A Multimodal-Semiotic Writing Approach: A study with Tenth Graders

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Abstract

This research reports a qualitative explanatory case study with high school students who have low English language proficiency. It has become part of the school project of literacy (Proyecto Institucional de lectura, escritura y oralidad: PILEO) framed under the notion of language as a social process.

The inquiry centered in understanding what happens when multimodality is introduced to promote language development. The pedagogical intervention attempted to promote the writing texts in a multimodal environment conducting authentic tasks. The steps of *discourse, design, production and distribution* guided the workshops.

The findings show that the students felt engaged in composing when they use multiple modes, and that they also became sensitive to audiences. The evidences indicate that their language proficiency was significantly enhanced since they produced more ideas and reduced their errors.

Keywords: *foreign language, genre, literacy, multimodality, semiotic approach, writing.*

Introduction

The high school Project of Literacy and Orality (acronym in Spanish:PILEO) will be enhanced with a case study on writing development in tenth graders. Literacy is the way to communicate life, culture and feelings among the community members, it is a term understood as a mode of social discourse and human growth.

The literacy we refer to has evolved since the interactions in the social world are mediated by technological devices. Digital Literacy according to Merchant (2009) "is reading and writing with new technologies – technologies which involve the semiotic of written representation – recognizing that on-screen texts invariably combine writing with other modes of representation". Some studies have pointed out difficulties in English expression as a foreign language and its connection with new technologies in the global world (Merchant, 2009, Taylor, 2015 and Marsh, 2015). We want to promote literacy as a way to communicate, in multimodal contexts using and understanding codes and modes that hope to facilitate their interpersonal development and their social interaction.

In English classes, we have found out that students write only for the teacher in a pretended and unreal context, generating little motivation and few creativity of their own. They finish copying and pasting information from the net to achieve their grades. When they present placement tests, in the written section, we observed students writing without keeping in mind the requirements needed that is to say structure, the person addressed to, heading and body copy. In a survey that we made to 15 students and in an interview of two English teachers, we found out that the less trained competence was in the written English, therefore it is necessary to design and apply workshops taking into account updated and contextualized strategies to foster English communication.

Thus, this problem mentioned carries an apparent contradiction with the objectives of Educational Policies, Guía 22 Estándares Básicos de Competencias en inglés (MEN), Colombia Bilingüe 2014-2018 and Derechos Básicos de Aprendizaje de Inglés (MEN) and the school goals for 2016-2017 which highlight reading and writing competences. The above leds us to state the scientific problem: **How could a Multimodal Semiotic Writing Approach develop English Language proficiency in a tenth grader?**

The scientific solution requires systematizing the knowledge about Literacy in English as a foreign language for teenagers being the **study object: English Literacy**; in this case it tries to change the writing competence of tenth graders to get a better interaction with it. So, **the field is creations of multimodal texts** developing communicative international competences because it could be an authentic context to increase the writing proficiency. On this basis, this research has as a **main objective to design a pedagogical proposal that promotes English language proficiency of tenth graders through writing texts in a multimodal environment.**

The scientific tasks established to attain the objective of the research and to intend to give or propose a solution to the problem are: **first, description of theoretical foundations that support and develop written English competence; second, diagnosis of the current state of tenth grade students to produce writing texts and lastly, designing of a methodological proposal mediated by multimodal self-expression articles that support and promote the writing in English.**

The population is constituted by students from an official Institution, where there are 3.500 learners among preschool, primary and secondary. The sample is 15 high

schoolers from tenth grade who attendance to specialized media English classes from Monday to Friday.

This study is guided by a qualitative approach which allows knowing people's attitudes, changes, and interests in real contexts. It helps to inquiry the collection of data in a natural location and analyses community expressions (Creswell, 2007). Likewise, the methodological design is a case study, which emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships. Yin (2012) defines the case study research method as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used". There are three stages to follow: first, pre-active phase: where it is necessary to determine and to define the theoretical foundations, criterion to select cases, required sources, data gathering, and analysis techniques according to the research question; second: interactive phase that corresponds to the field work, procedures and developing of the study using different qualitative techniques; third: Post- Active phase to prepare the report with critical reflection about the mentioned problem (Álvarez, 2012).

Consequently, this research uses the following instruments according to the steps: Logical-historical method to know antecedents of the study object; empirical methods like surveys to diagnose students communicative competences and interests, interviews to identify English teachers perception about English production and its promotion in the school, evaluation rubrics to identify advances in students and statistical methods to systematize and analyze information from surveys, interviews, rubrics, and artefacts.

As a conclusion, this proposal might help to spread the idea of literacy through multimodal texts in Colombia and thus students can also elaborate a metacognitive work. They can express thoughts, knowledge, inferences, and experiences; develop creativity, increase vocabulary and enhance communicative proficiency. On the other hand, it helps teachers in recognizing the importance of using other methodological strategies in real contexts with technological tools. So, multimodal texts in a foreign language are important instruments to transform scholar community because a discourse can be designed, produced and shared.

This paper is structured with the following chapters: the problem statement, literature review with antecedents, a methodological design, analysis data, findings, conclusions and lastly, references and annexes to support the pedagogical proposal.

CHAPTER 1

Problem Statement

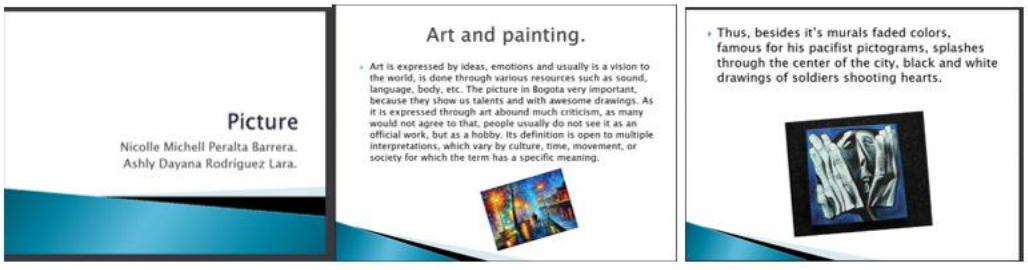
In Colombia, literacy is promoted through different cross-curricular strategies under general guidelines like the law decree No.133 of 2006, which indicates the promotion program for reading, its lineaments, and the importance of motivating reading and writing into non-conventional places. It leads to form autonomous readers and writers. These activities are developed more in Spanish through the project PILEO (Proyecto Institucional de lectura, escritura y oralidad). We feel that it could be enhanced in the foreign language too. Nowadays, there is little cross-curricular Institutional Literacy promotion in English even though there are some schools which have specialized programs in two foreign languages: English and French and the MEN (Ministerio de Educacion Nacional) is stimulating the plurilingual dimension.

This situation is reflected in a government high School. It is an Institution with specialized media programs (English and French) and a misión which says: “El Colegio... forma jóvenes en competencias, habilidades y saberes comunicativos y de convivencia democrática para contribuir al éxito en su proyecto de vida y en la transformación de su entorno, incluyendo estudiantes con necesidades cognitivas especiales” (Misión. Taken from PEI). It is a good tag, however, the school has to give students update tools and promote multimodal behaviors to represent the world and interact with it, recognizing the

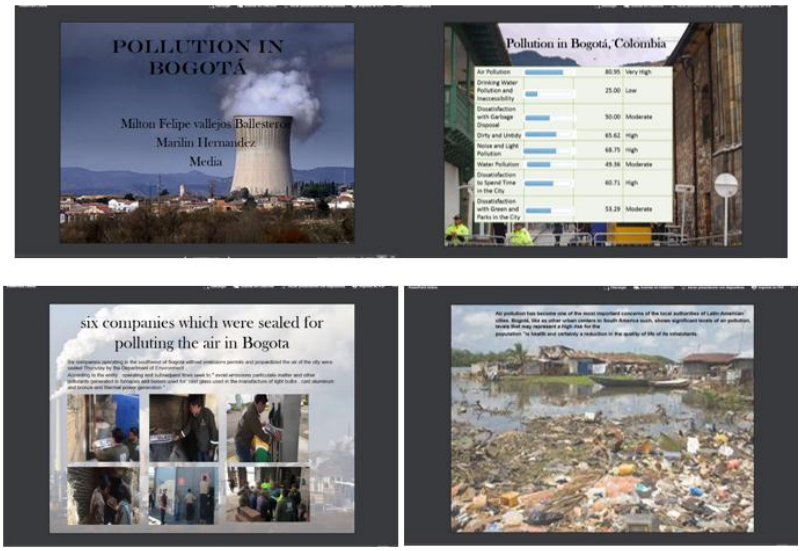
power and social relationships which are developed with the help of the communicative competencies.

Considering in the previous state, a group of students from tenth graders was interviewed on their necessities in English competencies as a foreign language and they identify some problems according to their own experiences. In summary of this question, it is established that 37.5 % of interviewed students feel difficulties in writing skill, 33.3% with listening skill, 20.8%, in speaking and 8.3% in reading.

Thus, some written productions in English of tenth graders were revised and through these papers, some difficulties were found such us little training in the writing process, they express few personal ideas without reviewing their work. For example, they get ideas from other sources without giving credit to them, adding irrelevant pictures to illustrate and do not take into account the reader. Some of them seem to consider that the exercise is to copy and paste sentences to fill a paper.



Artefacts in English classes.



Artefacts in English Classes

In relation to written production, they feel confidence with Spanish to express their thoughts but there are groups who are afraid to express in English arguing little vocabulary among other aspects. Likewise, when we ask them about if they had an objective to write, some of them mention that they write to express feelings, to make homework but only one person mention the intention to write to other people.

This is a good sample group to show the evolution of writing proficiency through Multimodal Approach following the strategies of Genre Theory to teach writing.

On the other hand, two English teachers, who teach in sixth and eighth graders and the Principal of the school, were interviewed and they perceived that students have difficulties in production skills: speaking and writing. Likewise, they observed the need to promote English with cross-curricular activities and the Principal who could have a broad vision of the school reinforced with: "…muchísimo en los otros idiomas. Los idiomas deben ser transversales en el currículo…"

Therefore, the above situation mentioned establishes the following research question: **How could a Multimodal Semiotic Writing Approach develop English Language proficiency in a tenth grader?**

CHAPTER 2

Literature Review

This study has as constructs literacy, writing competence and multimodal semiotic approach because students need to develop and train in written ability according to the technologies that in fact, let the social – culture access and transformation.

2.1 Literacy

Literacy is the way to communicate life, culture, and feelings among the community members, it is a term understood as a mode of social discourse and human growth rather than a cognitive skill. Literacy has evolved since the interactions in the social world are mediated by technological devices. Digital Literacy according to Merchant (2009) "is reading and writing with new technologies – technologies which involve the semiotic of written representation – recognizing that on-screen texts invariably combine writing with other modes of representation"(p.39). Then teachers have the task to promote literacy, not as a traditional subject but a way to communicate, immersed into multimodal contexts.

Literacy has had some situations wherein teachers reading their own favorite texts or asking one student to read and/or write to the same teachers in a traditional way without making any sense to the students. School teaches a model to write: Task Format, only writing for a task so when learners finish high school they do not how to write (Barbero J. , 2015). It ought to be changed, adopting new trends to reading and writing using digital literacy in an authentic task according to the context, the society and the environment where they are immersed, using and understanding codes and modes that contribute to

facilitating their interpersonal development and their social interaction as international citizens.

We agree with Barbero (2003) who suggests articulating school with new technologies not only to improve teaching techniques but to change knowledge conditions and its production. He glimpses the opportunity to use digitalization to break dualism among books and audiovisual media besides of having new places to communicate creating other kind of communities.

There are new standards in the communication process, particularly in the production. Adults, school and academic groups have to destroy myths surrounding digital literacy because we find teenagers able to generate interaction with different modes not only the linguistic one but with visual, audio, gestural and spatial resources. Barbero (2013) rejects the idea of empty information with new technologies and presents the challenges that society would have when technological communication give up only instrumental to become in a field that let growing in knowledge and experience.

Digital communication demands using visual aids because only words could be limited to express meaning and images may increase the effective communication. “la relación del lenguaje a la pintura es infinita. No porque la palabra sea imperfecta sino porque son irreductibles la una a la otra. Lo que se ve no se aloja, no cabe jamás, en lo que se dice” (Barbero, 2003, pág. 5). It carries to organize literacy training with new trends to recognize the importance of word and image at the same level.

Critical discourse analysis (CDA) perceives language as a social practice, it presupposes that it cannot function in isolation, but only within a cultural or social setting,

likewise, (VanDijk, 2013) states that discourse has such strong relation with power, dominance, and social inequality, so it is relevant guide learners to get efficient and polite expression.

Discourse production describes self-identity, activities, purpose, rules and values which are encourage by social groups and society in general. The ideology analysis in the discourse tells about the content and structure of the cognitive representation: "prejudice is acquired, used or changed in social situations, and as a function of structures of social dominance. The concrete manifestations of this generalized group prejudice, for instance in individual acts of discrimination, are, however, controlled by so-called models" (VanDijk T. , 1999, pág. 117)

Therefore, there is a subjective relation between social structure and discourse structure and it changes on each writer and communicative situation. In this frame, discourse producer uses appropriateness in the expression for example, the way he/she writes about an event to a relative is different from does to a particular person; being the same content in two contexts. Van Dijk (2013) makes evident that the circumstances are not static but they are dynamic. Contexts do not influence and are not influenced by the communicative process. The producer interprets, adapts, and modifies communicative situations according to his/her own knowledge and vision about the world.

But knowledge become in an essential element to develop communication and it is necessary to identify its three sources as (VanDijk T. , 1999) mentions: experience, discourse and inferences. It is impossible express about situations that you do not know also not only grammar and discourse structure help to express because facts, topics, idea of realm that are unconscious or conscious are basis to understand and express:

> …while being representations of personal experiences, in fact also provide a more detailed and empirical account of some aspects of the notion of consciousness. That is, being conscious of an event, action, object or person, and their properties, involves the construction or updating of episodic models. This does not mean that all information processing (of discourse, action, or other events) proceeds consciously. There is enough evidence to suggest that many levels of analysis and understanding are more or less conscious, although these may always be made conscious as soon as processing occur, e.g., when unknown words, complex syntax, semantic incoherence or pragmatic inappropriateness needs to be dealt with (VanDijk T. , 1999, pág. 194)

As sum, teachers can educate learners to write in a conscious way without discrimination, racism, prejuices using values to express knowledge. Thus, this study proposes creating alternative discourses in a multimodal environment.

As far as competence concerned, writing is inherent to the human being along to the history and the circumstances and it has existed with new meaning and senses (Ferreiro, 2001). The written production competence has occupied a central place within the applied linguistics, and remains today, a topic of discussion of great interest as a field of research on the one hand to clarify how it works such skill, and on the other hand to determine which are the guidelines to follow in their teaching and acquisition. (Hyland, 2002).

The writing skill implies social and cognitive relationships likewise and it is related with the technologies and semiotic modes to express meanings. The written production is focus on the writer intention, the process and the reader (Hyland 2007).

On the other hand, multimodal semiotic approach is a social trend that requires update and training to get successful communication so it is necessary to take into account some steps and semiotic modes to create multimodal text. (Kress 2001)

2.2. Approaches to Writing

Writing is understood, for this research, as a social activity because the communication has a purpose, a context and an intended audience (Hyland, 2002). We need to change the traditional concept of copying texts and /or drawing letters on a paper or screen.

Over the years has been given to the writing the same meaning, according to Henao and Ramirez, 2010 (cited in the text of CERLAC 2014 p, 8) “Traditionally, the teaching of writing has been based on the principle according to which write empiricist is a transcription of oral language graphical, ignoring the nature, complexity and functionality of this system” . here is speculation and is thought, in addition, to learn how to write is a matter of practice manual and hearing, in which are represented graphically sounds, are flat, copies and dictates. The practice of writing in the early grades emphasize in the management of linguistic units not significant such as isolated words, syllables, correspondences grapheme-phoneme, sequences of words without meaning and dictates in which only a minimum percentage of content has semantic coherence and little promote reading as a crucial moment in the process of teaching writing.

Currently writing is a process that has evolved the students more than ever are developing writing through the use of social networks and is where teacher’s roles come to

play in order to leave paradigms and make use of these new technologies as a very important tool in the class.

The writing process is done at any time and that may be accompanied by a series of semiotic elements that can be motivating in this process to get best results, but it is necessary to make the student aware of knowing where to focus this work, taking into account that it will always have a receiver.

In accordance with Hyland (2007) this process of acquisition and teaching of writing has basically three approaches: first, the emphasis on the text: the product; second, the attention on the figure of the Writer: the process; and third, the concentration on the figure of the reader: gender. For this study, the process of writing will be focused on the figure of the reader: genre.

2.2.1 Social - constructionist approach.

This study seeks to promote this process of writing through the creation of multimodal texts, focusing on making the student awareness that their texts should be seen in the figure of the reader, where the context plays a very important role and according to Dudley Evans and St Jones (1998) this approach is called social - constructionist approach, the social constructionism part of the idea that the writer selects the words to engage with others and present their ideas of the way that makes the most sense have for their readers (Hyland, 2002).

Writing in this approach becomes an interactive and cognitive process according to Hyland (2007). It focuses on the reader and has three aspects in the writing practices. First, the writing as a social interaction where the writer is aware that texts are considering the

understanding, interest, and need for a possible reader. The second aspect is writing as a social construction where the text transmits socio-cultural patterns accepted in a community. The third aspect considers the writing as power and ideology where the texts are based on social structures (Hyland 2007)

As a means to promote these writing practices, we will make use of the creation of multimodal texts, as we find in this approach a motivational tool, taking into account that the participants of this study are teenagers interested for the work with the use of the technology.

This multimodal approach that is constructing of the research project contains some important aspects which will be detailed below.

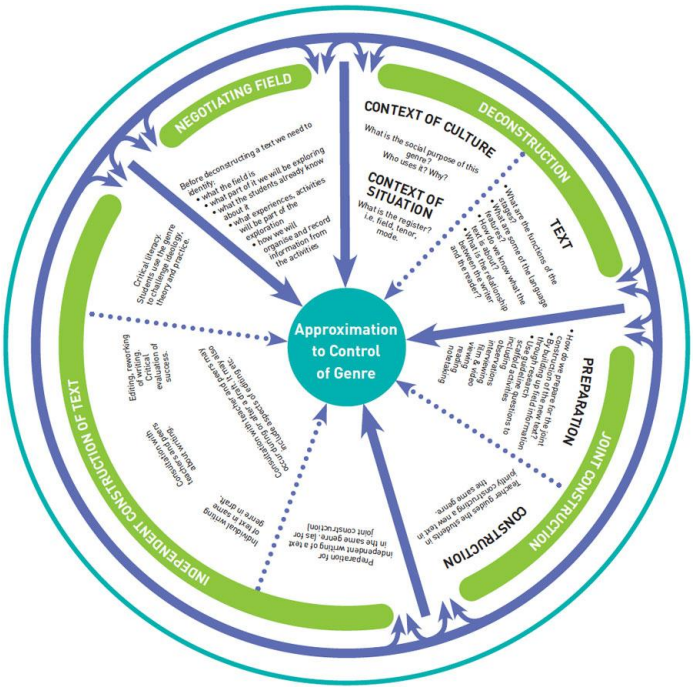
2.2.2 Genre Theory approach.

Dean (2008), argues that genre theory "feeds" the process approach to teaching writing because help teachers with the classroom practices, makes connection between reading and writing and connect writing with life. "The process approach explores how writing gets skilled; genre theory defines what that writing is—all writing, not just school writing and not just writing on paper, but writing on phones, on keyboards, with chalk, markers, and more—who does it in what context, and why" (Fox, 2009). Writing for real readers is powerful and publishing for real readers even more so. Students can begin to understand how genre establishes reader expectation.

The Genre Approach promotes some steps to build a text through the Teaching and Learning Cycle. It is used as a tool for planning and teaching developing critical dialogues.

It shows that there are many steps involved in deconstructing texts before going to joint construction and the final and independent construction.

This genre guides to plan writing classes following four integrated steps which start by collecting samples of each structure as models to give learners ideas of this field. This stage has to be worked in a playful, funny, interactive and real way, for example, we can give humorous commentaries or forms to describe what not to do. Then the students deconstruct the text beginning by asking what they know about the context and imaging who could read it, who writes that text, and what is the situation (Dean, 2008). Next they build a list of characteristics of the genre. Here, the group generates an example of this structure using the appropriate language. Finally each student composes his or her own discourse to apply the learned rules accompanied of creativity, originality and fluency. In the next chart we can observe all the class process:



The Teaching and Learning Cycle (NSW, Department of School Education, 1992) (Rushton, 2014)

Genre Approach has advantages in the writing teaching process which teachers could take into consideration to get best results in English classes:

> Explicit : Makes clear what is to be learnt to facilitate the acquisition of writing skills. Systematic: Provides a coherent framework for focusing on both language and contexts. Needs-based :Ensures that course objectives and content are derived from students' needs. Supportive: Gives teachers a central role in scaffolding students' learning and creativity. Empowering :Provides access to the patterns and possibilities of variation in valued texts. Critical: Provides the resources for students to understand and challenge valued discourses. Consciousness-raising: Increases teachers' awareness of texts to confidently advise students on writing. (Hyland, 2002, pág. 150)

2.2.3. Multimodal Social Semiotic Approach.

The theory that underlines this study is multimodal social semiotics which assumes that texts are composed of a combination of representational resources. These resources are always socially situated, produced in a particular cultural, social and historical context. The multimodal approach includes a diversity of semiotic resources that are currently used in the production of meaning, as writing, image, sound, gestures, etc. within a category called mode. According to the author, the changes in the communicative panorama facilitate the use of "a multiplicity of ways and, in particular, of the mode of the image (fixed and moving), as well as other modes" Kress (2008)

The studies with the multimodal approach propose a new language for the semiotics description, including concepts such as means, mode and materiality (Kress, 2001) understanding as a means all resources from which to create meaning, for example, the

sound, space etc. A mode is each system of creation of meanings that provides different communicative potential (spoken, writing, gestures, etc.). Materiality is molding the way taking into account the limitations and potential of the medium. Kress (2001)

The researchers of multimodality have encountered great difficulties, specifically the articulation of the stratum of the content and the expression in other semiotic systems. A proposal in this direction is the one by Kress and van Leeuwen (2001) who propose multiple joints in all and each one of the signs, at all levels of the semiotic systems, and not just a double joint as in the language (content and expression). Since its proposal, the stratum of the content could stratify in speech and design, while the stratum of the expression could be stratified into production and distribution. (p. 61)

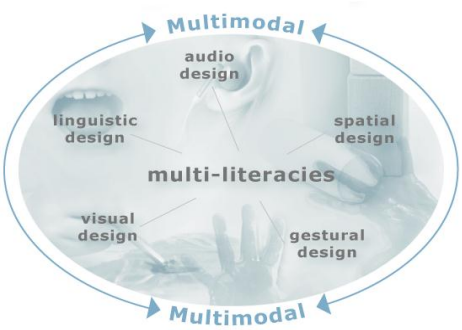
Discourse is related to the knowledge of reality in specific social contexts, the design relates to these modes semiotic of writing, music, smell and the ability to be made in different materials. Production refers to the organization of the expression, no longer relates to the semiotic modes but with the means of implementation or the material part, distribution refers to the disclosure of the information (Kress 2001). The proposal that Kress and Van Leeuwen (2001) develop frames this research for it has a logical sequence of preparation and distribution.

With respect to the effect that has the use of multimodality on human learning we find that Mayer (2001) has conducted a series of research related to this topic, these studies have demonstrated that the multimodal learning in terms of retention and transfer gives us three possible results: absence of learning (poor retention and poor transfer), learning of memory (good retention and poor transfer) and significant learning (good retention and good transfer. The author points out: "My idea is that the multimedia instructional

messages well designed can promote the cognitive processing active of the students, even when it might seem that are behaviorally inactive" (p. 19). Mayer (2001) proposes seven principles for the design of multimedia messages:

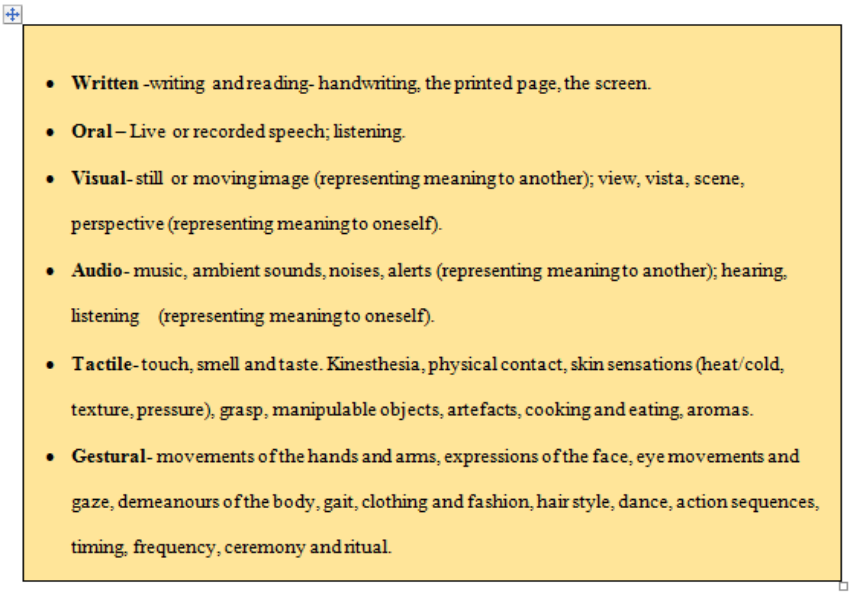
> **Multimedia Principle:** Students learn better from words and pictures than from words alone.
>
> **Spatial Contiguity Principle:** Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
>
> **Temporal Contiguity Principle:** Students learn better when corresponding words and pictures are presented simultaneously rather than successively
>
> **Coherence Principle:** Students learn better when extraneous words, pictures, and sounds are excluded rather than included.
>
> **Modality Principle:** Students learn better from animation and narration than from animation and on-screen text.
>
> **Redundancy Principle:** Student learns better from animation and narration than from animation, narration, and on-screen text.
>
> **Individual Differences Principles:** Design effects are stronger for low-knowledge learners than for high knowledge learns and for high spatial learners rather than from low spatial learners. (Mayer, 2001, p. 184).

Our lesson plans guided the students to design the texts and these standards support the creation of multimodal texts.



Multimodality Approach Modes Taken from
http://tplmillparkheights.wikispaces.com/About+Multiliteracies

It is evident that the presence of multimodality makes many concepts and beliefs changed or transformed seeking to give a response to great questions that arise in the part of education and as people learn. Traditionally it was thought that literacy was related only to the writing process but it is important to recognize that writing is not the only to communicate things. Kress and Van Leeuwen (2001) found different form of communication and gave this forms the name of modes, first they decided to separate written and oral language as fundamentally different modes (Kress, 2003), added a tactile mode and redefined the contents and scope of the other modes: (2003) took and added other modes in the learning process and briefly explain each of them.



The "What" of Multiliteracy: Multimodality

Taken from: http://newlearningonline.com/multiliteracies/theory

These modes are important elements when we talk about multimodal texts, the modes just not only focus on writing or reading, the modes are forms of communication. Although the research pretends to promote the written proficiency, it is necessary for the students to see and identify that there are other ways of communicating and that they can use these modes in the design of the work that they have to perform during this research. Different modes can accompany this process of writing and enrich this work.

The process in order to write in a good way requires a previous preparation, so it is necessary to implement different strategies with the students to generate satisfaction toward this competence with practical activities. Good writing skills are essential for effective communication. Yet, learning to write well takes time and practice. It is a complex task, with "difficulties exacerbated when writing in a second language" writing conventions may differ considerably from one's first language. (Hedge, 2005, pág. 17)

2.3 Multimodal Social Semiotic Approach and second language acquisition

Within this investigation we looked into studies on the use of multimodal texts and the acquisition of a second language. The text made by our participants are in English and is intended to determine how functional the use of the multimodality in the acquisition of another language is.

The most relevant model to explain the process of learning a second language in multimodal environments is the one by Plass and Jones (2005) which incorporates explicit references to the way in which it presents the linguistic input at different stages in the process of acquisition: apperception, comprehension, intake, integration.

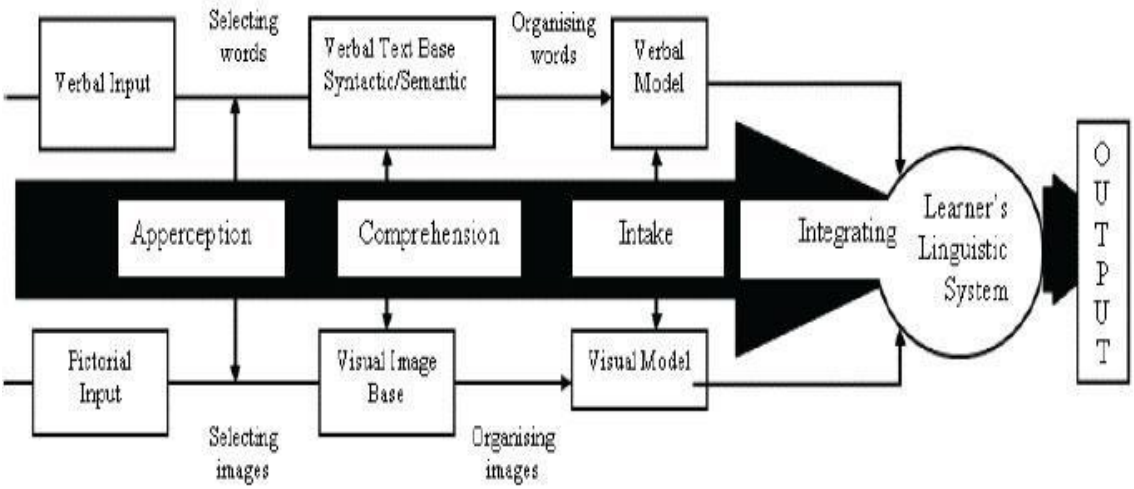


Figure 2 integrated model of multimedia learning and SLA, Plass and Jones (2005)

Multimodal text effects on students or learners of a second language. Participants are able to feel highly motivated and confident; rather than frustrated and overwhelmed when teacher guides deconstruction and construction of knowledge from student´s view, providing other ways of learning vocabulary and expression to communicate in a second language through multimodal environments:

> "multimedia es capaz de apoyar el proceso de adquisición de una segunda lengua a través de input comprensible, la facilitación de interacción significativa y la elicitación de output comprensible, tres factores considerados fundamentales para dicho proceso; dicho de otra manera, la necesidad de proporcionarle a quien aprende el input comprensible, la posibilidad de interactuar de modo significativo, no mecánico, para ayudarlo a producir output también comprensible". (Farías, 2010, pág. 65)

2.4. Review of research reports

In the local context, multimodality has been researched in Colombia, Antioquia University researchers interested in students as writers (Chaverra-Fernandez, 2015) found that Multimodal Theory has advanced more than the practice. They are not parallel because it is not always easy to understand the concepts to apply in the schools particularly in writing process. Likewise, she highlights the students´ attitude to reading and writing, where pupils' reveals less interest by writing due to emotional, sociocultural reasons based on prejudices.

Betancurt (2014) identified in fifth-grade students, fifteen cognitive skills when they are building multimodal texts. Some of them are: searching information about how to write the text, modify visual- graphic aspects, speaking with the classmate how to make the text, making preview readings and using images to support the idea that you give with words. These data were found through pedagogical diaries, verbal protocol, focal group, and opened surveys. The study took place one-semester using strategies like comics, opinion articles. This research had a challenge with those students: to change their idea of a reduced meaning of writing.

Thus, Monsalve (2015) got results from the characterization and evaluation of the reasonability skill presented in the production of argumentative texts with multimodal discursive features. Arguing in school and multimodal writing set up the theoretical framework. A qualitative approach, based on an ethnographic design was used in the research. A group of 35 seventh grade students was sampled from a public educational institution in the city of Medellin. Findings indicate that students presented believable reasons in their texts, and they incorporated modes of representation to strengthen and

validate their arguments, supported by images, videos or website links, which keep a relation with the text developed.

Gil (2015) studied the way to explore and increase creative thinking skills through multimodal texts creations linked with new technologies. She designs a didactic proposal with situations and activities that implies challenges to the students and demands productive thinking level but no reproductive ones. She infers from this study that students have to be letting to elaborate their own texts and express their own ideas.

On the other hand, international researchers have been working about and using a multimodal approach in their studies. For example, Merchant G (2009) defined literacy in virtual worlds using evidence from a case study of a primary school project involving 3D virtual world play; he explored some of the discontinuities between new digital literacy practices and the more established classroom routines of literacy instruction. He established the possibilities for different kinds of learning relationship, different kinds of interaction and different genres and purposes for literacy. This reflects the wider picture in which the powerful and available new technologies that enable informal learning and social networking are beginning to challenge the control traditionally used by educators.

Second, Wheeler (2012) agrees that the construction of newspapers in the school is a process that gives real life, active participation and let develop students' skills in communication. Likewise, he states that "none as important as communication and technology literacy" when students leave school because they are keys to getting employment. As findings, he shows that "the group production of a school newspaper can enhance learners' ability to participate and communicate in a group environment and equip them with essential 21st Century skills"

Third, in Chile, there are some researchers developing studies around the multimodal approach in Universities and some of them in English classes. This is the case of Farias (2010) who compares three groups their advances in English using with each one a different strategy and infers that the group which worked with images and sounds learned more vocabulary and were motivated to be better in English. He makes emphasis on the most appropriate designs of multimodal texts taken from models of multimodal learning in languages.

The studies reported above served us to demonstrate manners how to carry a research in a multimodal environment, identify theories, difficulties and benefits with implementation of other modes in a second language teaching and writing competence development integrated with other subjects. In their investigations, we found the impact of multimodal approach on students' motivation, critical and creative thinking, and vocabulary increasing.

On the other hand, in this field we realized that there are not enough research related to English written subject under multimodal approach in high school. In fact, in the study we have made let us to apply this method on the practice of writing with a group of English language learners to improve their proficiency.

CHAPTER 3

Research Design

3.1 Research Method

This study is guided by a qualitative approach which allows knowing people's attitudes, changes, and interests in real contexts. It helps to inquiry the collection of data in a natural location and analyses community expressions (Creswell, 2007). The methodological design is a case study, which emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships.

The case study research design is useful for testing whether scientific theories and models actually work in the real world. The other main thing to remember during case studies is their flexibility. A case study might introduce new and unexpected results during its course, and lead to research taking new directions. When it is informed others results, case studies make more remarkable topics than purely statistical surveys. Potential data sources may include but are not limited to documentation, archival records, interviews, physical artifacts, direct observations, and participant-observation. Researchers can collect and integrate quantitative survey data, which facilitates reaching a holistic understanding of the phenomenon being studied. “Each data source is one piece of the “puzzle,” with each piece contributing to the researcher understands of the whole phenomenon” (Explorable, s.f.).

PRE- ACTIVE PHASE: DATA COLLECTED

DATE / 2016	INSTRUMENT	WHO	WHAT	HOW OFTEN
APRIL	SURVEY	15 STUDENTS	CHARACTERIZATION	ONCE AT THE BEGINNING
MAY	SURVEY	15 STUDENTS	WEAKNESSES AND STRENGTHS IN ENGLISH	ONCE AT THE BEGINNING /
AUGUST	STUDENTS ARTEFACTS	15 STUDENTS	WORKSHOPS	THREE TIMES

INTERACTIVE PHASE: DATA COLLECTED

DATE	INSTRUMENT	WHO	WHAT	HOW OFTEN
FEBRUARY MARCH APRIL 2017	FIELDNOTES AND ARTIFACTS	TEACHER-OBSERVER	PEDAGOGICAL INTERVENTION:	DURING EACH WORKSHOP
FEBRUARY MARCH APRIL 2017	RUBRIC TO EVALUATE MANUSCRIPTS PROCESS	STUDENTS	SELF -EVALUATION	ONCE PER WORKSHOP
FEBRUARY MARCH APRIL 2017	RUBRIC TO EVALUATE MULTIMODAL TEXT	TEACHER	EVALUATION OF EACH WORKSHOP	ONCE PER WORKSHOP
FEBRUARY MARCH APRIL 2017	PHOCAL INTERVIEWS	TEACHER-OBSERVER	EVALUATION ON WRITING AND MULTIMODAL TEXT	ONCE PER MONTH

POST-ACTIVE PHASE: REPORT

DATE	INSTRUMENT	WHO	WHAT
MARCH-JUNE 2017	SURVEY	RESEARCHERS	READ AND DESCRIBE EACH STUDENT.
MARCH-JUNE 2017	ARTIFACTS	RESEARCHERS	REVIEW DRAFTS AND FINAL COMPOSITIONS IDENTIFY CATEGORIES.
MARCH-JUNE 2017	FOCAL INTERVIEWS	RESEARCHERS	LISTEN AND TRANSCRIBE. IDENTIFY CATEGORIES.
MARCH-JUNE 2017	WRITTEN REPORT	RESEARCHERS	DESCRIBE STUDENTS WRITING PROFICIENCY. ANALYZE AND CONTRAST EACH CATEGORY.

There are three stages to follow: first, pre-active phase: where is necessary to determine and to define the theoretical foundations, criterion to select cases, required sources, data gathering, and analysis techniques according to the research question; second: interactive phase that corresponds to the field work, procedures and developing of the study using different qualitative techniques; third: Post- Active phase to prepare the report with critical reflection about the mentioned problem (Álvarez, 2012). Yin suggests six methods for reporting a case study. These include linear, comparative, chronological, theory building, suspense, and un-sequenced. (2003)

3.2 Research Question

How could a Multimodal Semiotic Writing Approach promote English Language Proficiency in a tenth grader?

3.3 Research objectives

3.3.1 Main objective

To design a pedagogical proposal that promotes English language proficiency of tenth graders through writing texts in a multimodal environment.

3.3.2 Specific objectives

To describe theoretical foundations that support and develop written English competence.

To diagnose the current state of tenth-grade students to produce written texts.

To apply a methodological proposal mediated by multimodal scenery that supports and promotes written short narrative stories.

To analyze the proposal in the development of multimodal texts taking into account the reader and the structure.

3.4 Proposal Objectives

3.4.1 Main Objective.

To promote writing proficiency through multimodal workshops in tenth graders.

3.4.2 Specific objectives.

To increase fluency through vocabulary acquisition activities.

To enhance students expressing themselves with their own ideas (words) in multimodality sceneries .

To guide students in producing effective communication taking into account the reader and the structure.

3.4 Research Instruments

DATE	INSTRUMENT	WHO	WHAT	HOW OFTEN
April 2016	Survey	15 students	Characterization	Once at the beginning
May 2016	Survey	15 students	Difficulties and strengths in English	Twice At the beginning /at the end
August 2016	Artefacts	15 students	Students 'works	Every workshop
October 2016	Placement test	15 students	Writing and reading competence	One: at the beginning
February march April 2017	6 multimodal workshops	15 students	Pedagogical intervention	Twice per month
February March April 2017	6 students 'creations evaluation instrument: rubric	Students creations	Evaluation	Once per workshop
February March April 2017	5 students evaluation instrument: rubric	15 students	Evaluation each workshop	Once per workshop
February March April 2017	3 focal interviews	12 students Divided into 3 groups	Evaluation writing and multimodal text	Once per month

This research uses the following research procedures according to the steps: Logical-historical method to know antecedents of the study object and its essentials aspects through reading, analysis, and summary of the thesis, proposals, and research studies. Empirical methods like surveys to diagnose student's communicative abilities, difficulties and interests; interviews to identify English teacher perception about school literacy; evaluation rubrics to identify advances in students writing skills. Statistical methods to systematize and analyze information from surveys, interviews and evaluation rubrics.

3.4.1 Survey.

In this study, we used surveys at the beginning to characterize the students´ context and to diagnose their feelings and knowledge in English competencies. In the same way, this instrument is going to be used at the end of the research to know students´ perceptions after workshops implementation.

3.4.2 Interview.

We interviewed two teachers their perception of English students´ production are and which their strategies that they are using are. Similarly, after each workshop, it is necessary to ask or to interview students about their feelings and English advances with multimodal texts creations.

This instrument was used by groups at the end of each workshop to get information about students' advances and difficulties in the writing process.

3.4.3 Artefacts.

Objects made by human beings to express knowledge. In this regard, Sachetto (1992) said that the visible elements of the school are objects footprint that informs us what

has happened in the educational establishments and has their own memory. This instrument can help to evidence the products of students and to illustrated the process of this study.

We took photos from students´ works to maintain evidence of their processes in English communicative competencies. Also, these instruments help us to compare different products, their modes, and codes to communicate in English.

3.5 Setting and Participants

3.5.1 Population.

The School where was founded fifty two years ago. It has 3500 students in Preschool, primary and secondary and they are distributed in three sections located in Bogota.

3.5.2 Sample.

Students who participated in this study were 15 tenth graders among 14 and 17 years old. They were 5 boys and 10 girls. According to the characterization survey (see Annex 4), they lived with a family conformed by mother and /or father, and 78 % of participants have siblings. It gives to them a strong affective field.

On the other hand, all they have books like encyclopedias and dictionaries in Spanish but only 73% have English books. Likewise, 84 % of students have a computer in their houses but 21% don´t have internet access at home. In spite, they have these tools it is possible they are not motivated to use or maybe they do not have the need to practice any skill using them. However, it is an excellent field to develop the written competence.

These learners states through the survey that they like to write in English but they seem is a hard activity and some of them do it sometimes in their classes for teacher.

CHAPTER 4.

Pedagogical Intervention

4.1 Vision of Learning

Learning is a process that needs special contexts with motivation, and interesting and meaningful activities. To develop communicative competencies, the learning has to do in a real and intended context. Likewise, the learner has to have the opportunity to elaborate his/her own knowledge doing metacognitive process and finding main rules, outline characteristics about the topic they are developing. On the other hand, students require to use different modes of expression and the teacher should promote multimodal sceneries.

Besides those aspects, in this study learning is developed through inferences of life and examples, experiences with the topic and in constant practice of each skill. So, this process is carried with writing techniques: drafts, editing, design, production and distribution. Steps which reinforce the learning in students who want to increase the English Language.

4.2 Vision of language

Language is a tool to communicate inside a social group. It is seen as an element of recognizing because students may describe themselves through the social objectives of text, according to their experiences and uses of language. Students require engaging in a variety

of relevant writing experiences which draw on, analyze, and investigate different purposes and readers. In learning literacy, students need to analyze the variety of social purposes that tell forms of regularity on language. It helps to understand the language very different from the old-style grammar.

Nowadays, Linguistic mode is used with other resources at the same level to give an effective communication. Therefore, fluency is as important as accuracy to express the knowledge or feelings. The number of words and sentences increases in the multimodal environment.

4.3 Teaching Method: student and teacher´s roles

Genre Pedagogy incorporates new functions for the teacher like to assist students in responding to and composing various modes of language. The teacher needs to support with language choices appropriate for the reader and the objective of the text. It stars in oral language to move to written mode. In this method, learners have to take risks, play with language and develop meta-language to decide what functions and why, and teachers need to engage and support students to motivate them. As Hyland mentions "students bring different identities, understandings, and habits of meaning-making to their learning, and teachers cannot assume that students' previous learning experiences will provide them with appropriate writing schemata for their studies" (Hyland, 2002, pag. 150)

4.4 Syllabus and Workshops

The workshops are based on structures from multimodal and Genre Approaches. We have joined them according to our project. First, Genre Approach has four stages developed by teachers to impart how to write: negotiated and/or contextualized field, deconstruction, joint construction and independent construction of text. Second, Multimodal approach has four steps to help students create texts: discourse, design, production and distribution.

BACKWARD DESIGN

<table>
<tr><td colspan="2">STAGE 1- DESIRED RESULTS</td></tr>
<tr><td colspan="2">ESTABLISHED GOALS:
*Students will produce different short multimodal texts taking into account the structure and the reader.

*Students will communicate who they are and what they know about the world.

*Students will use other modes and applications to express their own ideas.</td></tr>
<tr><td>UNDERSTANDINGS:
*There are different types of text and each one has a structure.
*A writer has to know the audience to he/she writes
*There are other modes besides writing to express and applications to share the messages or information.</td><td>ESSENTIAL QUESTIONS:

*Who a writer writes, how to define him/her?
*What are the modes and applications to share on line?</td></tr>
<tr><td>STUDENTS WILL KNOW:

*Key terms: structure, reader- audience, narrative text, modes, applications.
Language:
*vocabulary with carefully chosen adjectives and adverbs.
It is focused and concentrates only on the</td><td>STUDENTS WILL BE ABLE TO:

*Develop the meta-cognitive process in the deconstruction of text to analyze the genre and its structure.

*Write a short communicative text taking into account a possible reader.</td></tr>
</table>

aspects that add something to the main purpose of the description. *Sensory description - what is heard, seen, smell, felt, tasted. Use of adjectives *Strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns *simple tenses (past – present and future)	*Design a short text using other modes. *Produce a different multimodal text on line applications *Share with others his /her productions.
STAGE 2: ASSESSMENT EVIDENCE	
PERFORMANCE TASKS: Group work: written Individual work: 6 written products (drafts, final work)	OTHER EVIDENCE: Online works Physical artifacts
STAGE 3: LEARNING PLAN Workshops	

4.5 Research Procedures

STAGES	INSTRUMENTS	STEPS	ACTIVITIES
DIAGNOSTIC	*SURVEY *artefacts	1. Preparing the data for the analysis:	Organizing documents (students´ outcomes) and visual data (artefacts) Transcribing text Preparing the data for computer analysis
		2. Exploring the data:	Reading through the data Writing notes Developing qualitative codes
		3. Analyzing data	Coding the data Assigning labels Grouping categories Interrelating categories
		Representing data:	Representing findings in discussion of categories

			Representing visual models, figures, charts.
IMPLEMENTATION	*WORKSHOPS	CLASSROOM WORK	Contextualized text Deconstruction Joint construction Independent construction: discourse, design, production and distribution
	*OUTCOMES *FOCAL INTERVIEWS	1. Preparing the data for the analysis:	Organizing documents and visual data (artefacts) by student. Transcribing focal interview Preparing the data for computer analysis
		2. Exploring the data:	Reading through the data Writing notes Developing qualitative codes
		3. Analyzing data	Coding the data Assigning labels Grouping categories Interrelating categories
		4. Reporting data:	Representing findings in discussion of categories Describing each student and answering previous research questions.

CHAPTER 5.

Data Analysis

5.1 Data Analysis Procedure

This study was carried out from April 2016 to June 2017 but the proposal was applied from January to April 2017. It had six workshops to design discontinuous texts using other modes besides writing. Participants made drafts and then they designed their final products.

These activities were designed on a reading book which helped to increase previous vocabulary to the writing activity. Each workshop was developed during two hours of 60 minutes even some students need more time.

Time	Date	Topic	Artefact
Two hours	January 25th	Happy birthday chuck	Birthday Card
Two hours	February 8th	A room for rent	Rent ad.
Two hours	February 22nd	Wanted	Want ad. Infographics
Two hours	March 8th	Planning	Planner
Two hours	March 22nd	The reporter I am	Report
Two hours	April 5th	Techno- shoe	Invention ad.

The first workshop “Happy Birthday, Chuck” leaded the group to design a birthday card to a sad person using crafting. The second one, “A room for rent”, guided to create adds to rent any place in their houses with pictures. The next, “WANTED” had to do with an advertisement looking for a missing person or an object using photos. The others:

"Planning", "The reporter I am" and "Techno Shoe" direct them to write a Holly Week plan, a report of a problem in the school or in their neighborhood, an add to their techno shoe. They used spatial, visual and audio modes with the linguistic one.

Students did not receive a grade during these classes but a feedback to the drafts, offering suggestions and showing grammar mistakes to be corrected in final compositions. Researchers got corpus to be analyzed and detected how writing proficiency could be promoted with the use of other modes.

The sample were 15 students who produced the majority multimodal texts in each workshop. Researchers reviewed and analyzed each artifact.

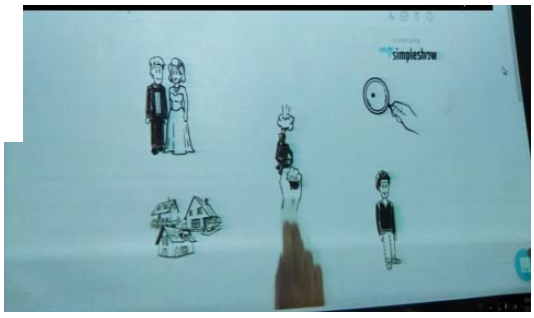
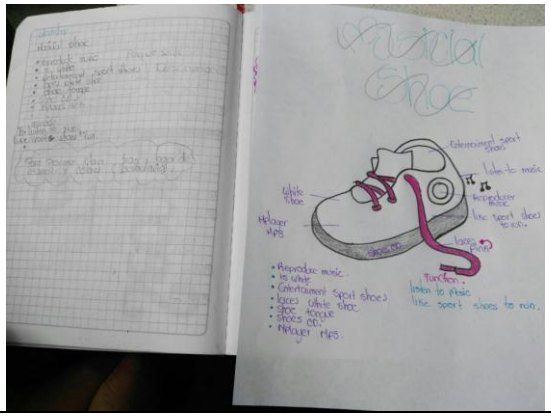
5.2 Analysis Unit

At this point, we analyzed each student according to their answers in the characterization survey (SA) focus on their age, likes and dislikes writing. On the second part, we described the observation during the workshops implementation (WO) taking into account our research question: How could a Multimodal Semiotic Approach promote English Language proficiency in a tenth grader? To give this answer it has been divided into three sub questions:

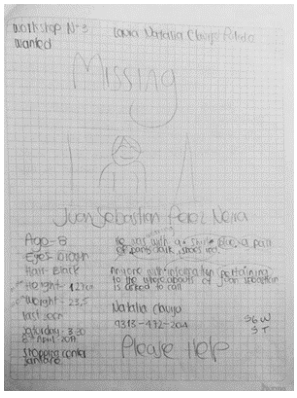
1. How much writing fluency increase according to number of words, propositions and mistakes?

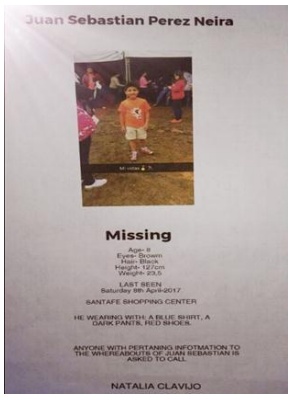
2. How original is the composition allowing language variety, use of modes, and self-expression?

3. How effective is the communication?

STUDENT	DESCRIPTION
1. MILEIDY	**SA.** She is sixteen years old. She thinks that writing is a way to learn, although she likes to write in English, she considerers that it is not easy. She often writes in her English Class.
	WO. After each workshop, we found out She prefers using the visual mode more than the linguistic one. She uses her first language in doing her drafts, and in her final work shows simple sentences and isolated vocabulary. She has a poetic tendency. She designs keeping in mind the spatial mode properly. She has original ideas which are above average in spite of her using less variety in her vocabulary. She catches the world in another view. Fewer words make better communication.
ARTEFACTS	
Infidelity THE HUSBAND ARRIVES TO HIS HOUSE AND FINDS HIS WIFE, WITH ANOTHER MAN THE HUSBAND, TAKES A FIREARM AND SHOOTS A SHOT TO HIS WIFE, THE HUSBAND LEAVES FALLING FROM THE HOUSE AND TWO HOUSES AFTER THE COGEN. Modo audio:sampleshow	
	

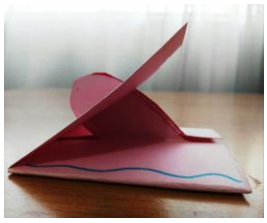
STUDENT	DESCRIPTION
2. NATALIA	**SA.** She is sixteen years old. She thinks that writing expresses ideas. She only writes in English in class. She likes writing in English and she thinks is easy to write in English. She believes that through writing she learns more of the other language.
	WO. After each workshop, we founded her productions are highlighted through the uses of different styles in her handwriting that attracts the reader´s attention by using fewer words and getting effective communication. She uses down-to-earth words to get effective communication even though her uses of modes and language variety is relatively high.
ARTEFACTS	

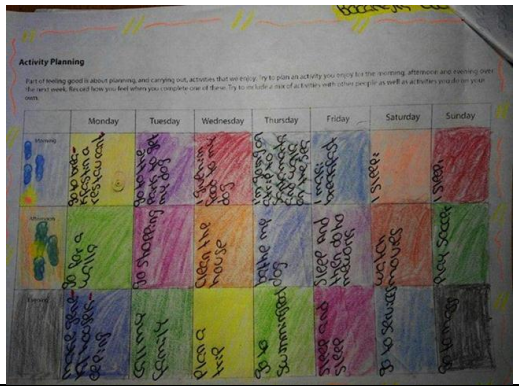


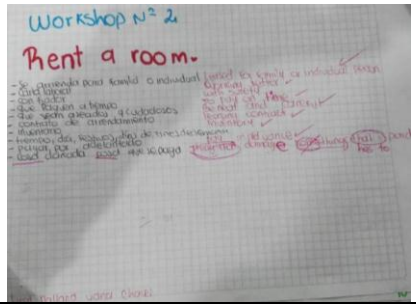
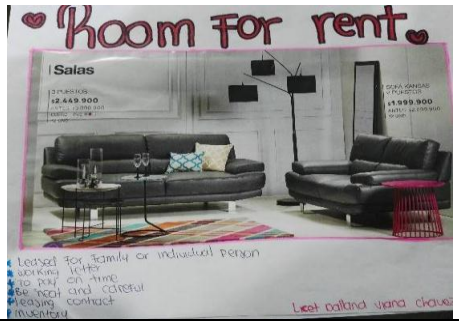


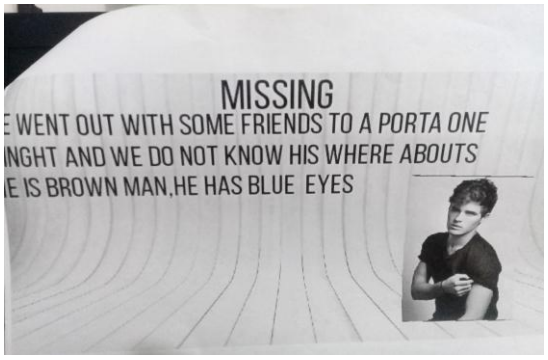
STUDENT	DESCRIPTION
3. MARLON	**SA** He is sixteen years old. He thinks to write in English is easy and He likes writing in English but writes only in class. He believes writing is an easy way to learn a language.
	WO. His written Productions have a variety of language; his workshops show writing increasing when writes his final production. There is an organization in his drafts. He has broad spectrum about different topics that led easy expression. He has the skill to write.
ARTEFACTS	

STUDENT	DESCRIPTION
4. CECILIA	**SA.** She is sixteen years old. She thinks writing is a method that helps you in order to learn a foreign language. She likes writing in English. She mentions she does not have a computer or the internet in her house.
	WO Her works show much color it helps to catch reader attention, but it is not a pretty sight, she uses words that are not appropriate for the clear meaning, even there is evidence of language variety and originality in her proposals. However, this result is due to group helping. She needs guide and company to learn how to write. She made an effort during the workshops to express it in English.
ARTEFACTS	

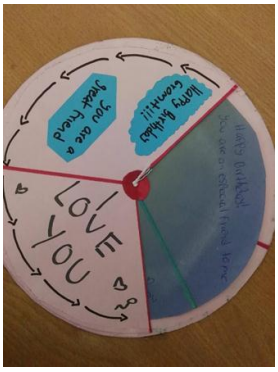


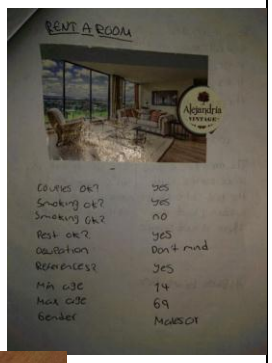


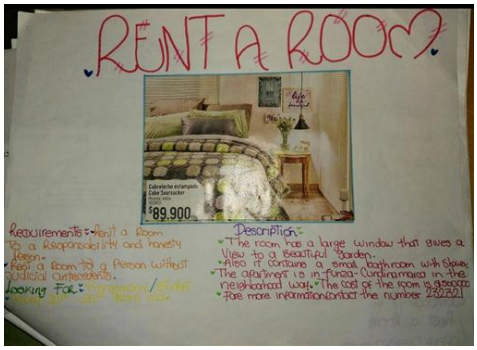
STUDENT	DESCRIPTION
5. VIANA	**SA.** She is sixteen years. She believes writing is a way of expressing what we think and feel. She likes writing in English, she thinks it is easy.
	WO. Her texts show a little variety of language, using repetitive sentences. She writes with the first language at the beginning of her drafts. At the beginning, she was not skillful in the use of modes but with the implementation, she improves in this aspect. She makes an attempt to develop English activities. She needs to follow a group format.
ARTEFACTS	
	

STUDENT	DESCRIPTION
6. KAREN	**SA.** She is seventeen years old. She thinks writing is "a way of expressing through letters". She often writes in English during her class, she likes and she considers that it is easy.
	WO. She uses the first language in most of her drafts. She does not evidence creativity in the use of modes but she has a broad spectrum of some topics. She is skillful but needs supervision to complete her writings.
ARTEFACTS	
	

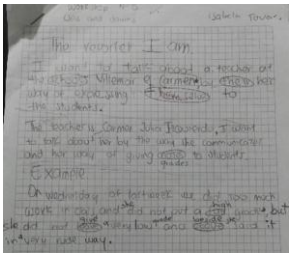
STUDENT	DESCRIPTION
7. BENAVIDES	**SA.** He is seventeen years old, he comes from Arauca. He does not like writing in English. He thinks to write in English is difficult.
	WO. He uses short texts in his productions but he makes graphics and diagrams in his drafts. He uses modes in a basic way. In spite of his effort to improve in English, his creations are highlighted by originality.
ARTEFACTS	





STUDENT	DESCRIPTION
8. LORENA	**SA.** She is sixteen years. She likes writing in English although she thinks it is difficult. The student says "me ha gustado mucho las actividades ya que salimos del común".
	WO. It is interesting the use of color, graphics and the organization of the text. She sometimes has doubts in the use of grammar and spelling and expresses it writing in different ways. Multimodality gives her confidence to share in English.
ARTEFACTS	
	

STUDENT	DESCRIPTION
9. ISA	**SA.** She is seventeen years old. She thinks writing is a way to express feelings. She writes in English only in class, She does not like to write in English and she thinks it is very difficult.
	WO. Her texts highlighted for creativity with modes, being interesting, they have a clear message. She writes with down-to-earth words. At the beginning, there was evidence of some difficulties in grammar aspects. She tries to be effective in her communication.
ARTEFACTS	



STUDENT	DESCRIPTION
10. DANILO	**SA.** He is fifteen years old. He thinks that writing is a way to express feelings. He likes to write in English but he considers that It is not easy.
	WO. His drafts, as well as his final works, are accompanied by drawings. He is not skillful with the modes but he relies on an outline. He writes about own experiences. He prefers expressing with the linguistic mode in short text.
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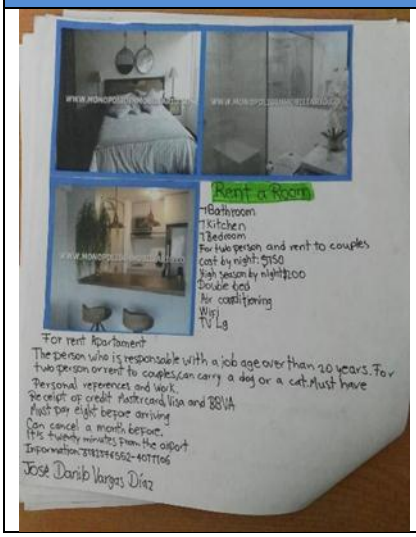	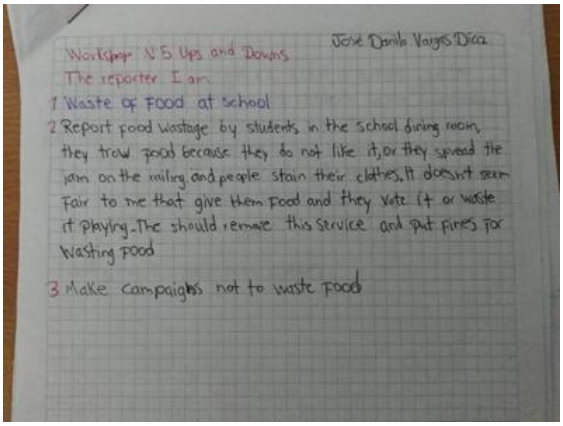

STUDENT	DESCRIPTION
11. CARLOS	**SA** He is sixteen years old. The student Says "Escribir es una forma de aprender, despejar la mente y expresar ideas" He likes to write in English but he thinks that it is not easy.
	WO. He uses compound sentences, variety in the language, and graphics to plan his writings. The student dedicated more time to develop the fourth workshop and his fluency average was the highest. The researchers did not interrupt the process because of his interest. He makes mental schemes to begin his drafts.
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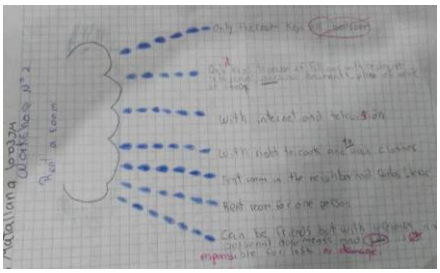
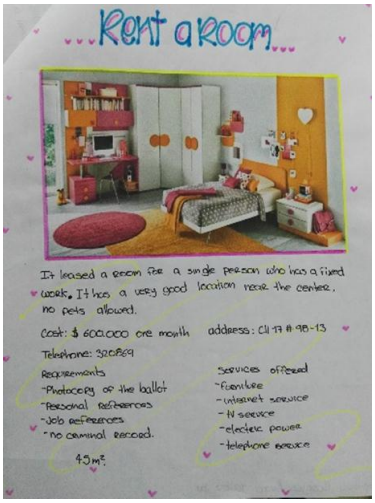
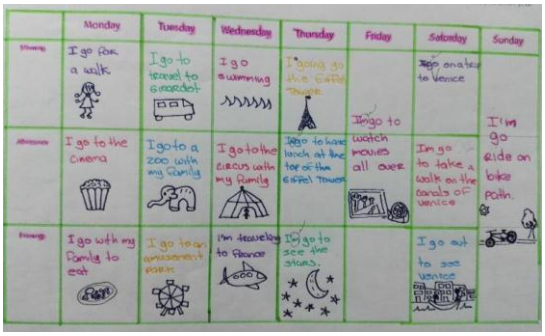
	

STUDENT	DESCRIPTION
12. VALENTINA	**SA.** She is fourteen years. She thinks she does not write well in English and believes it is very hard for her.
	WO. Her productions evidence drawings, colors and short text. She uses acronyms in her drafts. She manages the spatial mode in a proper way. Her discourse shows the repetition of structures and difficulties with capital letters in spite of this situation she has effective communication and high level of fluency.
ARTEFACTS	





STUDENT	DESCRIPTION
13. CAMILA	**SA.** She is fifteen years old. She thinks writing expresses what you think or feel. She sometimes writes in English. He likes to write in English but finds it very difficult. Writing helps her to improve vocabulary and learn more about a foreign language.
	WO. She makes use of the first language for planning her writings. Her creations reflect a good use of modes which coincide with creativity and variety of language. She uses spatial mode properly.
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	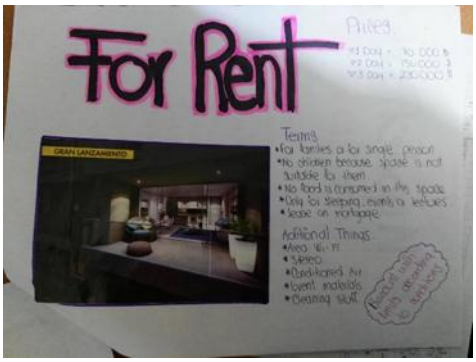

STUDENT	DESCRIPTION
14. ANGIE	**SA.** She is fifteen years. She Likes writing in English. Writing in English is a form of learning a foreign language.
	WO. She uses in her drafts and final productions a variety of colors, compound sentences and good drawings. There are structures in her writings. She has some difficulties with the subject in few sentences. Her discourse has a special sight of the world and it is expressed with few words.
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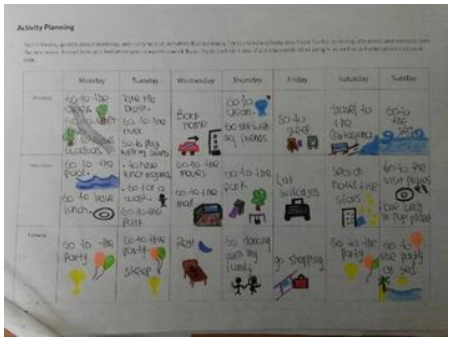
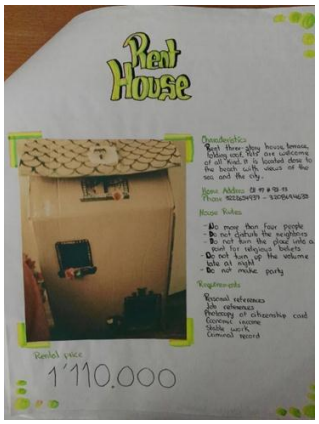
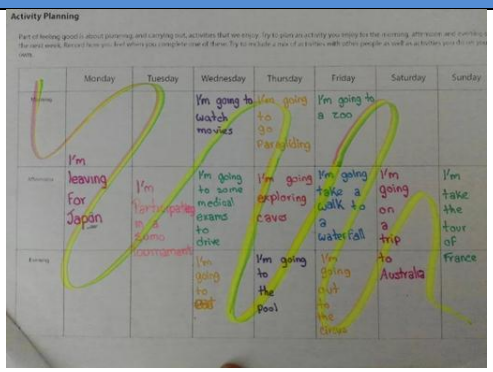
	

STUDENT	DESCRIPTION
15. ERICK	**SA.** He is sixteen years old. He thinks writing expresses how we feel.
	WO .His works show basic use of modes. He uses the first language in some of his drafts. Decision-making in his artifacts, change information but with a proper vocabulary. He has a broad spectrum of the world reflected off his writings. He writes with few words and gets effective communication.
ARTEFACTS	





FOCAL INTERVIEW ANALYSIS
Applied after the first and the second workshops

Group 1

Student	How original is the composition?			How much writing fluency increase?			
	LANGUAGE VARIETY	USE OF MODES	ORIGINALITY AND SELF EXPRESSION	WORDS	PROPOSITIONS	MISTAKES	STYLE

	CONTEXT situation	DESIGNING: other Modes	Structure of the text	Independent Construction Without teacher
13. CAMILA		La creatividad se incentiva bastante	La parte de escritura me va bien, pero es necesario saber las estructuras para la creación de textos	
5.VIANA		Es una ayuda visual un complemento.	Es chévere de pronto algunas personas no conocen las distintas clases de textos que hay, entonces es chévere identificarlos.	
6.KAREN	Más que conocer una estructura es necesario aprender vocabulario, hay palabras que uno no entiende, pero con actividades creativas queda el conocimiento de la palabra y van quedando grabadas.	Uno con la imagen se puede dar una idea de lo que quiere escribir.		Salir como de la rutina hacer algo diferente de las mismas clases, ver las cosas de una forma creativa, ver formas diferentes de aprender.
2.NATALIA	Hay personas que escriben en español y cuando pasan las palabras a ingles no tienen en cuenta que cambian por el contexto	A mí me pareció chévere porque es como una ayuda para hacer el texto.		

FOCAL INTERVIEW ANALYSIS
Applied after the third and the fourth workshops

Group 2

Student	How original is the composition?			How much writing fluency increase?			
	LANGUAGE VARIETY	USE OF MODES	ORIGINALITY AND SELF EXPRESSION	WORDS	PROPOSITIONS	MISTAKES	STYLE

	CONTEXT situation	DESIGNING: other Modes	Structure of the text	Independent Construction Without teacher
12. VALENTIN				Nos explica muy bien lo que tenemos que hacer y al realizar las otras actividades tenemos una idea clara de lo que vamos a hacer
8.LORENA		Pues para mi modo de ver si porque a partir de la imagen se puede sacar mucho texto	Ha evolucionado un poco más, escribía una palabra no más, ahora formamos más oraciones. primero planeamos en español, tener como una estructura más o menos diseñada y luego se pasa a inglés.	Pues bien, porque se sale uno de lo común entonces es muy chévere
4.CECILIA			Yo no escribo muy bien y en estas actividades que hemos hecho siento que he avanzado mucho	
10. DANILO	Uno no se aburre con este tipo de actividades me ha gustado mucho este tipo de actividades.			Pues uno no se aburre en hacer las cosas no es como un hábito normal de una Clase es mucho más didáctico.

MULTIMODAL TEXTS CREATIONS

FOCAL INTERVIEW ANALYSIS
Applied after the fifth and the sixth workshops

Group 3

Student	How original is the composition?			How much writing fluency increase?			
	LANGUAGE VARIETY	USE OF MODES	ORIGINALITY AND SELF EXPRESSION	WORDS	PROPOSITIONS	MISTAKES	STY

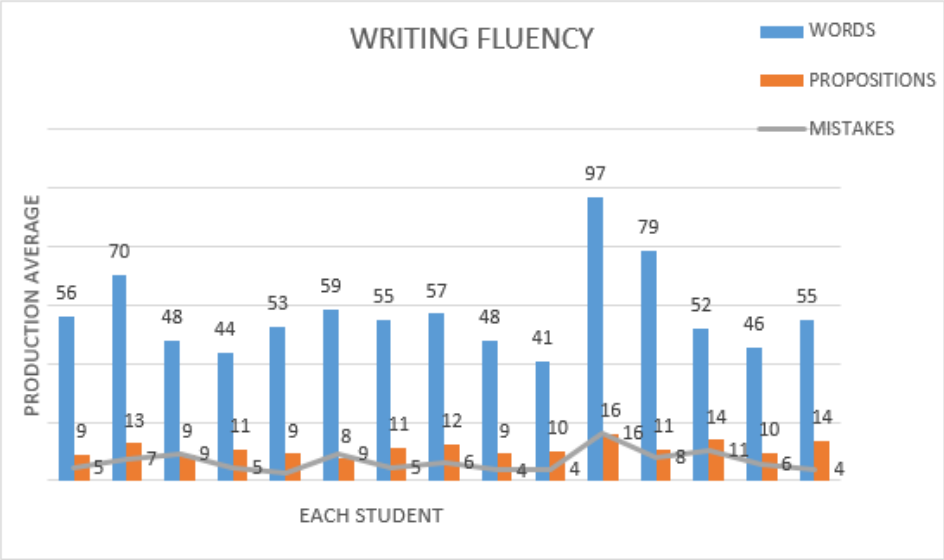
	CONTEXT Situation	DESIGNING: other Modes	Structure of the text	Independent Construction Without teacher
1.MILEID				he aprendido muchas palabras que no tenía el significado de ellas
14.ANGIE			Hemos reforzado la forma de escribir, no es que estemos muy mal, pero ya se nos facilita más escribir y expresarnos por medio del inglés. Tuve dificultades en el uso de algunas palabras y en la estructura	
9.ISA	Uno se centra en las dos porque debe pensar en llamar la atención de la demás gente para que lo lean y empieza uno a pensar en los detalles, en los colores, en la letra.	Es que por ejemplo tú tienes un afiche lo primero que llama la atención es la imagen, depende de la imagen uno lo mira o no lo mira. Las dos a mí me han gustado porque me gusta dibujar. Y en la parte de internet todo es mucho más rápido, porque busca uno la imagen ya está hecha y solo es como pegarla.	Ya estamos más capacitados para escribir nuestras propias cosas, ya no necesitamos del internet y me gusta el trabajo que hemos hecho.	
15.ERICK	El texto debe ser llamativo, pero es importante que tenga un buen contenido y acorde al dibujo, el decorado es importante	A mí me parece que es mejor como más interactuar con la cosas de actualidad, ahora muy pocas cosas se están haciendo manuales, más que todo se usa la virtualidad, acostumbrándonos para lo que nos viene en el futuro.		

5.3 Findings

How could a Multimodal Semiotic Writing Approach promote English Language proficiency in a tenth grader?

To answer this question first able it is necessary to work on three aspects revealed in the artecrafts, focal interviews and observations: they are writing fluency, originality, effective communication around the English Language Learning.

1. How much writing fluency increase according to a number of words, and mistakes?



The more often a student writes, the better the student becomes at creating fluent writing. Writing is not a transcription of words or sentences. It is a reflection from a point of view of experiences, discourses, and inferences. However to measure fluency we needed to observe number of words, sentences and mistakes and the type of writing (style) using simple or compound structures.

Above we observe in the chart the average per student (in the six outcomes) compare with classmates: there is a standard in the propositions writing (9 to 13 units) with a wider range of used words. It shows that learners write short compositions (41 words) and could tell the same as the learners who write longer compositions (97). Some of them wrote isolated words but keeping in mind the unit of text. On the other hand, we reviewed mistakes and its average increase with a number of words.

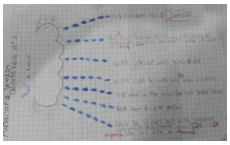
It could evidence little vocabulary at the beginning of the implementation but each student took a different way to get there and got confidence in learning vocabulary. Some students refer to this topic: Lorena says: “he evolucionado un poco más, escribía una palabra no más, ahora formamos más oraciones…” This aim was thanks to the oral stage, group work, rehearsal, and resources.

It indicates that writing practices increased the English language helped also by the process of Genre theory which frames deconstruction and construction of text by group and individual. We observed that some learners as Cecilia and Viana enhanced their process when they work by groups demonstrating advances in their outcomes. Cecilia says:” yo no escribo muy bien y en estas actividades que hemos hecho siento que he avanzado mucho”.

The oral discussion in the deconstruction step motivated to participants like Mileidy and Isa to understand vocabulary: “he aprendido muchas palabras que no tenía el significado de ellas” (Mileidy). Barbero (2015) remembered that the human being needs a comeback to orality to acquire knowledge as Young people are doing nowadays with technologies.” It worths while hightlighing the use of resources like

dictionaries, tablets, phones, posters, books, charts before start writing because they foster to know and learn vocabulary and when they have practiced, they do not require them a lot.:“ya estamos más capacitados para escribir nuestra propias cosas, ya no necesitamos del internet y me gusta el trabajo que hemos hecho.”(Isa).

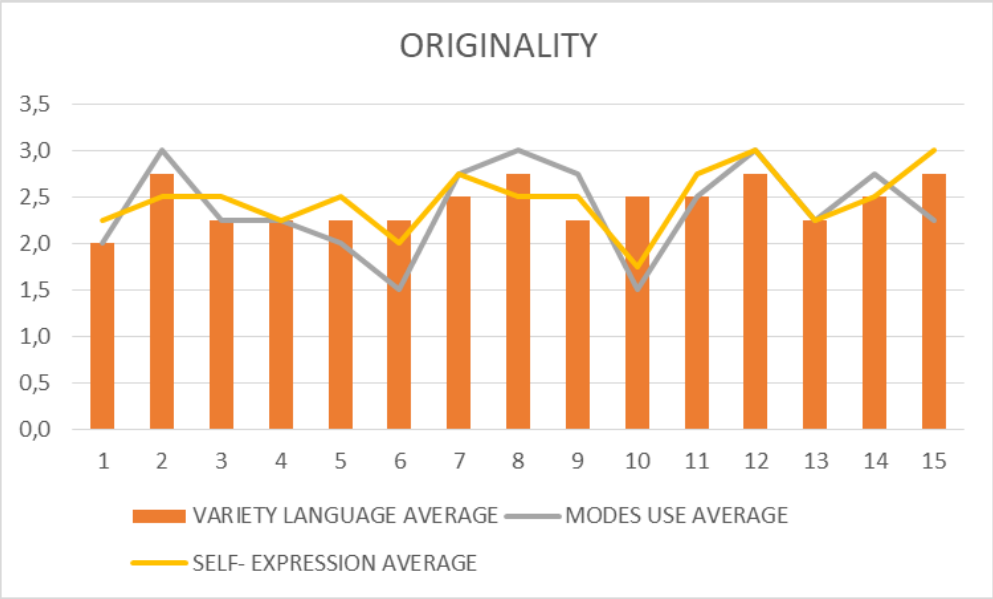
Multimodality environment contributed to reinforcing the English language, letting students like Carlos express in their drafts with graphs, drawings, charts. Mayer (2001) called Comprehension Process with short memory where the verbal system selects the more important words to write propositions and the visual system selects pictures to build a visible representation. Both mind models produce a situational model to aim the effective communication. In other words, Carlos´ process evidences contiguity principle: verbal and visual at the same time let learners more probabilities to maintain those representations in the work memory.



Likewise, we observed Coherence principle in Marlon´s creations where he exposed essential information and excluded superficial data. His communication is effective with short composition and appropriate drawings. As Mayer (2001) explains text with a lot of information overloads learners work memory and blocks connections among visual and verbal source.

In cognitive dimension, learners enjoyed and learned about text structures with the corresponding English expressions. In the process of deconstruction and construction texts students interacted with more than one structure. Viana thinks "es chévere de pronto algunas personas no conocen las distintas clases de texto que hay, entonces es chévere identificarlos." To write they took decisions to express themselves and used the learned expressions according to the structures after know about them. Camila states "…pero es necesario saber las estructuras para la creación de textos"

2. How original is the composition allowing language variety, use of modes, and self-expression?



The original discourse is marked by the learner´s world vision, their experiences with knowledge and other modes. For this answer, we observed how

students express themselves using other sources besides verbal and the variety used in it.

To analyze originality in learners´ compositions, the above chart where compares the state of language variety, use of modes and self-expression (1: poor 2: fair 3: great) Showed on the left down. On the across, we find the number of each student with an average of six outcomes. The data shows authentic self-expression and use of modes are often at the same level in concordance with the verbal model.

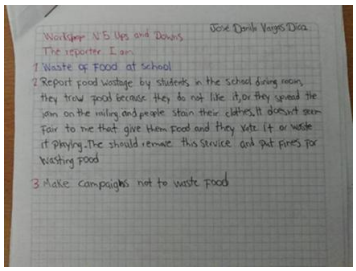
Learners ´outcomes evidenced linguistic mode with designing in their letters. Kress (2005) states that big letters transmit important information than small ones. We observed this principle in some students like Isa who expresses: “uno se centra en las dos porque debe pensar en llamar la atención de la demás gente para que lo lean y empieza uno a pensar en los detalles, en los colores, en la letra”. Similarly, some other used color in letters to classify the type of information.

Moreover, inside the composition, we found some graphics, math symbols, lines, charts that realize mental structures and how are designing formats to present data nowadays. Farias (2010) postulates that new formats to show information require semiotic, interactive and constructive models to help in the learning process.

This principle is achieved with some learners like Danilo and Karen who wrote making use of those diagrams.

----Charts to classify

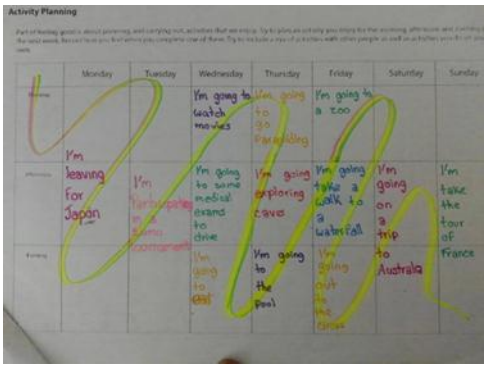
Numbers to organize ----



This high structure knowledge represents the genre and the connection among texts, in other words, intertextual dimension. We observe students are not aware of structures but when they start to design them, they apply previous knowledge based on experiences, inferences, and discourses (VanDijk, 2013). In focal interviews, learners mentioned the importance of knowing new structures to write.

We found participants enjoying and learning how multimodality is not only in digital texts but in handwriting and crafts. They liked working with groups using colors, scissors, and marks making new designs in multimodal written texts. We noticed some learners write more sentences than in their drafts to fill their designs.

There are skillful students in the use of modes: creative people but sometimes they are not so originals because of repeat basic structures or models. Other learners tried and were better during the implementation with creativity and wrote breaking traditional structures. For example, Erick made a holy week plan using other perspectives of trips (Japan Trip), creating activities, maybe based on experiences or discourses he had listened or read. While his classmates wrote about traditional activities like daily routines.



Originality does not depend on using appropriated modes but the information students have to write about. Use of modes contributes to developing creativity in multimodal text design.

For participants creativity is a relevant item to English Language Learning independent of originality:

Camila: “la creatividad se incentiva bastante”

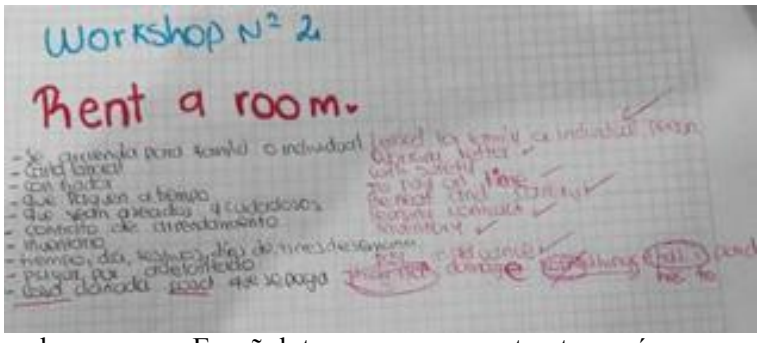
Karen: “Más que conocer una estructura es necesario conocer vocabulario. Hay palabras que uno no entiende pero con actividades de creatividad queda el conocimiento de la palabra y van quedando grabadas”

3. How effective the communication is?

Effective communication is not covered 100% percent because even there are some mistakes in English Language (Accuracy) however learners attempt to respond aspects of the situation using visual, verbal and audio modes in a well-chosen style to communicate their ideas. Likewise the use of modes were inappropriate.

To analyze this topic researchers took into account students filled tasks according to situation given. The following aspects were observed: use of Spanish and drafts.

Use of the first language by students with some difficulties, to plan the written text especially during the initial workshops. It facilitates confidence in communicative objectives. They made conscious of rules, words, sentences and information they needed to develop writing. As an anecdote, researchers discovered how some students use Spanish on the other side of the sheet in a hidden written with pencil. Some teachers has a wrong idea related with Spanish use in English class so students are afraid of practicing it.



Lorena: “primero planeamos en Español, tener como una estructura más o menos diseñada y luego se pasa a Inglés.”

On second instance, it is proper to mention the habit of using drafts before final paper to get a writing of high quality. With this resource students shared ideas, edited their writings, recognized mistakes, compared and reviewed with classmates and teacher. Some students outlined visual mode in drafts as a help to design the final project and get powerful communication.

Cecilia: “Yo en ese proceso primero pregunto, me empapo de la ideas, lluvia de ideas, escribo en Inglés en algunas ocasiones de una vez o a veces en Español y paso a Inglés.”

As final element, designing with modes does not indicate an effective communication. Some students practiced them in a basic way without skill. Those sources have rules as verbal mode and it is relevant to know its pertinent use.

CHAPTER 6.

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

In this chapter research teachers will present a summary of findings of the study based on the data analysis. Initially, in the first paragraph we are going to explain how the multimodal semiotic approach promoted English language proficiency of tenth graders, and at the same time we shall show how much their fluency in writing proficiency increased, their originality of their compositions in using other modes and the effective communication. On the second part of conclusions we are referring to the advantages which we have observed in the use of multimodal semiotic approach in writing compositions.

After applying six workshops using multimodal environments, we found out that the proficiency of English level varies according to the learning capacity and skills of each student but increases vocabulary and knowledge of text structure.

Fluency in writing reflects English Language proficiency increasing number of words, and effective propositions. To get a high level each student takes a way according to their expression abilities. The teacher should supply a variety of writing formats in a multimodal environment, creating options to deconstruct texts by groups and creating others but at the end combining individual and collective manner.

On the other hand, originality and creativity are presented in multimodal creations in two different ways but in an important sense to catch reader attention. Originality is joined to the knowledge of world through experiences, inferences and others discourses. A

writer needs this information to create texts and also requires other modes and creativity to get effective meanings.

On the second part, Multimodal Semiotic Approach benefits the authentic work with learners because uses updated technologies and fosters resources. Students recognize that there are other expression and communication modes which can exist alternative with the linguistic one due to there is a preference evidence to use pictures, videos, graphics among other resources to enrich the text.

And researchers found other advantages: Learning genres gives students a linguistic potential to join new domains of social activity and social power. The implementation of tools in order to create multimodal text let the students felt self-confident to develop their writing skills. Virtual environment opens new opportunities to develop collaborative learning with the students. It is an excellent way to share with the partner's points of view.

After the implementation of workshops, students began to enrich their vocabulary as well as to improve coherence and cohesion. The use of Genre Pedagogy gives the opportunity to be creative. There are possibilities of working transversal topics in the school. The students are motivated to work with others tools and modes to express meaningful text. The workshops let the students organize their mental structures likewise developing creativity.

As sum although there is still much more to discuss, literacy should be with different semiotic modes because there is not only one writing format. Designing strategies to form autonomous learners who reflect on his own point of view and experiences,

eliminating the traditional concept: writing is transcription. Literacy emancipates the human being to tell his own history.

PEDAGOGICAL IMPLICATIONS

School should not continue guiding educational practices based on an idea of merely verbal text, but rather it is necessary that educational process be conceived from a multimodal meaning of the text. Teaching practices must therefore be adapted to the requirements of the context in which students are inserted and the characteristics of their processes, that is to say, a reality of multimodal communication.

Moreover, inside each institution, multimodal approach must be worked by all educational areas in an integrated project, especially with ICT to reinforce the use of digital and handwriting technology. Written productions should be in both languages: Spanish and English.

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Annex

Annex 1. Students´ English needs Survey and Results

Writing Practices through Multimodal Texts Creations Project

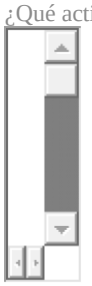
OBJETIVO:
DIAGNOSTICAR LA NECESIDAD DE PROMOCIÓN DE LA ESCRITURA EN INGLES EN EL COLEGIO VILLEMAR EL CARMEN.
OBJECTIVE:
TO DIAGNOSE NEEDS ON ENGLISH LITERACY PROMOTION IN VILLEMAR EL CARMEN SCHOOL.

*Obligatorio

In what comunicative skill(s) do you have difficulties? *
¿Con qué habilidad(es) comunicativa(s) en Inglés tiene mayor dificultad?

- o Listening - escucha
- o Writing- escritura
- o Speaking- habla
- o Reading- lectura

What activities would you like to try to be better in the skill you have dificulties? *
¿Qué actividades le gustaría practicar para mejorar en la habilidad en la que presenta dificultad?



Do you know magazines or newspapers in English? *
¿Conoces informativos, periódicos o revistas en inglès?

- o Yes
- o No

Do you like to participate in a group to desig and elaborate a scholar newspaper? *
Te gustaría participar en un grupo para diseñar y elaborar un periódico escolar en inglés?

- o Yes

- o No
- o Otros:

What sections would you like to read and/or write on an English scholar newspaper? *
¿Qué secciones te gustaría leer y/o escribir en un periódico escolar en inglés?

- o Sports- Deportes
- o Social activities- Actividades Sociales
- o Technology- Tecnologia
- o Science- Ciencia
- o Cartoons - caricaturas, historietas
- o Music- Musica
- o Stories- Historias
- o innovations- Innovaciones
- o Otros:

How do you prefer a newspaper?
¿Cómo prefieres un periódico?

- o Printed- Impreso
- o Virtual - Digital
- o Otros:

Do you think a newspaper or magazine is important? *
¿Crees que un periódico es importante?

- o No
- o Yes

Why is or isn´t important a newspaper? *
¿Por qué es importante o no un periódico?

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

100 %: ¡Lo lograste!

Annex 2. Characterization Sample

CARACTERIZACION

DIAGNÓSTICO DE CARACTERIZACIÓN DEL CURSO DE MEDIA ESPECIALIZADA NIVEL INTERMEDIO

1. Nombres:

Tu respuesta
2. Edad:

Tu respuesta
3. Barrio:

Tu respuesta
4. ¿Con quién vive?

Tu respuesta
5. ¿Quiénes componen su núcleo familiar?:

Tu respuesta
¿Tiene hermanos?

SI
NO
¿Cuántos hermanos?

Tu respuesta
¿Es hijo único?

SI
NO
8. ¿Tiene libros de consulta en su casa?

SI
NO
¿Cuáles?

Enciclopedias
Libros
Diccionarios
Otros
¿Tiene libros de consulta en inglés?

SI
NO
¿Cuáles?

Tu respuesta

13. ¿En su casa hay computador?

SI
NO
14. ¿En su casa tienen conexión a Internet?

SI
NO
15. ¿En su familia acostumbran a escribir en el computador?

SI
NO
¿Qué textos?

Tu respuesta

16. ¿Para usted qué es escribir?

Es llenar un espacio con lápiz, esfero y digitar en computador
Es una actividad de clase
un proceso de comunicación
17¿ Con qué frecuencia escribe?

una vez a la semana
una vez al mes
dos veces al mes
Otro:

18. ¿Qué tipos de textos escribe?

personales
formatos academicos
Otro:

19. ¿Qué pasos sigue cuando escribe?

Tu respuesta

20 ¿Cuándo escribe tiene un objetivo?

SI
NO
21. ¿Cuál o cuáles?

Tu respuesta

22. ¿Se le facilita escribir en español?

SI
NO
23. ¿Se le facilita escribir en inglés?

SI
NO
24. ¿Qué necesita para escribir en inglés?

Tu respuesta

ENVIAR

Annex 3 Workshop Structure

FIRST: School information, course, teacher´s name and number of the workshop

COLEGIO VILLEMAR EL CARMEN
INSTITUCIÓN EDUCATIVA DISTRITAL
LOCALIDAD 9ª. FONTIBON *DANE 111279000125*
Resolución 1961 de Julio 04 DE 2002 y
Resolución No. 378 de febrero 01 de 2007

ALCALDIA MAYOR
BOGOTA D.C.
Secretaría
EDUCACIÓN

WORKSHOP No..... TEACHER :CLARA JIMENEZ

STUDENT:..... COURSE:..... DATE:.....

SECOND: Topic and specific aims of each workshop

TEMA/TOPIC: 7 TIPS FOR A TIDY DESK (7 consejos para un escritorio organizado)

OBJETIVO / OBJECTIVE: Incrementar las habilidades en escritura de textos cortos

THIRD: Context: It is important to clarify to the student the situation, the type of genre and the reader.

2. CONTEXTO: Ideas para mantener el área de trabajo o estudio organizada

MESSY

TIDY

FOURTH: DECONSTRUCTION OF GENRE: METACOGNITIVE ACTIVITIES

FIFTH: CONSTUCTION OF GENRE : GROUP WORK

SIXTH: CONSTUCTION OF GENRE: INDEPENDENT PRODUCTION (LINGUISTIC MODE)

SEVENTH: DESIGN :USING OTHER MODES: VISUAL, AUDIO, SPATIAL

EIGHT: SHARE USING ONLINE APPLICATIONS: POWTOON, STORY BIRD, INFOGRAMS

Annex 4. Focal Interview

¿Cómo se sintieron ustedes con la realización de esta actividad?

¿Ven ustedes algún avance en ese proceso de escritura de inglés?

¿Qué dificultad tuvieron cuando hicieron la construcción del texto?

¿Cuando ustedes hicieron el ejercicio utilizaron traductor como fueron los pasos para realizar la actividad?

¿Qué opinan del uso de imágenes o de estos textos multimodales para acompañar ese texto escrito?

¿Y consideran que es importante en el momento de escribir?

¿Encontraron en la actividad algo difícil en el momento de realizarla?