a communicative situation in which people (from different cultures or backgrounds) interact and bring to the situation their knowledge, their awareness of similarities and differences, their attitudes and behaviors and their skills to negotiate meaning and establish effective interpersonal relationships" (Rico, in Tomlinson and Masuhura, 2011).

Table N° 8.

OPINION ARTICLE EXCERPTS S2_S3_S4_S5 20-11

S4 –S5 GROUP 1	S2 –S3 GROUP 2
"…Through the time we have been in the institution we have not observed aggression between student. This leads us to analyze the attacks diminish through sports, that there are fundamental rules that enforce each sport. In our opinion, aggressiveness decreases because students avoid conflicts through	"People are different because everyone has their likes, opinions, ways of speaking, skin color, religion, believes physical traits. We all are equal because we all talk, eat, paint, dream, dance and express ourselves. We have the same rights and duties. We play fun games in which we all can participate and all have a family that live and are happy…

ententertainment. Furthermore in the previous championship existed aggression because the players committed offenses and those behaviors generated conflicts…"	Opinion: with this change of attitude that sometimes occurs, we have noticed that most students no longer call us with our respective names, which we feel better and less humiliated. We think everything is better in this way. Artifact 20/11/2015

The discourse of conflict awareness: "The best solution, mediating and talking"

Thomas (1976) and Robbins (2002) (cited in Ghaffar, 2010) define conflict as "the process which begins when a party perceives that the other has frustrated, or is about to frustrate some of their concerns" (p, 212). Taking this into account, data analysis from artifacts such as the comics, for instance in Graphs N° 9, 12 and 13 is shown that the conflict starts when one boy shames other person because of their physical and personal traits "laticas, nerdo, feo, orejon" (Graph N°9) "eres muy fea, antes te creciste, mucha frente" (Graph N° 12) "you are deformed, look like dumbo" (Graph N°13). Table N° 3 (Class observation) also confirms social conflicts arouse from gender, sexual orientation, physical traits and cultural beliefs "no es que como ellos (los hombres) son más fuertes se la montan a uno, siempre los últimos, o se hacen su galladita y entonces todos atacan como chulos…S18: y les mandan a que le digan si no lo hacen lo sacan del grupo"

By the same token, data displayed that girls were also responsible for producing conflicts in the classroom. Girls affirmed they would never allow their gender to be suppressed by boys. Therefore, girls responded aggressively to insults, created call names and imitated some violent games in the classroom. However, girls explained they were not violent in those games just a way of showing friendship. (See table N° 9) Hence, male and girls behaviors provoke disagreements

and discrepancies that affect negatively their concentration and motivation to work on their literacy skills.

In fact, it was found that narrow-minded communities become intolerant to changes and evoke inequality, aggression and discrimination.

In table 9, students' excerpts from a class observation evidenced that the learners recognized they had built roles in the classroom which might have been founded on their family, their socio-cultural context and interaction with peers in the school. Therefore, some students have been identified as possible Bullies, Defenders, Outsiders and Victims (Salmivalli, Lagerspetz, Bjorkqvist, Osterman, and Kaukiainen, 1996). However, those who said to be Victims admitted they have been Bullies and Outsiders. Class Observation excerpt (see Table No. 9) showed that students thought that if they had been physically or verbally assaulted they had to do the same to others in order to avoid past experiences repetition.

Table N° 9
CLASS_OBSERVATION EXCERPT 12-09
…(The teacher keeps teaching about the people involved in bullying such as the victim, the bystander, the bully, possible defender etc. students now understand better the vocabulary).
T: what is passive supporting?
S18: dele dele dele ese es el que hace barra
S18: pelea pelea
T: now, followers. They take action part but they do not start the bullying.
S21: ahh el que uno pasa y tambien pega calbazos!
T: exactamente, aquí hay una modalidad. Hacen una fila, al lado derecho hay unos niños y al otro lado hay otros niños y por el centro pasan…
Ss: siiiiiiiiiiiiii
S1: empienzan hacerle así (she shows the gesture of pushing) y ahi le cogen la cola!
T: y puede comenzar cualquiera y los demás se convierten en followers. In what position do you consider you are?
S20: defender defender

S1: yo soy posible defender!
S6 and s13: yo soy victim
T: are you victims? Aja
S1: eso es mentira!!!! Bully!
S6: profesora yo soy defender
T: we need to analyze to ourselves, what we are. Now types of bullying! Verbal, social, cybernetic… verbal is when you say call names like… how do you say? Megafront?
Ss: siii Megafront! Jajjajaa
T: that's not correct
S1: no es que como ellos son más fuertes se la montan a uno, siempre los últimos, o se hacen su galladita y entonces todos atacan como chulos
S18: y les mandan a que le digan si no lo hacen lo sacan del grupo
Students (boys) react: ahhhhhhhh (students talk at the same time)
T: haber vamos a escuchar a Cumbe
S19: nosotros nos hacemos en grupo si? Entonces nosotros buscamos cualquier cosa para recochar, vamos a pelar sobre una mujer o un hombre, a ponerle apodos si? Nunca que porque no es del grupo lo sacamos si? Nosotros le decimos oiga vaya y le dice tal cosa…
S6: ayy contó todo hermano
S1: ahh si ve profe si ve
….
O: ok, there are more boys than girls, so boys are more bullies than girls?
S1: si si
S6: igual, igual
S17: igual
S1: boys and girls
O: boys and girls?
S1 and s18: si aja
T: and girls to girls?
S1: ellos nos hacen bullying y nosotras…
T: girls to girls or boys to boys…
S1: boy girl and girl boy
S17: si ellas nos molestan tambien nosotros las molestamos
S1: igual
(students start talking each other and laugh each other)
O: hey listen to me! Aqui un estudiante me dijo: "yo insulto las niñas, las niñas me insultan a mi y ahí hacemos estabilidad", que significa estabilidad?
S17: no, insultar no, si pilla? Por ejemplo a ella le dicen megafront, a ella no le gusta que le digan megafront, si pilla? Entonces ella me responde de otra manera
O: dicen aca, "nosotros hacemos bullying entre hombre y mujer", y entre hombres?
S1: si entre ellos también, (the other students agree)

Class observation 12-09/2015

Nevertheless, through the use of EFL literacy activities mentioned previously students did not only develop a discourse of social awareness but also a discourse of conflict awareness. Thus, through instruments such as an interview, observations, artifacts (See Appendix G) the students found different forms to address and tackle bullying that included stating, describing, mediating and dialoguing to solve the conflict (See Graph 11).

In regards to the artifacts mentioned previously, it was found that the development of those activities could awake the willingness to propose the mediation and solution of problems and consequently the attainment of autonomous learning.

Additionally, students have increased their confidence to express their opinions about their own experiences in different situations in the classroom through the use of written texts such as comics, artifacts and articles. As it was mentioned earlier, the students developed writing skills, so that they started with words from their own language and ending writing full paragraphs that evidenced enhancement in grammar structures, function expressions and vocabulary which facilitated to construct their own discourses of conflict awareness.

Finally, in table N° 10, some excerpts from Karen Julieth's group (S6, S7, S8) in their opinion article, revealed despite there were conflicts in the classroom, they could be solved through dialogue and development of values such as respect and tolerance as Taylor (1993, as cited in Nyirenda, 1996) argues "consciousness and dialogue are the power to transform reality" (p, 52).

Table N° 10.
EXCERPT S6 P20-20-11-OPINION ARTICLE
S6, S7 AND S8 GROUP 3
POSITIVE OPINION: with bullying there are more frequent and more aggressive people but we must stop it and face. How? Through dialogue and respect with our partners…
NEGATIVE OPINION: The bullying is more frequent in school because in those places it lends to these jokes, callnames, profanities or grimacing. We believe that this be done as this affects our self-esteem because using offensive words the make us feel inferior. These can lead us to make mistakes, such as suicide because we believe this is a solution all the pain we feel.
Artifact 20/11/2015

The Discourse of behavior awareness: let's respect, no more mockery, call names and hitting"

Data analysis displayed that the eighth graders from Angel Maria Paredes School reflected on their own and collective negative behaviors which evoked conflicts in English class (See tables 6, 7 and 8). One of the main findings was that students recognized the use of aggression mechanisms because they considered they could gain higher status (See Graphs, 11, 12, 13 y 14) and more respect from their peers. As an illustration students disclosed counter values such as disrespect, intolerance and egoism. Coupled with, Mockery, cyberbullying, call names, threats, physical and mental aggression. This is evidenced in table 3 and 9 and the artifacts shown in Graphs 11, 12, 13 and 14.

According to Diaz (2011) teachers usually face inadequate behaviors that may cause some problems and challenges. Those patterns of behavior can become persistent through the time and affect people's rights and norms of growth (Kazdin, 1995).

By the same token, Alonso (2008, as cited in Diaz 2011) asserts that the problems of behavior affect negatively oneself and the environment in which people live like family, school

and friends. In regards to this, those behaviors lead the person to transgress norms of coexistence and to deteriorate his/her personal and social development.

The Discourse of behavior awareness has a strong connection with the other two discourses found during this action research, because it boosted students' decisions to make a transformation of their own social issues. Therefore, students recognized the necessity to change behaviors that might harm others' feelings and in this sense accomplished positive social relationships. This is seen in the Excerpts from Karen and her partners in their opinion article (See table 10) "bullying is a frequent social problem in schools that encompasses jokes, call names, gestures like grimaces and profanity". "We belief these actions affect our self-esteem and makes us feel inferior leading us to make mistakes like suicide".

Similarly, the comics (Graphs 11, 12, 13 and 14.) also exposed the necessity to change behaviors in order to stop the conflict. Additionally, students displayed that those behaviors changed through the values they developed when they built social awareness. In like manner, it was found that students have achieved critical thoughts about the problematic situations foreseeing negative consequences. In this respect, Ramirez (2011) states "when students develop critical thinking and are aware of their reality, they are able to identify and solve problems in a peaceful and participatory way obtaining values of tolerance, respect and cooperation" (p, 64). Equally, Schlemmer and Bakes (2014) claim that awareness of behavior arise from the understanding of those values.

In brief, eighth graders from Angel Maria Paredes School enlarged their knowledge about bullying and co-constructed three social discourses that led them to understand this problem that affected negatively their foreign language learning. However, through the development of the project "Bringing my thoughts to paper" it was found that students' literacy skills improved and their general language learning was more meaningful.

Chapter V

Conclusions and Pedagogical Implications

Conclusions

This action research study was conducted to demonstrate that the students' EFL literacy skills can be developed through active language learning practices that promote the reflection upon issues that are enclosed within their own social context. Moreover, when students use English as a foreign language to understand and communicate their feelings about real situations, they go through processes that imply confidence, taking risks to use English, employing the first language and producing errors. This determines an inter-language process that decreases to the extent that the students become more encouraged to produce written texts.

This research confirmed that the use of literacy activities such as comics, manifestos, students' reflections and opinion articles to co-construct social discourses about bullying promotes the EFL learning. As a matter of fact the students pass through some stages that facilitate the advancement in literacy skills. This unveils a systematic process where errors are transformed into better foreign language structures to produce more logic and coherent ideas.

With this in mind, an inter-language process can become a strategy to boost reading and written production progress, developing better linguistic, pragmatic and discursive competences in accordance to the Common European Framework. All this is displayed in literacy activities mentioned above that motivate the language learner to assimilate and produce new vocabulary, grammar, styles and literacy genres. Besides, the students use the foreign language to communicate and understand other world perceptions; interact with other students and the teacher as well. Regarding this, literacy activities make the English class more meaningful and important for other knowledge areas due to the fact that English as a basic subject-matter can foster cross-curricular work. This demonstrates that the foreign language contributes to the strengthening of

the different knowledge areas that conform an integral person from social, cultural, linguistic, artistic and even scientific perceptions.

The topic Bullying as one of the most common problems presented in the educational context was developed through a project that permitted a direct contact with the foreign language and at the same time a students and teacher better interaction. With this Project work the students used their literacy skills to explore, identify and co-construct three main social discourses about bullying that unveiled their understandings about the world and their social commitment in their school community. Bearing this in mind, this research study displays that the exploration of students' social discourses about bullying has a positive impact on the English literacy learning process due to the fact that the foreign language is used for real communication and has a purpose.

Consequently, this research determined that these three social discourses about bullying such as the Discourse of social awareness: "Seek to understand others, then to be understood", the Discourse of conflict awareness: "The best solution, mediating and talking" and the discourse of behavior awareness: "let's respect, no more mockery, call names and hitting" promote the language learners Intercultural sensitivity because students learn to minimize, accept, tolerate and empathize with differences found in the classroom.

Through the literacy works the students revealed the Discourse of social awareness about bullying and demonstrated that the socio-cultural awareness cannot be accomplished without developing self-awareness. Thus, the learners first pass through a deep reflection of their experiences, their beliefs, values and emotions. Therefore, everything starts from making a self-examination in order to understand others, as Maturana (2005) who states that self-awareness refers to the ability to be cognizant of the distinctions as well as the things we do, the decisions we make and their possible consequences.

To this regard, if the learners respect the others' discourses divergences, then they will be able to reflect together to overcome problems, transform and facilitate their learning (Backes & Schlemmer, 2014).

The Discourse of conflict awareness displays that students are able to develop willingness to propose the mediation and solution of problems in and outside of the classroom. And the discourse behavior awareness shows that after the analysis of this kind of problem in the EFL class the learners may be ready to manage differences (behaviors, values, feelings, beliefs) despite they belong to the same discursive community. Hence, the learners are able to manage perceptions and integrate with other cultures from their own discursive community and probably from others worldwide.

This study shows that social discourses can be co-constructed in the classroom. Furthermore, through those kinds of projects the language learners learn values such as tolerance, respect, love, gratitude, cooperation, peace and democracy as well as the dialogue and mediation that are fundamental to solve a conflict and construct social relationships that promote the arrangement of integral social communities.

Additionally, these kind of projects permit that the English teachers obtain a better classroom manage, and pleasant environments that favors the language learning development in a more natural and significant way.

Pedagogical implications

Language is a mechanism to know, interact, construct or represent our cultures (Kramsch, 1998). Bearing this in mind, language teachers can take advantage of the first and the foreign language to understand our students' view of the world. Besides, it is interesting to use the foreign language to compare both cultures and try to communicate meanings through the

adaptation and integration of intentions, feelings, attitudes and behaviors according to the place of interaction.

As a result, English as a foreign language can be used to interpret, recognize and tolerate other cultures immersed in the same region and worldwide. Hence, this study contributes to boost the intercultural communicative competence because through once the students become socially aware they could be prepared to be opened to different behaviors, beliefs, identities and cultural perspectives (Rico, cited in Tomlinson and Masuhura, 2011).

Likewise, through English as a foreign language the students are allowed to know themselves through their perspectives about their social realities, their thoughts and their worldviews. In this way, this study contributes to the development of active students' participation, promoting democracy and the possibility to co-construct their own social discourses.

What is more, this research study permits that social issues such as "Bullying" to be addressed from a different perspective according to the real students' needs because many times those themes are addressed from academic views. Thus, their effects on the students are not taken into account.

In this particular case, the research contributes to the promotion of healthy school climates bullying-free inside the EFL classroom as a policy of the National Ministry of Education in the Law No. 1620 and the obligatory decree No. 1965.

This research study also promotes the use of literacy from linguistic and social perspectives since it advocates reading and writing skills development from a holistic view. Thus, this motivates students to use English in different contexts in a meaningful way.

By the same token, Selman et al; (as cited in Perez 2013) propose that social awareness must be connected to the curriculum, and emphasized on the school activities to demonstrate that students have a central role as transformers of their own community and society.

For this reason, it is recommended to include these projects in the School English Curriculum, because the Ministry of Education in the "suggested curriculum" (Plan Nacional de Desarrollo 2014-2018) promotes the development of approaches such as project based learning to improve English learning making this process more significant and purposeful to the students.

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Appendix A

INSTITUCION EDUCATIVA ANGEL MARIA PAREDES

NEIVA - HUILA

AREA: INGLES	GRADO: 8	Periodo: 1	INTENSIDAD HORARIA: 3 HORAS	AÑO: 2015
NOMBRE UNIDAD: Spending my Free Time…		Level A1		
CRITERIOS finales: Valora la forma en que otras personas participan en conversaciones sobre temas relacionados con las actividades que realizan en el tiempo libre.				
ESTANDARES	**TEMÁTICA**	**TRANSVERZALIZACIÓN**	**4. ACTIVIDADES**	**5. EVALUACIÓN**
1. Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares Comprendo la información implícita en textos relacionados con temas de mi interés	I´m in 8th grade.. Free - time activities. Present simple and continuous. History: Past events, biographies.	. Formulo preguntas acerca de hechos políticos, económicos, sociales y culturales. (CS)	Comprensión de información sobre biografías de personajes famosos.	1. Escuchar con atención y responder con argumentos preguntas sobre su vida Solución de talleres y ejercicios de complementación y tareas para la casa.
2. Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el leguaje es claro.	. Adverbs of frequency. Always, sometimes, never...	Busco información en diferentes fuentes. (CN)	Autobiografía.	2. Cartelera con diversas actividades a realizar en el tiempo libre. Talleres para realizar en casa.
3. Participo en conversaciones en la que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria y futura.	Prepositions of time. Jobs. Telling the time. Lifestyles/ Changes/ Family members.	. Manifiesto indignación (Rechazo, dolor, rabia) frente a cualquier discriminación o situación que vulnere los derechos; apyo iniciativas para prevenir dichas situaciones. (CC)	3. Escritura de mensajes para su familia y su clase sobre situaciones cotidianas.	3. Identificar aspectos biográficos en textos.

4. Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, mis sueños, esperanzas y ambiciones teniendo en cuenta reglas de ortografía, adecuación de vocabulario y estructuras gramaticales.	Activities. Days of the week. Possessions. Date. Past simple (regular and irregular) question. Past routine. Used to.	Tomo decisiones sobre la alimentación y práctica de ejercicios que favorezcan mi salud. (CN)	4. Dialógos en grupos pequeños para hablar sobre lo que hace y podría ser en el tiempo libre.	4. Evaluaciones orales y escritas.
5. Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero.	Modal verbs: Can - Could. Abilities, polite requests, permission.	Reconozco, en los hechos históricos, complejas relaciones sociales y políticas, económicas y culturales. (CS)	5. Historias cortas, fábulas.	Lecturas sobre personajes que han influido en la vida de nuestro país
6. Escribo textos expositivos sobre temas de mi entorno y mis intereses con una ortografía y puntuación aceptable.	Verbs Present simple	Puedo escribir frases o textos cortos para hablar de mi rutina diaria y la de mi familia	6. Descripciones de rutinas	Evaluación escrita Biografia
7. En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco cometo errores.				
		Educación Sexual		

	Celebrations	. Expresión de Afecto: Comprendo que expresar y recibir afecto promueve el bienestar humano y fortalece las relaciones.	Se elaborarán carteles, tarjetas, festones en donde se exprese afecto, amistad y reconocimiento: Día de San Valentín, día de la mujer, día del hombre.	Habrá exposiciones en las carteleras del Área de Inglés de los trabajos realizados por los estudiantes con los temas tratados durante el período.
		Equidad de Género: Entiendo que las mujeres y los hombres somos libres e iguales en dignidad y derechos. Emprendo acciones para que las diversas formas de ser hombre o mujer que permiten el desarrollo de todas las potencialidades y valoradas en los diferentes contextos.	Mediante una dinámica por parejas de hombres con mujeres se realizarán en inglés expresiones de reconocimiento de igualdad entre hombres y mujeres.	De manera continua y permanente el alumno será evaluado en su parte actitudinal en relación con los compañeros.

INSTITUCION EDUCATIVA ANGEL MARIA PAREDES

NEIVA - HUILA

AREA: INGLES		GRADO: 8	Periodo: 2		INTENSIDAD HORARIA: 3 HORAS	AÑO: 2015
NOMBRE UNIDAD: How did you feel at the party?				Level A1		
CRITERIOS Finales: Comprende ideas generales de textos escritos sobre hechos y personajes históricos y responde preguntas generales.						
1. ESTANDARES		**3. TEMÁTICA**	**TRANSVERSALIZACIÓN**		**4. ACTIVIDADES**	**5. EVALUACIÓN**
1. Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferetnes fuentes sobre temas que me son familiares.		People in you country. Past simple Vs. Past Continuous. How was your last vacation? It was fantastic…	Comprendo el contenido de los diferentes tipos de texto que he leído. (LC)		1. Lectura de historietas.	1. Preguntas sobre las historietas leídas.

2. Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.	Time expresion: While, when… Wh questions: How, when, who… How did you feel at the last class? I was bored because...	. Busco información en diferentes fuentes. (CN)	2. Viaje imaginario.	2. Bitácora del viaje.
3. Participo en conversaciones en la que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria.	Adverbs. Connectors. Following instructions. Celebration.	. Conozco, analizo y uso los mecanismos de participación ciudadana. (CC)	3. Elecciones escolares.	3. Exposición sobre un personaje histórico.
4. Hago presetnaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones.			4. Preparación de presentaciones orales.	4. Evaluaciones orales y escritas.
5. Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero.			5. Diálogos simulando llamadas telefónicas.	5. Simulacro de pruebas saber.
6. Escribo textos expositivos sobre temas de mi entorno y mis intereses con una ortografía y puntuación aceptable.	Regular and irregular verbs Auxiliary Did for questions, and short answers	**Escribe una lista de actividades que realizo en sus últimas vacaciones ya sea en su región o en otro lugar del pais**	6. Elaboración de oraciones escritas/ cartelera	6. Habrá exposición en la cartelera del área de Inglés de los trabajos realizados por los estudiantes en cada uno de los períodos
7. En mis redacciones uso el vocabulario y la dramática que conozco con cierta presición, pero cuando trato temas que no conozco cometo errores.				7. De manera continua y permanente el estudiante será evaluado en su parte actitudinalen relación con sus compañeros.

		1. Expresión de Afecto: Comprendo que expresar y recibir afecto promueve el bienestar humano y fortalece las relaciones. 2. Equidad de Género: Entiendo que las mujeres y los hombres somos libres e iguales en dignidad y derechos. Emprendo acciones para que las diversas formas de ser hombre o mujer que permiten el desarrollo de todas las potencialidades y valoradas en los diferentes contextos.	Se elaborarán carteles, tarjetas, festones en donde se exprese afecto, amistad y reconocimiento: Día de San Valentín, día de la mujer, día del hombre.	8. Mediante una dinámica por parejas de hombres con mujeres se realizarán en inglés expresiones de reconocimiento de igualdad entre hombres y mujeres.
11. Persisto en la búsqueda de respuestas a mis preguntas. (CN)		Valoración de sí Mismo: Comprendo que todas las personas son un fin en sí mismas y, por lo tanto valiosas por ser seres humanos y emprendo acciones para que esto sea realidad en mí, en mi familia, en mi pareja y en la sociedad.	Mediante elaboración de oraciones oralmente y por escrito se exaltará la autoestima y el respeto a los demás.	

Appendix B

Lesson Plans

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 1
**EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY
SKILLS**

Teacher __Blanca Inhirida Trujillo_____Date: __September 11th 12th 18th 2015
School __ Angel Maria Paredes_____   Grade _____8th
Lesson Subject: English
Teaching Time__3 class interventions__

Lesson Concept: "My feelings towards bullying"

Objectives	*Assessments*
1. To analyze behaviors, feelings and values of people involved in bullying situations 2. To explore opinions and feelings towards bullying cases in the classroom. 3. To produce short written texts using present perfect tense and simple past tense. 4. To describe personal situations about bullying.	1. Students will analyze behaviors, feelings and values through a video discussion about bullying in pairs 2. Students will disclose their opinions and feelings towards bullying cases in their classroom through a writing exercise based on a video reflection. 3. Students will produce short written texts using present perfect tense and simple past tense through a writing exercise based on a video reflection. 4. Students will describe personal situations about bullying using verbs in simple past, adjectives and expressions learned in class and rehearsed through a board game.

Materials: Video about bullying, photocopies, slide projector, board game.		
Anticipatory Set: Teacher will ask the students what they think about bullying and its causes in the classroom. Then the teacher will write those opinions on the board.	*15mns*	*Teacher-student*
Activating Prior Knowledge: Students will watch a video about different situations where bullying is presented and possible solutions in some schools from other countries. https://www.youtube.com/watch?v=eWhptTzt5wk https://www.blendspace.com/lessons/f2MG_zdExWFAJQ/bullying *Procedure:*	*5mns*	*Students-teacher*
1. Students will discuss in pairs some questions related to the video and analyze behaviors, feelings and values of people involved in bullying situations. To obtain that information, the teacher will give students a short questionnaire. Then the students will share their opinions to the class	25 mns	Student-student
2. The teacher will show some power point slides and present general information about bullying, its concept and types.	10mns	teacher
3. Since students need to be prepared previously on vocabulary to understand a text from the next lesson, the teacher will display some flashcards to teach new vocabulary and expressions.	15 mns	Teacher-student
4. Finally, the teacher will use a board game to enhance the vocabulary and to make students describe personal situations about bullying with some strategies from the game. This board game is similar to the Colombian version of a board game known as Parqués. The game is described as a "random thinking" game: students move depending on the roll of the dice. The objective of the game is to advance all the pieces to the end. However, the students will pass through different categories based on vocabulary and answer some questions or follow some requirements to advance. Example: if the verb learned is "yell" one of the questions that are in each space is: have you ever yelled at some of your classmates? Why?, so the students has to read the question and answer with his or her own words.	Instructions for the game: 5mns Game execution: 25 mns	Students-students
Closure: The teacher will end the lesson giving a preview about the next activity for the next lesson. Thus the teacher asks the students to solve a worksheet at home. This one is based on the vocabulary learned in class.		

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 2
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY SKILLS

Teacher __Blanca Inhirida Trujillo_____   Date: __Sept 24th, 25th Oct 1st 2015
School __ Angel Maria Paredes_____   Grade _____8th
Lesson Subject: <u>English</u>
Teaching Time__3 class interventions___
<u>Language skills: Reading and writing</u>
<u>Grammar: adjectives and modal verb should</u>

Lesson Concept: "bullying in the classroom"

Objectives	Assessments
1. To describe feelings and reactions about images that display different situations related to bullying in the classroom. 2. To give opinions and suggestions about behaviors in a particular situation related to bullying. 3. To comprehend short written texts about bullying cases. 4. To create a comic in order to reflect on bullying as a social issue in the classroom.	1. Students will write down their reactions and feelings towards some images from a text called "Ramon Sticks up for himself" using linking words to express sequence and adjectives. 2. Students will give opinions and suggestions about behaviors presented in the text "Ramon Sticks up for himself" using the modal verb "should" 3. Students will scan the text "Ramon Sticks up for himself" and then write what they comprehended from the text through a comparative chart about behaviors and solutions

	4. Students will create a comic to reflect on bullying and disclosure feelings, emotions and opinions about this topic.

Materials: Flashcards, photocopies, slide projector, sheets of paper, colors, pencil.		
Anticipatory Set: The teacher will make a brainstorming with the students in order to review the vocabulary learned in the previous class. Using 4 categories: verbs, expressions, school times and feelings.	*10mns*	*Teacher-student*
Activating Prior Knowledge: Students will watch some pictures of a story and try to make predictions using their knowledge about bullying.	*10mns*	*Students-students Students-teachers*
Procedure:		
5. Students will be shown again the pictures and then they will write down their reactions and feelings towards those images from a text called "Ramon Sticks up for himself" using linking words to express sequence, reason, addition result, and adjectives. For instance, first, Ramon is happy… I think he wants to make friends… then he was rejected because he was very quiet…. Etc.	25 mns	Student-student
6. The teacher will give students the written story and will ask them to make pairs in order to read, and comprehend the text. http://myyoungchild.org/stories/ramon-sticks/	10 mns	teacher
7. The teacher will ask students to tell her what they understood about the text and then she will read it again with her students and check if they were correct or not. After that, the teacher will ask some questions about the text and provide a chart to compare the way the conflict was solved in the text and the way students think they should solve those problems in their real context. The students will use modal verb "should" (chart 1)	20 mns	Teacher-student
8. Finally, the students will be asked to create a comic in order to reflect on bullying as a social issue in the classroom. So that they will represent a conflict they have had in the classroom and a possible solution.	35mns	Students-students
Closure: The teacher will end the lesson giving a preview about the next activity for the next lesson.		

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 3
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY SKILLS

Teacher __Blanca Inhirida Trujillo_____   Date: __October 8th, 9th 15th 2015
School __ Angel Maria Paredes_____   Grade _____8th
Lesson Subject: English
Teaching Time__3 class interventions___
Language skills: Reading and writing
Grammar: adjectives and future tense with Will and won't

Lesson Concept: "Expressing feelings and behaviors"

Objectives	*Assessments*
1. To describe feelings and behaviors using adjectives, verbs and nouns. 2. To predict possible changes at school in 20 years.	1. Students will identify feelings and behaviors and then they will describe situations using adjectives, verbs and nouns. 1.1 the students will retrieve the vocabulary based on feelings through a crossword puzzle 2. Students discuss possible changes at school in 20 years using the future tense with Will, won't. 3. Students will write about their dream school using the adjectives learned in class.

Materials: Flashcards, photocopies, slide projector, sheets of paper, colors, pencil.		
Anticipatory Set: The. Teacher will make a brainstorming of feelings and behaviors in the classroom.	*10mns*	*Teacher-student*
Activating Prior Knowledge: Students will receive a set of flashcards that will help them identify vocabulary related to feelings and behaviors.	*10mns*	*Students-students Students-teachers*
Procedure:		
4. Students will receive a crossword puzzle in order to rehearse the vocabulary learned in class. after some minutes the teacher will review the answers with the students.	20 mns	Student-teacher
5. The students will play a guessing game per groups (charades) in order to review the vocabulary related to adjectives and actions.	15 mns	Students-students
6. The teacher will display some images with different situations that usually happen in the school. Hence, students will read some images and then write all the situations they understand using the vocabulary learned previously.	25 mns	Teacher-student
7. Finally, the teacher will explain the use of the future tense with auxiliary "will, won't". thus, students will use this knowledge by discussing possible changes at school in 20 years	35mns	Students-students
Closure: The teacher will end the lesson giving a preview about the next activity for the next lesson.	*5mns*	*teacher*

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 4
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY SKILLS

Teacher __Blanca Inhirida Trujillo_____   Date: Oct 16th, 22nd 2015
School __ Angel Maria Paredes_____   Grade _____8th
Lesson Subject: English
Teaching Time__2 class interventions__

Lesson Concept: "Analyzing authentic material"

Objectives	*Assessments*
1. To analyze an authentic text written by a native speaker child. 2. To explain students' understanding about a story 3. To give opinions and propose solutions for overcoming problems in the classroom.	1. Students will answer some questions about a reading text to analyze and explain their understanding. 2. Students will give their opinions and propose solutions to the problems in written form regarding bullying in the classroom after reading an authentic text.

Materials: photocopies, slide projector, technological devices.		
Activating Prior Knowledge: Students will activate the vocabulary through a game that includes matching exercises, guessing words, multiple choice and so on.	*20mns*	*Students-teacher*
Procedure:		

3. The teacher ask students what they know about sandwiches and then discuss about what kind of sandwiches they like the most. After that the teacher asks students to create their own sandwich on the notebook and write their corresponding ingredients.	20 mns	Student-student
4. The students and the teacher will read an authentic text based on a bullying situation in a school. Then the students will watch some pictures related to the story.	20 mns	teacher
5. After that the students were given some questions in order to enhance reading comprehension, give opinions and propose solutions to the problem stated in the text.	25 mns	Teacher-student
Closure: The teacher will end the lesson giving a preview about the next activity for the next lesson. Then the teacher will ask students to review the vocabulary learned in class.	*5 mns*	*Teacher-students*

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 5
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY SKILLS

Teacher __Blanca Inhirida Trujillo_____   Date: __Oct 16th 22th 23th 2015
School __ Angel Maria Paredes_____   Grade _____ 8th
Lesson Subject: English
Teaching Time__3 class interventions__
Language skills: Writing
Grammar: linking words, present simple and second conditional

Lesson Concept: "My manifesto"

Objectives	Assessments
6. To compose a manifesto to reflect upon positive changes in terms of social relationships and language learning. 7. To develop writing skills by expressing opinions about attitudes and behaviors changes in class.	8. Students will write down their reflections upon positive changes in terms of social relationships and language learning through an individual manifesto. 9. Students will develop their writing skills in target language through the use of a manifesto.

Materials: posters, slide projector, colors, markers		
Activating Prior Knowledge: the teacher will ask students to use their vocabulary cards and play charades in order to enhance all the vocabulary learnt in previous classes.	*10mns*	*Students-teachers*

Procedure:		
10. The teacher will show a manifesto sample and will explain what a manifesto is and its purpose for the class.	5 mns	Teacher-student
11. Then the teacher will ask the students to write their reflections upon positive changes in terms of social relationships and foreign language learning in the classroom. However, he teacher will ask students to create brainstorm ideas to have a clear view of their opinions and beliefs.	10 mns	teacher
12. After that the students will compose a manifesto where students will write some proposals for changing attitudes, behaviors and beliefs that create discrepancies in the classroom and consequently decrease the development of literacy skills.	20 mns	Teacher-students
13. Finally, the students will be asked to create a poster to display their own manifestos and present them in front of the class.	30 mns	Students-students
Closure: The teacher will end the lesson by asking students to make agreements about those positive changes and then create a general manifesto for the whole class.	*15mns*	*Students-students*

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 6
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY SKILLS

Teacher __Blanca Inhirida Trujillo_____   Date: __Nov 5th 6th 12th 2015__
School __ Angel Maria Paredes_____   Grade _____8th
Lesson Subject: English
Teaching Time: 3 classes (6 hours)
Language skills: Writing
Grammar:

Lesson Concept: "Learning how to write an article"

Objectives	Assessments
5. To identify an article structure in English as a foreign language 6. To recognize the importance of coherence and cohesion in a text, its purpose, style and genre.	5. Students will organize an opinion article, thus, they will identify its structure (Eye-catching title, introduction, main body and conclusion) 6. Students will recognize the purpose, style and genre of a text through different opinion articles samples and a workshop developed by the teacher.

Materials: Sheet of papers, scissors, glue, slide projector, photocopies		
Activating Prior Knowledge: The teacher will ask students to look at some samples of articles on a ppt slide and according to their background knowledge identify what an opinion article is.	*15mns*	*Students-teachers*
Procedure:		

5. The teacher will explain the concept of an opinion article and teach students how to identify the structure and elements of it. Moreover, the differences between styles, genre and purpose.	25 mns	Teacher-student
6. After the explanation of what an opinion article is, the teacher will ask students to rehearse their new knowledge through the manipulation of a real opinion article. First of all, the students are going to receive some pieces of paper that belong to two different articles. Later they will classify the parts and try to identify the sequence in which they must be organized. Therefore, they will decide on the title that belongs to each one of the articles according to the topic that has been developed through the written text. Next, the students will recognize the body conclusion of the articles. Finally the students will paste the texts on a sheet of paper, taking into account the correct order of each article.	35 mns	teacher
7. The students will be given a workshop where they will review and rehearse they knowledge they learned in the first part of the lesson.	20 mns	Teacher-students
8. The teacher will explain the importance of the use of connectors and linking words in order to make a cohesive and coherent text. Therefore she will provide the students with a worksheet that present the endorsed used and types of connectors.	20 mns	Students-students
9. After that the students will develop a pair of worksheets in which they will fill in the gaps to complete the sentences and paragraphs by using the connectors.	20 mns	Students-students
10. Finally the students will choose a topic related to bullying in which they are expected to work in groups of two or three students with the purpose of writing an opinion article in order to express their ideas about this issue and to show their writing skills.	20 mns	Students-students
11. In this lesson the students will write their first draft of their opinion article and will have feedback from the teacher at home (through internet) and school.	In class 40 mns and at home 4 days	Teacher-students
Closure: The teacher will end the lesson by asking students to continue working in their drafts and bring for the next class all the necessary materials to write their final articles.	*5mns*	*Teacher-students*

Universidad Surcolombiana
MA in English Language Teaching
Lesson Plan 7
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE REFLECTION USING EFL LITERACY SKILLS

Teacher __Blanca Inhirida Trujillo_____   Date: __Nov 13th 19th 20th 2015
School __ Angel Maria Paredes_____   Grade _____8th
Lesson Subject: <u>English</u>
Teaching Time: 3 classes (3 hours)
<u>Language skills: Writing</u>
<u>Grammar:</u>

Lesson Concept: "Our opinions articles"

Objectives	*Assessments*
7. To produce an opinion article in groups 8. To give an opinion about situations in school related to bullying, its consequences and possible solutions.	7. Students will unveil their discourses about bullying and show their advancement in literacy skills through the composition of an opinion article

Materials: color papers, scissors, glue.		
Activating Prior Knowledge: The teacher will remind students the structure and components of an article as well as the purpose of this work.	*10 mns*	*Students-teachers*
Procedure:		

12. The students will make groups and start working on their final draft.	150 mns	Teacher-student
13. The teacher will give the students the material (scissors, color paper, glue) to write the final opinion article. During the process, the teacher will offer support and scaffold the students. 14. As soon as the students finish writing their final drafts, the written texts will be pasted on the bulletin board to make them public to other readers from school.	150 mns	teacher
_15._ The teacher will provide feedback about all the activities the students have developed during the project "bringing my thoughts to paper". Furthermore, the students will have the opportunity to provide peer-feedback and reflect on the improvement of the target language learning through the use of topics that embark real life issues such bullying.	_40 mns_	_Teacher-students_
Closure: The teacher will end the project by telling the students about the results of the investigation and will also thank students for their participation and commitment to the classes.	_15 mns_	_Teacher-students_

Appendix C

In Depth Interview:

UNIVERSIDAD SURCOLOMBIANA
MA IN ENGLISH LANGUAGE TEACHING
EXPLORING SECONDARY STUDENTS' SOCIAL DISCOURSES TO PROMOTE
REFLECTION USING EFL LITERACY SKILLS
SCHOOL: ANGEL MARIA PAREDES
DATE: NOVEMBER 6TH 2015
TRANSCRIPT

T:¿ Hola Carlos David como estas?

S6: Bien gracias profe y tu ¿como estas?

T: Bien gracias hijo. Bueno, yo te he invitado hoy porque quiero hacerte una entrevista sobre las actividades que estamos realizando en las clases de inglés y cuál es tu pensamiento acerca de lo que hemos hecho, ¿listo? Entonces te voy a hacer la primera pregunta Carlos.

T: ¿Tu qué piensas acerca de las actividades que estamos haciendo en nuestra clase de inglés?

S6: Pues de que es bueno porque estamos hablando sobre el tema que es el bullying, pues hemos aprendido y hemos mejorado demasiado el bullying en nuestro salón porque siempre se han visto demasiados casos en el salón del bullying, entonces pues el tema del bullying nos ha llevado a cambiar mucho, hemos cambiado mucho, ya no se presenta la misma situación en el salón.

T: ¿Tu consideras que ha sido positivo lo que estamos haciendo?

S6: Si claro, es positivo porque pues lo.. Ya no tenemos mucha dificultad porque es cosas que algún alumno necesitaba algo siempre era… le hacían el bullying, le querían pegar, entonces pues pero pues esto nos ha llevado a cambiar demasiado.

T: ¿Tu has notado el cambio de tus compañeros? Claro, ha habido mucha diferencia, por ejemplo yo era una de esas personas de las que hacia bullying y ya no, ya he cambiado demasiado porque pues todo este tema que lo lleva a uno a cambiar.

T: La segunda pregunta es que si ¿tu has aprendido algo en lo que hemos hablado sobre el bullying?

S6: Claro he aprendido algo porque por ejemplo el bullying es al que le hacen a la perso.., o sea el bully es la persona que le hace a la víctima, entonces pues pero que la víctima como se siente de mal cuando le hacen bullying otra persona, y uno es el que se siente el mejor en todo quiere ser el mejor quiere ser el agrandado en todo, entonces a eso es lo que me ha

llevado, entonces me han gustado todos los temas, pues porque hemos aprendido demasiado,

Ehh,¿ que es lo que más te ha gustado de todo lo que hemos hecho?

El bullying…..porque se nos ha notado demasiado el cambio, todo mundo no quería respetar a nadie y entonces eso es lo que me ha gustado y.. Pues me gustaría ir conociendo más, más clases sobre el bullying, por ejemplo que ya vimos la víctima, el bullying, queremos ver el social, física, todas esas clases de bullying que tiene, todas las clases que tiene el bullying.

T: ¿A ti te gustaría entonces que profundicemos sobre el tema?

S6: Claro, me gustaría porque pues así llega uno a conocer más, después de que conozca más ya uno se puede seguir metiendo a otros temas.

Ehh, y de las actividades, como tal que hemos desarrollado en las clases:

Me ha gustado por ejemplo la historieta, que ahí hicimos una reflexión sobre el bullying, mi historieta fue que o sea otro compañero quería quitarle la comida a otro, ser ehh... hambriento, entonces llega otro compañero que llega y lo defiende, entonces ahí es donde estamos ayudando a solucionar todo.

T: Ehhh. ¿Que es lo que menos te ha gustado?

S6: No pues, totalmente todo me ha gustado.

No tienes…..

No, no, no tengo ninguna.

T: ¿Tienes alguna sugerencia que nos permita mejorar las clases, quee, de pronto tu hayas visto que yo esté fallando o que tus compañeros?

S6: No, no, me gustaría, si o sea, conocer más, ir a profundizar más sobre el bullying, porque pues, la idea es profundizar ir conociendo más, después de que conozcamos más ahí si nos podemos seguir metiendo más, a más clases porque pues por ejemplo el bullying ha sido bueno porque pues ya todo el mundo no sigue siendo el mismo, ha cambiado, entonces eso es lo que nos ha llevado a reflexionar.

T: Y ¿ tú crees que esta temática que desarrollamos te ha facilitado de alguna manera expresar en inglés lo que piensas?

S6: Pues si señora, porque pues por ejemplo…..la víctima, no, no sabía casi pronunciar entonces ya, ya me he facilitado con los talleres que hemos hecho me ha facilitado ya más o a pronunciar entonces a eso es lo que, lo que tengo.

T: ¿Crees tu que el haber hablado del bullying y solicitarles a ustedes que expresen ustedes los pensamientos que tienen acerca del bullying en inglés ha sido fácil o ha sido difícil para ti?

S6: Pues en el principio fue difícil pero pues ya ahorita viendo todos los temas, o sea con los talleres, entonces nos ha ayudado a facilitar todo. entonces pues eso es todo, nos ha ayudado a facilitar, ya no era que cualquier cosa no sabíamos, entonces cada nada le preguntábamos, ahora ya no, ya disminuimos de preguntarle a usted, y sabemos totalmente lo que… lo que estamos haciendo.

T: Listo Carlos David, yo te agradezco mucho por esta entrevista y… pues nos hablaremos en otra oportunidad, porque voy a seguir necesitando de todos ustedes.

Appendix D

Class Observation

UNIVERSIDAD SURCOLOMBIANA
SCHOOL: ANGEL MARIA PAREDES
DATE: SEPTEMBER 12TH 2015
SESSION N°1
CLASS STARTED AT 6:00 AM
CLASS FINISHED AT 8:00 AM
NUMBER OF STUDENTS: 26
GRADE: EIGHTH
HOURS: 2
FIRST OBSERVATION (VIDEO RECORDING SCRIPT)

T: good morning everyone

Ss: good morning teacher

T: how are you?

Ss: fine, good thank you

T: are we ready?

Ss: we are ready

T: excellent

S1: teacher el pantalon, tienes una mancha

T: donde?

S1: cleans the teacher (some students laugh)

S2: oiga si vio que ella (s1) comenzó a aplaudir cuando la profesora estaba hablando?

S3: si jejejejee

(student 1 notices they are talking about her, she tries to listen to her classmates but she is distracted by the classmate next to her. Meanwhile, 3 students on the back were playing a little bit rude each other, they were hitting on their heads. The teacher was preparing her

presentation while the students were talking by groups. It was observed that students have preferences when talking so there were about 5 groups)

T: So we're going to talk about bullying. Do you remember the last class we were chosing what topic we are going to do today and the topic was bullying. So what do you think is bullying?

Ss: students are in silence

S4: pues… es matoneo…

T: but you have to talk in English

S4: aishh the student smile

S1: teacher varias veces se hace bullying

T: sometimes

S1: sometimes you bully

T: they do. Who does bullying? (silence) who? Me?

S5: yes…

S1: no… students

T: students… do you bully?

Ss: yes!

T: a lot or a little bit?

Ss: a little bit

T: a little bit? Lets see (some students were laughing) so our topic for today is bullying , and I'll present the topic, we are going to do some activities and enjoy your time

(students talk, while the teacher goes to the computer)

T: now we are going to watch a video, and we are going to observe what is happening in this video. Ok? Shhh because after we are going to respond some questions about the video ok? (the teacher turn off the lights and the students talk again by groups) then the teacher plays the video about different situations related to bullying. The students reaction was: talking, laughing about the victims in the video.

T: so how do you feel?

S5: muy triste

T: sad, very sad. (students talk) in the first part of the video, do we agree with the situations there? No, why? (silence)

S1: eso puede pasar

T: Some people were aggressive with the others

S1: ah si, bastante

T: what happened with the boy playing basketball?

S1: lo molestaban porque solo era negro

T: the boy that was playing basketball was black?

Ss: no no

S1: claro solo porque no era blanco…

S6: no el niño que estaba con gafas y jugando basketball era blanco

T: the boy that was in the… garbage was black but the boy playing basketball was white, and the girl in the classroom? (students talk) she was white and what happened to her? (the teacher makes a gesture)

S1: ahh le meten sancadilla

T: yes, does she suffer bullying? Or do bullying? (students talk to each other) do you feel identified with the bullies? Or you bully? Who in the classroom bullies?

T: the teacher points at student 6 and ask: do you bully?

S6: never

T: never?

S7: yes

T: yes? He or you?

S7: yes you

T: you?

S7: yes

T: or me?

S7: noooo el (s6)

Students laugh

T: teacher asks student 8 do you bully?

S8: yes.

T:For example what? What do you do to your mates?

S9: que por que razones

T: do you push them?

S8: les pego

T: do you hit them? (students laugh)

T: ask student 6 and his group : do you bully or he?

Ss: todos!

S6: no, todos contra mi. (Students laugh)

S1: carlos empieza el bullying

T: Carlos starts bullying…

Ss: starts…

T: do you start bullying?

S6: un poquito (students laugh)

T: you are intolerant

Ss: intole.. como es teacher

S6: no mentiras profe yo no hago eso,

T: they make groups to bully the people

S6: ella (s1) esa si ella hace bullying

T: they joy..

S1: como se dice teacher?

T: they joy. You come here, you come here and we're going to bully the other mates, and we are going to trick them, we are going to hit them, push them. Good? Is it good?

Ss: yes

T: Is bully good?

Ss: nooooo

T: it's bad

Ss: it's bad

T: yes or not?

Ss: yes

T: bullying is bad. Don't bully. Ok? Now I'm going to give you a sheet of paper in where you are going to analyze the video in pairs, ok? So you are going to work together, you, you, you…

In pairs you are going to analyze the video and then you are going to answer some questions ok?

Ss: ok

S6: you bullyyy (to s1)

S1: ayy papito usted es el que mas hace

S6: que hacemos, cuando hacemos bullying pegamos calbazos (laughs) de ahora en adelante que siga pegando calbazos sea Andres

S10: no usted jajaja

T: ok students pay attention, we are going to give you a piece of paper, please pick up your pens, and answer the questions in pairs. This is a reflection about the video. (Then the observer helps the teacher to deliver the sheets of paper)

T: carlos you are going to work together

S6: no teacher yo trabajo con el cierto profe?

O:pues entonces como lo puso tu profe

S1: teacher el tenia que trabajar con Palencia

S1: es que Carlos es mas shhh

S6; ayy la sapa

S1: madure

S6: (he stands up and gets annoyed) the other students say: deje asi, s6 walks and the teacher tries to stop him but he doesn't pay attention, the teacher immediately tries to talk to him. In that moment the students start talking each other. Some of them are working and others are just watching their cellphones or talking

T: ok students if you have doubts you can tell me. (S6 come back to his chair). Students keep working . Then the students continued working in pairs. Both teachers monitor the students and scaffold their work. During this work it was observed that some students in front chairs treated themselves in a rough way, one hits the other with the book to attract the attention and the the other responds hitting him on the chest.

S11: profe se puede traducir? The teacher approaches and helps the students.

-Next to s11 There are some students who do not decide what to write. While there is a group of girls talking about other things that were not related to the class, some students are using the cellphone in order to translate the words into English and the teacher is helping and guiding the student 6's group.

- Then one of the students from s6's group (s12) hits on the head of one of the students next to him (s13), and the one that is by his side hits him on the chest (s14), but they all laugh, it seem it is not harmful.

-The s6's group continue working with the cellphone using a translator.

-Again s13 hits on the s14's forehead but he seems not to be annoyed. Again s13 hits s14's leg. S14 was paying attention to the explanation of the observer to s1, so he just moved his

hand to apart s13 and rubbed his leg. Then s13 gave the paper to s14, but he doesn't know what to write.

-S6 talks about the video and reflects with his partners about the first part of it using gestures like pushing the s15, so the s13 takes advantage of that and pushes s15 again, but

s15 reacts with a fist and a claim. S13 and s15 look each other and then s15 decides to ignore him.

-S6's group start hitting themselves on the head but it seem it is just a game for them. Then s14 looks again to the s1's paper and understands something she wrote and starts making fun of it with s13. S1 realizes s14 is looking at her work and smiles and hits him on his head. Meanwhile s6 hits s15 and he responds in the same way but they both laugh. S14 and

s13 hit each other again and laugh, then s14 makes some signs like wanting to hit s1. Then the observer approaches to s13 and s14 and tries to help them. Then the observer leave them and they continue laughing and making signs of wanting to touch s1's head. Students start standing up and returning the worksheets.

-T: 5 minutes mis niños. We need to go ahead. Then s13 ask a question to the teacher. the teacher tries to clarify some doubts and helps them to write. Some students approach to the teacher and ask some questions but she continuous helping them. When the teacher received their paper, they felt happy and satisfied. They shake their fist and s13 tries to hit s14's forehead.

T: ok kids, ready? (everyone goes to their seats)

T: ok now were are going to talk about some concepts about bullying, please pay attention (the teacher shows some power point slides).

The teacher reads some concepts, but the students seem to not understand what the teacher is saying. Some of them are talking, s13 is looking at the floor, s14 is looking at the camera

The teacher shows an image and ask the following question: do you know who they are?

T: who is the bully?

S1: esto Nelson bullying a Bart

T: Nelson is bullying Bart

S6: a Megafront (this is the call name for student 1)

T: what is the reason Nelson bullies bart?

S1: por cualquier cosa porque bart es como…

S6: lo esta agrediendo por…

T: because…

S6: porque se le viene a ….

T: why?

S1: "envidious"

T: envy… many reasons… yes?

(S6 whispers… and other says megafront…)

The teacher continuous talking about the reasons why people bully, and s6 tries to translate everything the teacher says into Spanish.

T: some of the reasons are: appearance, because I'm fat, I'm old…

S1: because glasses

T: because I wear glasses

S1: intelligent

T: because I'm intelligent… because I have a physical defect, for example if I walk in this way…

S6: incapacidades fisicas, porque es gordo

T: because I'm fat

S6: porque soy flaco

T: because I'm thin

S6: porque es cacheton

T: because I have big cheeks

S6: porque tengo orejas grandes

T: because I have big ears

Some students say: megafront megafront (it's a nickname)

S1: porque soy negro

T: because I'm black

S1: porque es gordo

S14: porque tiene mucha frente

T: because i have a big forehead

(some students start laughing each other)

S1: Porque tiene una boca grande grande

S1: porque es narizon… tiene los ojos grande, porque el pelo les crece

T: ok listen to me…

One student says: teacher porque es megafront!

T: the teacher claps her hands to attract her attention, ok listen please

S15 says to s1: usted que es megafront

T: pay attention please… as you can see you have told many many reasons because people bully, but you can not change my appearance, how can I change my skin color? How can I change my eyes? I can't (students are quiet) and my eyes are different from yours, from yours, from yours

S6: from you from yours

T: so what…

S1: todos son diferentes

T: so why do you need to bully? Why do you bully because of that… why do you bully people…I have short hair, you have long hair… it's unfair because all of you are different and we need to be accepted.

Nationality: some people are bullied because they are not Colombian… he is Chinese… he is jewish..

S1: teacher porque viene del choco, porque viene de.. de pasto

S17: teacher donde vive!

S1: criticamos al campesino

A student (s18) in the back says (papa y yuca) (students start talking)

The teacher claps again her hands

T: ok, many reasons, you have many things to say about that, but please I'm going to continue please!

T: both… boys and girls are capable of being bully, girls and boys equally bully

S6: si

T: some bullies tend to have a great reputation, feel powerful and look hard, rude or cool. I feel cool because I bully…

S6: y tambien cuando…

S1: le parece algo de la moda hacer bullying

S18: también porque es gay…

T: yes

S19: porque lo criticamos…

T: many reasons… all reasons, you used all reasons

O: teacher can I ask a question?

T: yes

O: do you think in this classroom, are there more boys or girls bullying?

S1: igual igual!!

S14: makes a gesture moving both hands

S17, s18: iguales

Why? Why? Por que?

S17: porque no, jajaj porque ahorita se me vino… (and touch his partners' head)

O: ok, there are more boys than girls, so boys are more bullies than girls?

S1: si si

S6: igual, igual

S17: igual

S1: boys and girls

O: boys and girls?

S1 and s18: si aja

T: and girls to girls?

S1: ellos nos hacen bullying y nosotras…

T: girls to girls or boys to boys…

S1: boy girl and girl boy

S17: si ellas nos molestan tambien nosotros las molestamos

S1: igual

(students start talking each other and laugh each other)

O: hey listen to me! Aqui un estudiante me dijo: "yo insulto las niñas, las niñas me insultan a mi y ahí hacemos estabilidad", que significa estabilidad?

S17: no, insultar no, si pilla? Por ejemplo a ella le dicen megafront, a ella no le gusta que le digan megafront, si pilla? Entonces ella me responde de otra manera

O: dicen aca, "nosotros hacemos bullying entre hombre y mujer", y entre hombres?

S1: si entre ellos también, (the other students agree)

S6: eso es en todas las formas

O: entonces quienes hacen mas bullying?

S17: las mujeres!

S1: no es que como ellos son mas fuertes se la montan a uno, siempre los últimos, o se hacen su galladita y entonces todos atacan como chulos

S18: y les mandan a que le digan si no lo hacen lo sacan del grupo

Students (boys) react: ahhhhhhhh (students talk at the same time)

T: haber vamos a escuchar a Cumbe

S19: nosotros nos hacemos en grupo si? Entonces nosotros buscamos cualquier cosa para recochar, vamos a pelar sobre una mujer o un hombre, a ponerle apodos si? Nunca que porque no es del grupo lo sacamos si? Nosotros le decimos oiga vaya y le dice tal cosa…

S6: ayy contó todo hermano

S1: ahh si ve profe si ve

T: mire carlos, estamos hablando para ser honestos, y para cambiar esta situación, o sino no lo haríamos

Students: sii

S6: solamente le están hechando la culpa a los hombres

S1, s18, s22, s23 (girls): noooooooooooo

S1: si nosotras lo estamos reconociendo

S18: ssi nosotras reconocemos que hacemos bullying a ustedes

S1: a mi me encanta mi compañero Cumbe que se hace delante mio…yo a el lo quiero hartísimo… y es la sensación… es la sensación! El me dice uish muévase y yo (she moves her hands like slapping Cumbe's head) uy Cumbe!, le pego porque tiene calvito aca atrás y me da la sensación como de ese sonido (claps her hands) usted le pega y suena! Y el me dice Karen no masss! Pero yo no lo hago con la intención de agredirlo (everyone talk at the same time)

T: ok let's continue! (the teacher shows a picture of a video game, someone is slapping another person on the head,)

S1: teacher eso lo han hecho aqui! Le dicen peguele un calbazo aqui (the students slaps her partner as an example)

T: is that a bullying situation?

S1: yessssssss

Boys: nooooo

S20: es un juego

T: a game in the class?

T: no teacher esa imagen es de un videojuego, ese juego se llama bully!

T: un video juego?

S20: teacher esta hablando con gamer!

T: Sebastian tu lo has jugado?

S20: ufff

T: y te parece bien ese juego?

S20: jajjajajaja

Students at the back: una chimba!!!

T: tengo curiosidad pero no entendi la dinamica del juego

S6: la dinámica de…. La dinámica!

T: wait! Por favor por que no escuchamos y luego hablamos

(students start giving their opinions at the same time)

T: shhh, Sebastian tu sabes en que consiste?

S20: pues yo no entiendo muy bien, pero pues yo sigo el juego

T: y cuando tu juegas eres el bully o eres la victima?

S20: yo soy el que hace bullying!

S13, S6 and s17 conclude they are bullies and must hit as many people as they can in that game.

(The teacher keeps teaching about the people involved in bullying such as the victim, the bystander, the bully, possible defender etc. students now understand better the vocabulary).

T: what is passive supporting?

S18: dele dele dele ese es el que hace barra

S18: pelea pelea

T: now, followers. They take action part but they do not start the bullying.

S21: ahh el que uno pasa y tambien pega calbazos!

T: exactamente, aquí hay una modalidad. Hacen una fila, al lado derecho hay unos niños y al otro lado hay otros niños y por el centro pasan…

Ss: siiiiiiiiiiiiiii

S1: empienzan hacerle así (she shows the gesture of pushing) y ahi le cogen la cola!

T: y puede comenzar cualquiera y los demás se convierten en followers. In what position do you consider you are?

S20: defender defender

S1: yo soy posible defender!

S6 and s13: yo soy victim

T: are you victims? Aja

S1: eso es mentira!!!! Bully!

S6: profesora yo soy defender

T: we need to analyze to ourselves, what we are. Now types of bullying! Verbal, social, cybernetic… verbal is when you say call names like… how do you say? Megafront?

Ss: siii Megafront! Jajjajaa

T: that's not correct, another way is to threat!

S1: teacher es que todos nos sentimos Fuertes en manada pero vaya uno y le vayan a cascar solo, se hacen el care gallina y fssss se van

(S6 thinks differently and talks to his friends secretely)

(Then the teacher continues explaining the physical bully and gives examples supported by gestures and movements)

S1: ahh teacher como el tamal, como ellos le dicen

T: what is tamal,?

Everybody wants to talk

T: please uno!

S1: teacher le sacan los cuadernos del bolso y se los enconden o después se los hechan y mire después voltean el bolso, lo de adentro queda afuera y le hechan otra vez las cosas o se las votan y lo dejan ahí, eso es.

S6: no saben. Lo hechan a la basura

S17: teacher mire, usted lo abre, le saca todo lo que tiene por dentro, después le da la vuelta si? Después le meto los cuadernos y se cierra la cremallera y y ella queda por dentro para que sea difícil abrirlo

T: ahhh

S1: pero tiene experiencia

S6: pero no le votamos los cuadernos

S17: si eso es mentira

T: let's continue. (the teacher explains what social bullying is, ignoring, hurting someone etc)

(S6 is touching the s17's head and the teacher ask him to be quiet)

(Then the teacher explain what cyber bullying is)

S1: es por internet! Por mensajes

S18: lo chantajean

S6: le mandan pantallazos, le mandan fotos

S1: mire hágame el favor y a mi me respeta (she claims to student 14)

S14: yo que estoy haciendo?

S1: si hágase el bobo, usted cree que soy boba

(the teacher keeps explaining the cyberbullying but not everyone is paying attention, finally she gives some conclusions and students start paying attention again)

T: give me an example of cyberbullying

S18: que suben una foto y comienzan a comentar

S1: como lo que hicieron profe! Nonono profe aquí me subieron una foto en el Facebook, yo no se en que… y después escribieron "Smeagol" y todos jajajaa y si y no se que…

T: Smeagol?

Ss: si profe el de Harry potter, nooo el del señor de los anillos, el que anda como asi (se agacha) jajajaaa

T: the teacher imitates…

Ss: jajaja si asi teacher

S1: si teacher ellos me tomaron una foto y me la subieron al facebook, creo que fue Cumbe, y fue que empezaron a comentar, que ayyy, no si, y fueron ellos (the girl points at the s6's group) jajaja y no se que.

S6: y eso que hay otra mas bonita (students laugh and shake their fists)

S18: profe si ve como son ellos?
t: look! We have identified the bullies, and here in the classroom. There is a big problem of bullying

Ss: yes

T: you are the principal bully (the teacher looks at s6, and the students are quiet). Ok we have already learned everything about bullying. Did you understand?

Ss: yes

Appendix E

UNIVERSIDAD SURCOLOMBIANA

School: Angel Maria Paredes

Date: August 7th 2015

Class Started At 6:00 Am

Class Finished At 8:00 Am

Number of Students: 26

Grade: Eighth

Hours: 2

Class Observation for Needs Analysis (Video Recording Script)

(The teacher started the class greeting the students and reviewing the topic learned the previous class)

T: ok, guys let's open the books on page 12 (the teacher uses a book known as ABC which is based more in grammar rather that communicative competence)

S1: Teacher que pagina?

T: Page?

S1: si

T: page 12

S1: que que?

S2: que 12 tonta

S1: estúpido

T: Pay attention! Now remember the use of the past simple and the auxiliary did. When do we use did?

S3: did es un auxiliar profe

T: yes, very good but we use it in questions, for example: Did you go to the concert last night?

(The teacher continued explaining the past simple form in the foreign language, it means the class focused on the learning of grammar and the book did not provide exercises and did not show interesting topics where students could produce written or oral language)

T: Now students, for practicing the past simple, in a piece of paper you're going to write a short text about your vacation.

T: Did you understand?

(some students were talking and the ones who were paying attention were completely quiet)

T: Did you understand?

S4: No profe, que dijo?
T: Write a text about your vacation

S2: ahhh que escribamos acerca de las vacaciones

S8: ayy noo profe yo no hice nada que pereza

S9: uyyy si pilla yo jugué x-box a lo loco jajaja

S8: que pereza

S5: y como profe, en español o en Inglés?

S6: Boba pues en Inglés

(the students started mockering their classmate because of her question)

T: bueno ya no más, que deben escribir un texto corto acerca de sus vacaciones en inglés

S6: si ve, es que es bien bruta

T: Bueno entonces sacan una hojita y tienen aproximadamente 20 minutos

S4: Uyyy no teacher, ponganos otra cosa

S2: profe nos podemos hacer en grupos?

T: no, es individual

(the students took out a piece of paper but they did not know how to start writing. some of them were using dictionaries to write some ideas and others seemed demotivated and were not interested in the class. Time went by and the school bell rang. Only a small part of the students finished the task)

reveal students' social awareness of physical and verbal aggression in their school context

Appendix F

Likert Scale Questionnaire

**INSTITUCION EDUCATIVA ANGEL MARIA PAREDES
GRADO OCTAVO – 2015**

Likert scale

Dear student, as part as the action research: "EXPLORING EIGHTH GRADE STUDENTS' SOCIAL DISCOURSES ABOUT BULLYING TO ENHANCE EFL LITERACY SKILLS AT ANGEL MARIA PAREDES SCHOOL", in which you are a participant, we ask you to answer to the next questions being as objective as possible, as well as very honest, in order to know your opinion and position about your English classes.
The information provided by you, will be treated confidentially and will be used as part of this research.
Thank you for your collaboration.
Bellow, you will find a multiple options survey, in which you will need to answer only one option in which you clearly reflect your opinion and position about each question.

1. Do you reflect on the problems of your school coexistence inside your English classes?
   a. Totally agree   ( )
   b. Agree   ( )
   c. Neutral   ( )
   d. Disagree   ( )
   e. Totally disagree   ( )

2. Do you Consider English is important for your life?
   a. Yes   ( )
   b. No   ( )

3. Do you consider that your English level in writing and reading skills is?
   a. Superior   ( )
   b. High   ( )
   c. Basic   ( )
   d. Low   ( )
   e.

4. How often do you practice English?
   a. Frequently   ( )
   b. Sometimes   ( )
   c. Rarely   ( )
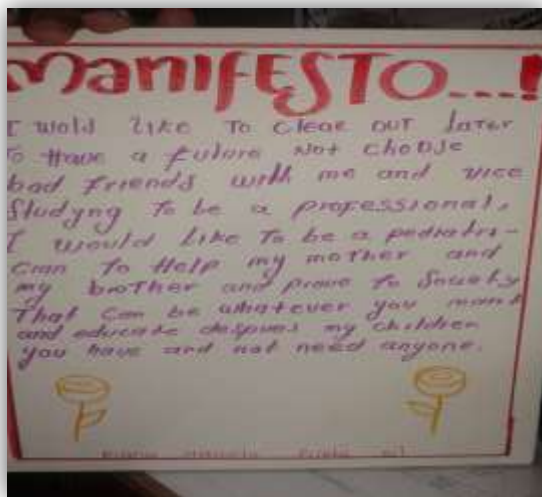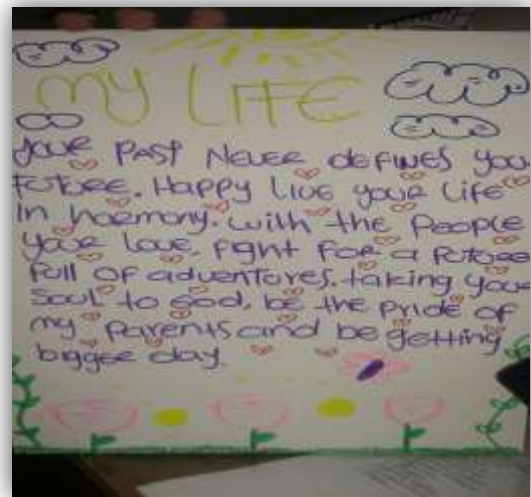   d. Never   ( )

Appendix G

Students Artifacts

Comic

Manifestos

Manifesto

Manifesto

Futsala Season in School.
A.M.P.

Angel Maria Poiredes school organize soccer championship year THROUGH room where they can participate all grades. Ninth grade mainly responsible for organizing and supervising the championship.

Currently there is being developed the 2016 championship.

Trough the time we have been in the institution we have met observed aggresión between students. This leads us to analite the attacks a: Smnish fough sports, that there are Fundamental rules that enforce eacha sport.

In our opinion, agresiveness drecreases because students avoid conflicts frough enter tainment.

Furthemore in the previous championship existed aggression because students avoid conflicts through enter taiment.

Furthemore in the previous championship existed aggression because the players commitkd offense and those behaviors semerated conflicts.

When mint grade play other theam, generally two eight grade students are chosen to act as referes of the game.

By taxing porvy in the championship physical education teacher gives us an appreciative grade in the course.

Opinion:

It's good to make championship of all the categories to allow students to have entertainment in the recess.

Carlos david calderov
Jhon Peideyio Sekera

We all are different but equal.

People are dificient because everyone has their tastes opinions ways of speaking skin colce, religious beliefs and bodes of the child. we are all equal because we all talk, we eat we think we dream we dance, we express considers, have the same rights and dutties we play fon games in which we can all participate, and all have a family that live, and are happy.
we are all important because this world withoud people world not be alive, because we are essential to the existence of a world of coexistence, love, respect, a help.

we have observed that in the got degree some of my classmates have stopped culling others by sobrinimas which seems to me a positive attitude because we're up better in that way because with the ase nicknames we felt bad, humilicated and many times our self-esteem fell down.

Opinion: with this change of attitude that sometimes occor, we have noticed that most students no longer call as with our respective names, which we feel better and less humiliated, we think everything is better in this way.

Appendix H

Consent Letter

Neiva, 03 de septiembre de 2015

Especialista
AMANDA BERMEO CARVAJAL
Rectora
I. E. ANGEL MARIA PAREDES

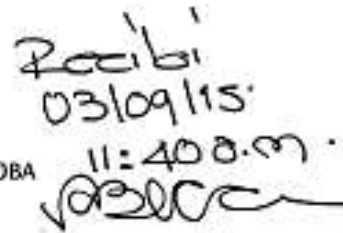**ASUNTO**: Solicitud de Permiso para desarrollar Investigación y realizar observación.
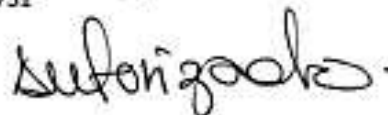
Cordial saludo,

Como estudiantes de la facultad de Educación de la Universidad Surcolombiana de Neiva, aspirando a obtener el título de Magister en didáctica del inglés, comedidamente nos dirigimos a usted con el fin de solicitarle permiso para desarrollar la investigación EXPLORANDO LOS DISCURSOS SOCIALES DE ESTUDIANTES DE SECUNDARIA PARA PROMOVER LA REFLEXION MEDIANTE EL USO DE LA LECTURA Y ESCRITURA EN INGLES APOYADOS EN LA ESTRATEGIA DE APRENDIZAJE BASADO EN PROYECTOS, que tiene como objetivos Explorar , identificar y describir los discursos sociales sobre los cuales reflexionan los estudiantes cuando desarrollan lectura y escritura de inglés apoyados en la estrategia de aprendizaje basado en proyectos, con estudiantes del grupo 802 de esta institución, así como la realización de observación directa por parte de la docente Noryda León Córdoba de las clases y las intervenciones desarrolladas por la docente Blanca Inhírida Trujillo González con este grupo los días viernes desde el día 11 de Septiembre hasta la finalización del año escolar 2015.

Por su colaboración para tal fin que redundará no solo en beneficio de las investigadoras, sino en el de los estudiantes participantes y el de la Institución, le estamos altamente agradecidas.

Atentamente,

BLANCA INHÍRIDA TRUJILLO GONZÁLEZ
C.C. 55173234
CEL: 3144147991

NORYDA LEON CORDOBA
C.C. 1075226317
CEL: 3204523731

Recibí
03/09/15
11:40 a.m.

Appendix I

Field Notes

UNIVERSIDAD SURCOLOMBIANA
SCHOOL: ANGEL MARIA PAREDES
DATE: NOVEMBER 20TH 2015
SESSION N°7
CLASS STARTED AT 8:00 AM
CLASS FINISHED AT 10:00 AM
NUMBER OF STUDENTS: 27
GRADE: EIGHTH
HOURS: 2

Lesson information: This was an EFL lesson with 37 ninth grader students. The students were expected to write their final draft of their opinion article about bullying, self-esteem, sports etc. for the project "bringing my thoughts to paper". The students were intended to write it in two hours by pairs or maximum groups of three people. The students have received previous feedback from the teacher researchers and now are ready for finishing the task.

When the class started, the teacher greeted the students and all of them just paid attention to teacher's speech.

The teacher provided some instructions and requirements for writing their article opinion and delivered the material for carrying out the activity.

After that, the students made the corresponding groups and started working, although there were some students who were distracted and were not focus on the task.

When the students started working on their articles many questions aroused in terms of grammar and lexicon and needed scaffolding from the teacher or from the teacher observer. Consequently, both teachers provided feedback and supported the groups to make all those questions answered and clarify doubts.

The students had many ideas but also needed the support of the teacher to clarify their own ideas and make them coherent in the text.

There was a break of 15 minutes where students had breakfast and then returned to the classroom to continue working on their articles. During that break, a student (c) talked to the observer teacher and revealed that he felt that the use of topics concerning their own reality and issues from the context made more meaningful his EFL learning because he felt more motivated, his attitudes and behavior had changed and that now he has some goals and dreams related to sport.

During the second part of the class, the student (c) was very interested in doing his task with his partners and asked for support some times.

There were 4 students who were playing with the dictionaries, so the teacher sat down and started working with them because they needed support but they never asked for it.

At the end most of the articles were finished and the teacher told the students to bring the ones that were not finished on next Monday.

Appendix J

Example of a Reading Comprehension Exercise and questionnaire

SCHOOL: ANGEL MARIA PAREDES

THE PEANUT BUTTER AND JELLY HOTDOG

Michelle sat in the school cafeteria eating a peanut butter and jelly sandwich in a hotdog bun. Her friend Ogre sat next to her "Mmmm. That looks good, awesome job making that sandwich," he said licking his lips. "Well thank you, Ogre. That makes me so happy I could sing a song," Michelle replied. Over walked mean boy named Morver, the class bully. "eww disgusting. Is that a sandwich or a hotdog?" Michelle was upset, she felt angry. "Please stop, I don't like you making fun of my creation," she said sadly. Ogre stood up to defend his friend. "You are the meanest boy in the school district," he said pointing at Morver. The lunch aide came with her hands on her hips. "What's the deal kid?" Ogre spoke for Michelle explaining the problem with the bully. "Come sit over here," said the lunch aide, as she walked Morver over to the corner of the cafeteria. The next day Michelle sat at the luch table munching on her peanut butter and jelly hotdog sandwich. Once again, Morver approached with a crooked grin on his face. "Eww, you brought that disgusting bun again." Just then, Ogre came into the lunch room and sat down next to Michelle. To everyone's amazement, he pulled a peanut butter and jelly hotdog sandwich out of his Star Wars lunch box. Morver started to laugh at Ogre, but then he noticed other kids were eating peanut butter and jelly hotdog sandwiches too. Morver realized he was the only one in the room without the new kind of sandwich. Even though Morver was usually mean to others, Ogre and Michelle shared their peanut butter and jelly hotdog sandwiches with him.

Answer the questions bellow:

1. Why do bullies act that way? Share your thoughts
2. What things can you do to prevent problems with a bully?
3. What did they do in this story to stop the bully?
4. Have you heard the expression "kill them with kindness"? What does it mean? Does it apply to this story?

Appendix K

Written Assessment: Opinion Article

UNIVERSIDAD SURCOLOMBIANA – MASTER IN ENGLISH DIDACTICS
Exploring social discourses about bullying in EFL classroom –Action Research
Study

INSTITUCION EDUCATIVA ANGEL MARIA PAREDES
Prepared by teachers: Noryda León Córdoba and Blanca Inhírida Trujillo González

Ninth Grade - 37 students from 13 to 17 years old.
Classroom: 901
Date: April 22nd 2016

SITUATION: You have been participating in a project called "bringing my thoughts to paper" which is the last part of a cycle from the action research "Exploring social discourses about bullying in the EFL classroom". Regarding to this, you are expected to work in groups of two or three students with the purpose of writing an opinion article in order to express your ideas about this issue and to show your writing skills.

TASK: An opinion article is a piece of writing to present a point of view. It should include: 1) Title, 2) Introduction, 3) main body and 4) conclusion (make sure to write your own opinion in this part of the article). Write your opinion article following the instructions bellow:

-Remember this assignment will be developed in the same groups you worked in your first draft.
-Do your best to cause a great impact in the readers' mind.
-You have 110 minutes to complete this task: you must use colored paper to paste your hand written article.

To complete this task successfully you need to:

✓ **Use appropriate linking words and expressions.**
✓ **Use a lot of vocabulary.**
✓ **Select and organize your ideas and information that you will present in each paragraph.**
✓ **Use the simple present tense in affirmative form.**
✓ **Be sure to use the article structure you were taught in class:**
✓ **Take into account the appropriate use of punctuation, capital letters and spelling.**
✓ **Express your ideas in a coherent and cohesive way.**

The purposes of this evaluation are:

-   To evaluate the writing skill.
-   To improve the students language learning
-   To assess in a summative and formative way.
-   For research.

UNIVERSIDAD SURCOLOMBIANA – MASTER IN ENGLISH DIDACTICS
Exploring social discourses about bullying in EFL classroom –Action Research Study
INSTITUCION EDUCATIVA ANGEL MARIA PAREDES
Written Assessment rubric: Opinion Article
Prepared by teachers: Noryda León Córdoba and Blanca Inhírida Trujillo González

STUDENTS NAMES: FRAY SULLY MILLAN and OSWALDO GRACIA POLO   DATE: _____

PASSING SCORE: 3.0

No.	%	CRITERIA	SUPERIOR 4.6 – 5.0	CRITERIA	HIGH 4.0 – 4.5	CRITERIA	BASIC 3.0 – 3.9	CRITERIA	POOR 1.0 – 2.9
1	20	**CONVENTIONS:** Outstanding use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Effective use of punctuation, spelling and capitalization.		**CONVENTIONS:** Good use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Mostly effective use of punctuation, spelling and capitalization.		**CONVENTIONS:** Acceptable use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Some spelling and punctuation errors but still comprehensible.	3.9	**CONVENTIONS:** Scarce use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Misspell even simple words, lacking punctuation.	
2	30	**ORGANIZATION AND STRUCTURE:** Clearly address all parts of the writing task (eye-catching tittle, introduction, body and conclusion).		**ORGANIZATION AND STRUCTURE:** Address most of the parts of the writing task (eye-catching tittle, introduction, body and conclusion).	4.4	**ORGANIZATION AND STRUCTURE:** Address some parts of the writing task (eye-catching tittle, introduction, body and conclusion). The article seems to be logical but the		**ORGANIZATION AND STRUCTURE:** Have difficulty to address all parts of the writing task (eye-catching tittle, introduction, body and conclusion).	

		Moreover, the article presents a logical and effective sequencing of ideas based on purpose and skillfully linked to the topic.		Moreover, the article looks logical and the sequencing of most of the ideas are directly linked on the purpose or the topic.		sequencing of some ideas is not directly linked topic or the purpose.		Moreover, the article is confusing for the reader because there is not a logical sequence of ideas that are not related to the topic.	
3	20	**STYLE:** The students choose and use appropriate vocabulary to convey their ideas. Sentence structures enhance understanding and engage the reader. Besides, the writers' voices are authentic, clever and entertaining.		**STYLE:** The students use appropriate vocabulary to convey their ideas. Sentence structures are comprehensible and attempt to engage the reader. Besides, the writers' voices are authentic, clever but need to be more entertaining.		**STYLE:** The students barely use pertinent vocabulary to convey their ideas. Some Sentence structures are confusing. Furthermore, the writers' voices need to be more entertaining for the reader.	3.7	**STYLE:** The students do not use appropriate vocabulary to convey their ideas. Sentence structures are confusing for reader. Besides, the writers' voices do not look authentic, clever and entertaining.	
4	30	**CRITICAL ANALYSIS**: Students excel in responding to the assignment and present a clear argument or opinion about the topic.	4,6	**CRITICAL ANALYSIS**: Students respond to the assignment and present a good argument or opinion about the topic.		**CRITICAL ANALYSIS**: Students respond to the assignment but there is not a clear argument or opinion about the topic.		**CRITICAL ANALYSIS**: Students fail in responding to the assignment due to the absence of an argument or opinion about the topic.	

TOTAL SCORE: _____4,2_____

UNIVERSIDAD SURCOLOMBIANA – MASTER IN ENGLISH DIDACTICS
Exploring social discourses about bullying in EFL classroom –Action Research Study
INSTITUCION EDUCATIVA ANGEL MARIA PAREDES
Written Assessment: Opinion Article
Prepared by teachers: Noryda León Córdoba and Blanca Inhírida Trujillo González

STUDENTS NAMES: CARLOS DAVID CALDERON Y JHON PERDOMO CABRERA   DATE: _____

PASSING SCORE: 3.0

No.	%	CRITERIA	SUPERIOR 4.6 – 5.0	CRITERIA	HIGH 4.0 – 4.5	CRITERIA	BASIC 3.0 – 3.9	CRITERIA	POOR 1.0 – 2.9
1	20	**CONVENTIONS:** Correct use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Effective use of punctuation, spelling and capitalization.		**CONVENTIONS:** Good use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Mostly effective use of punctuation, spelling and capitalization.		**CONVENTIONS:** Acceptable use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Some spelling and punctuation errors but still comprehensible.	3.0	**CONVENTIONS:** Scarce use of the simple present tense and grammatical elements such as conjunctions, indefinite and definite articles, personal pronouns and prepositions. Misspell even simple words, lacking punctuation.	
2	30	**ORGANIZATION AND STRUCTURE:** Clearly address all parts of the writing task (eye-catching tittle, introduction, body and conclusion).		**ORGANIZATION AND STRUCTURE:** Address most of the parts of the writing task (eye-catching tittle, introduction, body and conclusion). Moreover, the article looks logical but the		**ORGANIZATION AND STRUCTURE:** Address some parts of the writing task (eye-catching tittle, introduction, body and conclusion). The article seems to be logical but the	3.2	**ORGANIZATION AND STRUCTURE:** have difficulty to address all parts of the writing task (eye-catching tittle, introduction, body and conclusion).	

		Moreover, the article presents a logical and effective sequencing of ideas based on purpose and skillfully linked to the topic.		sequencing of most of the ideas are directly linked on the purpose or the topic.		sequencing of some ideas is not directly linked topic or the purpose.		Moreover, the article is confusing for the reader because there is not a logical sequence of ideas that are not related to the topic.	
3	20	**STYLE:** The students choose and use appropriate vocabulary to convey their ideas. Sentence structures enhance understanding and engage the reader. Besides, the writers' voices are authentic, clever and entertaining.		**STYLE:** The students use appropriate vocabulary to convey their ideas. Sentence structures are comprehensible and attempt to engage the reader. Besides, the writers' voices are authentic, clever but need to be more entertaining.		**STYLE:** The students barely use pertinent vocabulary to convey their ideas. Some Sentence structures are confusing. Furthermore, the writers' voices need to be more entertaining for the reader.	3.0	**STYLE:** The students do not use appropriate vocabulary to convey their ideas. Sentence structures are confusing for reader. Besides, the writers' voices do not look authentic, clever and entertaining.	
4	30	**CRITICAL ANALYSIS**: Students excel in responding to assignment and present a clear argument or opinion about the topic.		**CRITICAL ANALYSIS**: Students respond to assignment and present a good argument or opinion about the topic.		**CRITICAL ANALYSIS**: Students respond to assignment but there is not a clear argument or opinion about the topic.	3,3	**CRITICAL ANALYSIS**: Students fail in responding to assignment due to the absence of an argument or opinion about the topic.	

TOTAL SCORE: _____3,2_____