



Collaborative Inquiry as a way to promote elementary students' reflections in the EFL classroom

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Collaborative Inquiry as a way to promote elementary students' reflections in the EFL  
classroom

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**Dedication**

To my beloved daughters Gabriela and Anamaría, my adored husband Gerardo Andrés and my dear parents Ana and Libardo.

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### **Abstract**

This qualitative action research study approaches an inquiry based learning process in which fifth graders work collaboratively by examining a local topic (school snack) from their school context, from many different perspectives of their interest. The collaborative inquiry was a way to promote elementary students' reflections in the EFL classroom. The EFL curriculum was organized around students' communities and realities as relevant resources for language learning. The school snack was the topic selected by students for inquiry and language learning. Lessons were organized around students' knowledge about the daily snack and what they wanted to learn about the topic. Exploring together issues related to the school snack, students wrote reflections, interviewed school administrators and the people in charge of bringing, serving and providing the school snack daily. They also searched for information in different sources to document their inquiries. Data were collected through reflective journal entries written by students, a book about the learning experiences in inquiry groups and the researcher's field notes.

Findings report that through a classroom project, fifth graders developed inquiry skills and literacies (digital, visual, oral, written) while learning together and improving their social competences through collaboration. Learning is about developing competencies for life and using language to learn to think and to express oneself. Inquiring in the language classroom evidenced the use of language (Spanish and English) as the means to learn about meaningful content beyond mere English grammar lessons. Inquiring collaboratively led to individual reflections about the challenges of working together and school coexistence as the way all the members of a scholar community relate to each other.

Key words: Collaborative Inquiry, EFL Classroom, CBP, coexistence



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## **Chapter 1**

### **Introduction**

This action research deals with the implementation of inquiry based learning in the EFL classroom in an attempt to promote reflections between students about the way they coexist inside the classroom, while they were learning about different issues with a transdisciplinary view of education. The current chapter presents the purpose and goal of this research study; the statement of the problem: how and why this study took place, the research questions, objectives and the rationale.

This research approaches a collaborative inquiry process in which fifth graders worked collaboratively in the EFL classes by examining a local aspect from their context (school snack in this case) and by writing reflections about the challenges of working together during the inquiry process. Those reflections let them experience school coexistence in group work and use language (English and Spanish) to express themselves. The pedagogical intervention proposed doing inquiry about a topic of their interest in the language classroom in which language is used as an instrument to gather, organize and report findings. Learning through inquiry is learning about life, science, how to be better human beings, how to use language to express oneself.

#### **Statement of the Problem**

The EFL classroom in a public school is full of many different characteristics that make it special: the large number of students, the low socio economic conditions of the students, and the lack of resources, regularly the grammar-focused methodologies for TEFL, among others. Those



situations urge the teacher – educator, to consider a broader vision of teaching that goes beyond the linguistic aspect. Thus, the learning situation becomes an opportunity for students to participate in engaging in inquiry processes in the language classroom. In that sense, this project also represents the possibility of experiencing the language classroom as a place where peaceful coexistence is central to the curriculum. The language classes allow the students to reflect about coexistence (understood as the peaceful way to relate to each other) as one of the pillars of the citizenship competences proposed by the Ministry of Education. Coexistence is addressed at Colegio Codema by means of developing activities oriented to acknowledge the Manual de Convivencia (Community Hand Book) as the most important set of rules to be known by the students. The elementary school students are asked to know the community handbook in order to understand the way they are expected to behave. Knowing the community handbook rules seemed to be insufficient for students. Thus, a permanent pedagogical plan needs to be put in place by teachers and the academic community to promote peaceful coexistence in the classrooms and for students to concentrate on having better academic opportunities to succeed in their learning process.

To explore students' coexistence values, I administered a questionnaire (See Appendix 1) to my colleagues in the elementary school in July 2014, in order to confirm the relationship between difficult coexistence situations and learning processes. When asking them about the different aspects they consider that affected their learning process inside the classroom, their answers showed students' relationships are a determining factor for the learning processes.

“cuando los niños experimentan situaciones en las que su entorno escolar está afectado por situaciones en las que ellos dañan la convivencia o son víctimas de otros afectando dicha convivencia; sus procesos de aprendizaje entran en conflicto, ya que comienza una lucha entre querer y poder aprender, entre lo que puedo y lo que los otros me dejan hacer o decir”. (Liliana Castro, 5<sup>th</sup> grade teacher)

Moreover, the way students coexist in the classroom and their feelings is expressed in the following excerpts; they were taken from an informal interview in the classroom on September 2014 with fourth grade elementary students. The excerpts show how children were concerned about different situations that do not let them have the type of investment they could have in the different classes.

“uy teacher, es muy feo cuando no dejan escuchar porque se ponen a hablar o jugar, yo aveces no sé qué toca hacer y pues claro no me dejan aprender” Fourth Grade student # 1.  
 “pues teacher cuando esos niños se ponen hacer bullying, osea teacher a burlarse de cuando uno habla, eso mejor uno no participar, yo sé que usted nos dice que uno aprende a hablar hablando, pero para que se burlen, eso uno mejor no participar, pues uno no aprende, pero tampoco se burlan de uno” (Fourth Grade student #2).

Going beyond the presence of those situations that affect the peaceful coexistence in the classroom as part of the daily life at school, the questionnaire to my colleagues and the interview to students also showed that pedagogical practices seemed not to do much about the promotion of peaceful practices inside the classroom or the reflection about the current relational practices between students as a resource for the change of attitudes.

“lamentablemente hemos reducido el tema de convivencia al “conocimiento” del manual de convivencia, lo que resulta insuficiente pues los niños no se están apropiando de prácticas pacíficas de convivencia, pues dicha convivencia se traduce en reglas por cumplir y no hay reflexión alguna de lo que significa convivir en un aula de clase”  
 (P.R., 2<sup>nd</sup> grade teacher)

“pues teacher pues la convivencia tiene que ver con portarnos bien y no hacer cosas que no estén en el manual de convivencia” (Fourth Grade student # 5).  
 “aqui en el colegio las cosas de convivencia que hacemos es como cuando en la clase de sociales leemos el manual de convivencia y hacemos un resumen, yo no creo que eso tenga que ver con la clase de inglés” (Fourth Grade student # 10).

In conclusion, the problematic situation tackled in this research, is related to the pedagogical practices that in English language teaching and in the other content area classes do not promote reflection among students. In other words, the research addressed a pedagogical

proposal that leads students' reflections about the way they relate to each other and build a peaceful coexistence while developing language learning process

It is important to recognize that more than saying that there are coexistence problems during the language classes with children, teachers have a considerable responsibility about how their teaching practices engage or not students in meaningful learning activities. After understanding that, as a teacher, I am an agent of change and one of my roles is to help students have better environments for the FL learning process, I decided to carry out a research project that could be meaningful for the students and for me as a teacher researcher that served the purposes of the institution contributing to the PEI's (Institutional Educative Project) ideas about students who reflect on their society.

The goal of this research study was to lead fifth grade students into a collaborative inquiry, so that they could reflect about the way they relate to each other in a collaborative work and write reflective paragraphs in English. For that purpose, I posed the following questions and objectives:

### **Research Question**

What types of reflections about school coexistence are unveiled when elementary students do collaborative inquiry in the EFL classroom?

### **Research Objectives**

- To characterize the different reflections about school coexistence that students experience when doing collaborative inquiry in the EFL classroom.
- To analyze the possible influence of collaborative inquiry on students' relationships.

**Rationale**

Language classes from a post structuralist view need to go beyond the mere linguistic aspects of language, understanding language as the greatest way humans have to share ideas. Elementary school students at Colegio Codema are lacking the reflection about their life at school, not because they are not able to do it, but because it is not part of the prescriptive curriculum. They are used to the set of rules presented in the community handbook and the citizenship competences established by MEN. They are not used to be asked about the way they live their coexistence at the school and how that coexistence hinders or fosters the learning processes in their school life. The promotion of pedagogical practices that allow children to do collaborative work through inquiry can foster reflections about being together in a society. Those contributions in terms of pedagogical practices are in a way an input to the curriculum for the development of citizenship competencies in the classroom (Ramos, Nieto, & Chaux, 2007).

Implementing an inquiry curriculum that permitted students participation and reflections about their coexistence had a positive impact on students' language learning process due to the fact that they used English Language as a means to express their reflections. The school also learned about the content of students' reflections by reading the books they created and launched in the school library. Reflections about school coexistence in the classroom are a great contribution to the citizenship competences proposed by MEN (2003), in the sense that to be competent is not only a matter of following a set of rules but also understanding the importance of being together and how those attitudes in an inquiry project in a language classroom could be reproduced in other contexts.

Moreover, this research study can help to understand Pennycook's (2007) ideas about language as a local practice, in which language is permeated by social, cultural and political

aspects. Language in Pennycook's (2007:2) words is viewed "as an activity rather than a structure, as something we do rather than a system we draw on, as a material part of social and cultural life rather than an abstract entity". From that perspective the research assumes a socio cultural perspective in which Community based pedagogies, collaborative inquiry, coexistence and Translanguaging, became the core concepts for the theoretical support that are presented in the following chapter, as a way to frame the ideas developed along the research.

## Chapter 2

### Literature review

This literature review deals with the main constructs that theoretically support this research. In the first part, I present Community Based Pedagogy as the framework in which all the pedagogical implementation is supported. Afterwards, and taking into consideration the problem addressed through the study, the concepts of coexistence and collaborative inquiry are exposed. Finally, the concept of Translanguaging helps explain students' language productions resulting from their collaborative inquiries in which English and Spanish are both used to make meaning.

#### Community Based Pedagogy

Being a teacher in a public school necessarily implies acknowledging the surrounding context of your students. That acknowledgement in which the teacher and the students are invited to take into consideration the community as a source for knowledge is called Community Based Pedagogies (CBP). Medina, Ramirez and Clavijo (2015) proposed CBP as an approach to read critically the community in which looking into the problematic situations of the community and proposing alternatives for transformation are the two big perspectives to be addressed. CBP proposes teachers and learners to go and inquire in the community in order to establish connections between the curriculum and the sources available in the surroundings. Clavijo (2014) argues that CBP is a set of practices that permeated the curriculum, giving understandings about the communities in which the school and the students are embedded. The sources taken from the local context the community represents are starting

points for teaching and learning that enrich the language curriculum (Clavijo and Sharkey, 2011).

The previous statements were taken into consideration when reflecting about pedagogical practices in the EFL classroom that involve the students' contributions in curricular construction. The understanding of language as a means of knowledge acquisition and sharing led me to consider CBP as the most appropriate approach to establish meaningful connections between the students' sources from their communities and their learning. Johnston and Davis' (2008) ideas about the community as source for learning give strong support to this idea. "Students learn best when learning connects strongly with communities and practice beyond the classroom [by interacting with] local and boarder communities and community practices" (p. 353).

"There are different ways to approach the knowledge the community can provide, each community brings a unique combination of assets" (Kretzman and McKnight, 1993). In that search for resources that connect to the curriculum, it is important to understand, according to Somerville (2010), that places can be a source for learning. There is a strong relationship between the place and its stories and between people and the place, which implies that there several entities to learn and to discover about the places a community has. In the particular case of Codema School, where I work and my students are immersed, there are different situations related to the school coexistence that are affecting somehow the learning processes the students have for example, when a student do not want to participate in class because is afraid of their classmates' reactions and for that reason. Coexistence appears as an issue to be addressed in the language classes.

The great value of CBP as an approach to bring students' worlds into the language classroom recalls the idea of Dewey (1997) about inquiry in the curriculum, in which the curriculum is seen as a "based upon a philosophy of experience" (p. 27), a curriculum that empowers students and teachers, language teaching implies the acknowledgement of the social aspect of language learning, which directly connects to the following construct, coexistence, as a very important issue in the language classroom context. The way students coexist and the experiences they have about it can bring sources for the language classroom.

### **Coexistence**

The concept of coexistence is understood as the way the people relate to each other and understand the conflict as part of their daily life; from the perspective of the citizenship competences proposed by the Colombian Ministry of Education in order to address an education that is intended to form citizens in peaceful environments. Citizenship competences have been recently studied as they are considered an important part of children education at school. The issue has been approached from different perspectives, since citizenship itself has different ways of understanding. The studies selected here start with citizenship as understood by Mockus (2004), as the way people (children in this case) are active part of the society, being aware of the others as part of the surrounding world. In other words, the way a person, related to the state and to the members of the society, give strong importance to the good relations with others based on principles like respect, confidence, solidarity, autonomy and diversity.

The term is broadly defined in conflictive settings and supposes the acknowledgement of the others and its differences. Berns and Fitzduff (2007) state that "coexistence describes societies in which diversity is embraced for its positive potential, equality is actively pursued,



interdependence between different groups is recognized, and the use of weapons to address conflicts is increasingly obsolete” (p. 2). In that sense, it is important to say that this research addressed the issue not from a remedial perspective in which children need to be taught about how to coexist, but from a relational perspective in which any contribution to the peaceful coexistence in the language classroom could be helpful to provide better learning conditions for the children.

In order to expand the view of the concept of coexistence in educational settings, I present some studies that have addressed the issue. The first local study important to mention here is one that is currently being carried out at the school where I work by Cabra, Gonzalez, & Gomez (2014) about citizenship competences with children at school. This study is based on the behavior children are expected to have in different contexts inside and outside the school. The project has two main stages in which, at first, students are taught through workshops and games, about the different behaviors a “good” citizen is supposed to have. The second stage intends to place students in different contexts (parks, theatres stadium, between others) and see how they have learnt about how to behave there. This study is important to the current research in the sense that it focuses on developing citizenship competences as integral to children education. It also provides reasons to say that it is not enough to work with the behaviors they are supposed to have when being in a place, but also it is necessary to reflect about the specific citizenship competences to enhance their leaning processes.

A study carried out by Bello (2011) at the university level intended to analyze the discourses about citizenship that emerged in these students throughout a process of critical reflection building in the EFL classroom. This study is valuable for my proposal in the sense that it gives understanding of the local ways of working with citizenship and how to address

this issue in EFL contexts, based on the local policies given by the Ministry of Education. The study suggests that language is a great means for expressing ideas about social issues and citizenship competences, which opens the door to consider the idea of addressing this theme from the language classroom.

Other two related studies about citizenship competences here in Colombia are studies carried out by Chaux, Nieto, & Ramos (2007) and Chaux & Velasquez (2005) that support the work with citizenship competences in different institutions all over the country. The studies are in a way the compilation of different experiences around the country in which the citizenship competences are an important aspect in the integral education of individuals. These studies gave me a theoretical and pedagogical framework of the issue of citizenship in schools. The previous studies provide understanding about the ways to address the issues in the language classroom. From there, collaborative inquiry appears as a way to approach the students' context from the English classes.

### **Collaborative Inquiry**

Inquiry based learning is presented as a way to engage students in meaningful learning in the EFL classroom, in which learning language goes beyond linguistic structures and classes focused on personal and social knowledge. Collaborative inquiry implies the recognition and adoption of Vygotsky's ideas about cognition, in which it is understood how knowledge is constructed and displayed by social and material contexts (Lee and Smagornsky, 2000). In collaborative inquiry, the learning is mediated between a person and others and their cultural artifacts. It involves the understanding of the social context as knowledgeable and the learning as the result of the interactions (Lee and Smagornsky, 2000). It also implies to challenge the

students by stating real questions so that they could focus their attention on accomplishing the answers. Learning occurs “because the making requires the students to extend his/her understanding in action” (Wells, 2000, p. 64).

A key aspect in collaborative learning environments is that, “knowledge is created and recreated between the students in the sense they bring their experience and the information they gather from the different sources inside and outside the community with the common objective of obtaining results for their inquiries” (Wells, 2000, p. 64). Inquiry becomes a form of curriculum, as proposed by Short and Burke (2001), who states that curriculum as an inquiry is more powerful when teachers and students come together with their experiences, interests and knowledge. This vision of curriculum understands the content as the core of meaningful learning, taking into consideration that content comes from their community and their inquiry about it. According to (Dewey, 1938). Language becomes the instrument through which that content is gathered, shared, and created,

The possibility of inquiring as a curricular practice encourage students to get involved, talk to each other and gain strong understandings of the inquired issue. Collaboration and reflection become the means through what learning is produced. This perspective allows students to go beyond just gathering and reporting information. This is a conscious system in which students wonder all the time, when being engaged in informal interactions and conversations Short and Burke (2001). In order to follow that path, Short et al. (1996) propose the authoring cycle (p. 262), as a flexible way to get students through the inquiry process of meaning making. Here, reading and writing become more meaningful because the cycle encourages students to think as scientists in order to acquire a new view of a topic or issue.

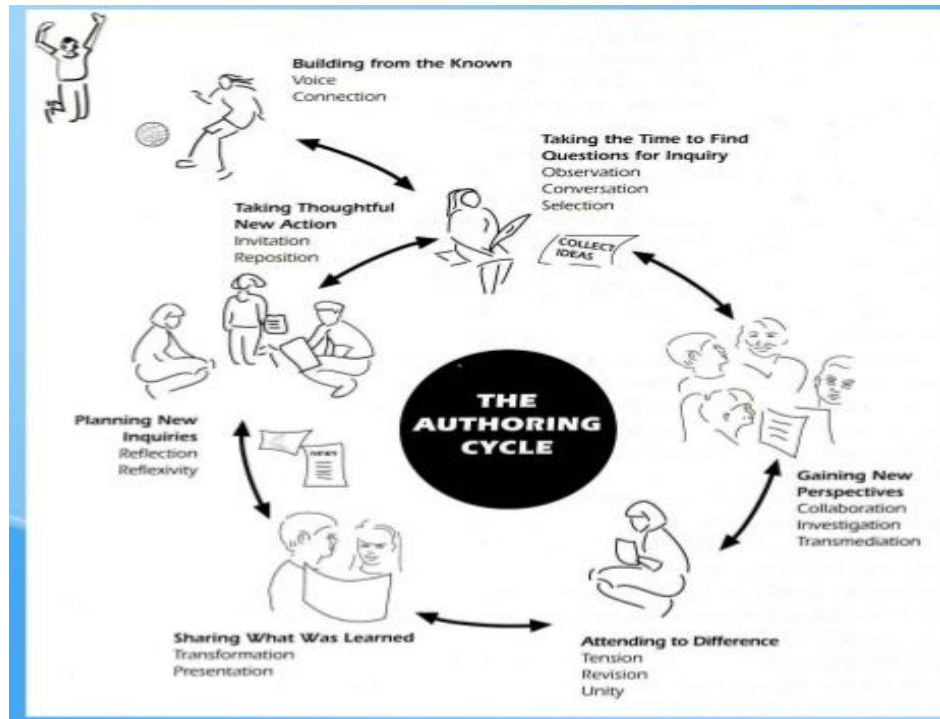


Image 1. *Authoring Cycle* by Short (1996)

Different studies have been carried out about curriculum as inquiry; for example, Mendieta's (2009) described the outcomes in the implementation of inquiry-based approach in the EFL classroom. The study revealed the importance of collaboration when inquiring and sharing from their own reality. Collaboration is relevant in my research in the sense that children are immersed in a collaborative culture of inquiry. Another relevant issue of this study is the exposure students had to sources in both L1 and L2, which allowed them to develop an insightful inquiry process; helping the researcher to understand the role of inquiry as a collaborative activity that promotes learning beyond the language.

In order to continue with the understanding of the different approaches to inquiry based learning, the following studies: Perez (2013), Melo (2014), and Rincon (2014) have developed research in which inquiry is used to promote social awareness between the students. The three researchers explored different social issues with their students by creating

inquiry communities in which language was the means for searching and reporting information for the inquiries. In the three studies, the EFL classroom turns into a place for reflection in which the literacy processes were understood as practices to grow as citizens, critical thinkers and learners.

The previous studies were developed in different levels of education (high school and university) with the shared purpose of guiding students into reflections on their near contexts and social situations by means of inquiry; in that sense, the studies presented constitute an alternative for students to observe, analyze, and propose reflections about social issues that occur in their own environment.

Moving to the elementary school levels of education, there is a very interesting study by Ghiso (2009) in which the main purposes were to examine what to be a writer in first grade means and how the teacher orchestrated writing invitations to examine how students interact with such invitations and how the teacher and the students talk about writing. The study presents as powerful findings the critical stances children can get as a result of inquiry as a meaningful exercise before facing writing and the importance of giving time to children within the inquiry process to spin their own ideas. Which is powerfully relevant for the study in the sense this study was developed with elementary school students. The study presents a vision of literacy in which writing appears as an instrument for expressing ideas (from the inquiry process) and not as a plane activity.

Other research studies' findings suggest that inquiry is an opportunity not only for learning about language but for learning through language, as presented by Pineda (2007), whose conclusions suggest, on one hand, the great amount of language features learned from the inquiry process when searching, organizing and presenting the information. On the other

hand, they suggest the quality of learning outcomes from the inquiry process itself and from the inquired aspects. Collaborative inquiry processes enable students to learn about content through reading, writing and oral experiences with language inside and outside the classroom. Thus, language learning occurs while they learn to think about social issues and to interact with texts while constructing meaningful inquiry experiences.

Possibly the study that is closer to the current research is Parra (2012), whose main purpose was to analyze students' interactions while working in inquiry based learning activities. The findings in the study suggest that inquiry is a great opportunity to promote collaboration, group support and conflict resolution; Parra's result of the use of inquiry processes with students to promote conflict resolution supports my decision to address coexistence in EFL learning through classroom projects. Students immersed in projects, as presented in the findings of the study, have the opportunity to narrate and reflect about different circumstances they live during the inquiry process.

To sum up, the different studies suggest inquiry is a great opportunity for learners and teachers in the EFL classroom to interact while learning about language, and different social and cultural issues related to the particular inquiries. The tendency in the majority of the studies is to promote awareness about social issues as the result of inquiries. Similarly, the current project proposes to raise students' awareness on social issues related to coexistence in school and citizenship competences as the result of children reflection. In that complex process of being inquired, language plays a very important role in EFL contexts; for that reason, it is necessary to have a great understanding about the way students use and construct language in order to be used to gather and to report the learning from the specific topic they are inquiring about and the way they feel and behave during the process. In that sense,

Translanguaging is presented as an alternative to reflect about which language learners use among them when inquiring and learning foreign languages.

### **Translanguaging**

According to Garcia (2009), Translanguaging is an approach about the understanding of language, bilingualism and the education of bilinguals. It considers the language practices of bilinguals not as two autonomous language systems as has been seen, but both languages as one linguistic repertoire with features that has been socially constructed. Language is not a simple system of structures that is independent of human actions with others. Consequently, language refers to simultaneous processes of continuous becoming of selves and language practices.

The bases of this concept comes from the acknowledgement of L1 as a tool for L2 learning. Meyer (2008) states that the L1 provides scaffolding and lowers the affective filters students could have when learning a language. That scaffolding is one aspect to be taken into consideration when working in elementary beginning levels of EFL language settings of instruction in the public sector, with only 1 hour per week of instruction. In this respect, the process needs to be gradual and let the students understand and be aware of the differences of both languages as suggested by Morahan (2007). A social perspective in language teaching implies the revision of the use of L1 as a very important aspect during the learning process, in which L1 allows students to work within the zone of proximal development proposed by Vygotsky in the sense that they use L1 “when doing pair work to construct solutions to linguistic tasks and evaluate written language” (Morahan, 2007).

The idea of using L1 and L2 in the language classroom has been understood from different perspectives through the years. From the linguistic view the use of both language learning settings was named code switching. Codeswitching implies, according to Cook (2001), as cited in Meyer (2008), that students substitute vocabulary from their L1. They “gradually phased out as students become more proficient in L2” (p. 152). The understanding of the use of two languages (L1 and L2) in a language learning setting has evolved into a more social conscious perspective, as the one presented by Garcia (2009), when proposing the term translanguaging as an alternative to understand and approach the bilingual process of learners.

Garcia and Wei (2014) also stress that the concept of translanguaging differs from the notions of bilingualism in the 20<sup>th</sup> century which states that the acting of a language in a highly technological globalized world. Translanguaging is the understanding of language practices that use the different features previously acquired from different histories of individuals. It recognizes different discursive practices in which bilinguals engage in order to make sense of their bilingual world. It implies a creative process that is owned by the people’s way to act in the interactions.

Translanguaging could occur in written and oral speeches, Garcia and Wei (2014) say that the written use of translanguaging happens when the writers want to make sense of what they are intending to express, themselves and their audience. The same takes place in oral productions, when the speakers use words in their mother tongue in order to clarify what is intended to be said. Additionally, this approach allows the idea of multimodality in which the speakers employ, create and interpret different types of linguistic sources to communicate across contexts and participants. According to Pahl and Rowsell (2006), that multimodality, refers to that type of communication which is done through a mixture of gestures, oral



performance, artistic, linguistic, digital and / or electronic sources. In other words, the speakers or writers have the opportunity to use all the sources available in order to make sense of their speeches. Translanguaging supposes a creative action that is instinctive and its understanding helps linguists to be more open, democratic and socially relevant. Garcia and Wei (2014) argue that it provides deeper insights about how human beings think and why they think the way they do it.

The constructs presented above, constitute the spine through which the research was thought and developed. The concepts presented address a socio cultural perspective in which language classroom and learning open the boundaries of the classroom and go to the community to look for sources to feed the language curriculum. The classroom became the perfect place to do inquiry and learn about content while using language to do it. That sociocultural perspective allows the acknowledgement of the challenges in language learning and places translanguaging as a manner to understand the process in which language is not content but the means to talk about content. In this regard, an action research design is presented in the next chapter, it is the most suitable way to approach to socio cultural views of language learning by establishing cycles to evaluate and acknowledge the different particularities the research has.

## **Chapter 3**

### **Research Design**

This chapter presents the research design I followed and it describes each one of the cycles implemented in the action research study. Additionally, I present the context where the study was carried out, the group of elementary students who participated in the implementation during the academic year 2015, the data collection instruments, the role of the researcher, and the ethical considerations.

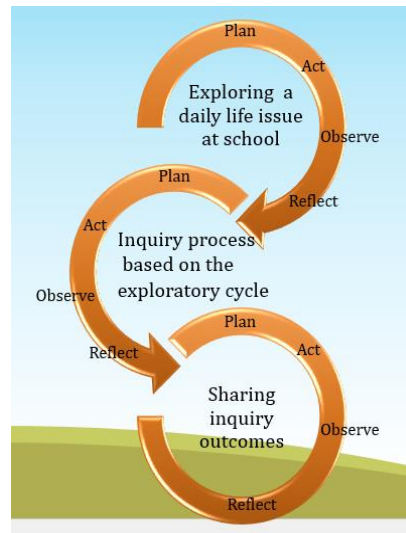
#### **Type of Study**

This research was framed within a qualitative type of study from Merriam's (2002) perspective, who understood the meaning, in general terms, as socially constructed by individuals. The constructions are the result of people's world and experiences. This aspect is relevant for this project due to the fact that the participants inquire about a daily life issue at school constructing their understanding and reflections about the way they relate to each other. "Qualitative studies also emphasize on the collection of wide data with extensive explanations and details on the context and participants exploring naturalistic cultural settings" (Burns, 1999:23). The previous idea constitutes a central part of this research, so that the collected data provide explanations and details of the way school coexistence (the way the students relate to each other) is lived and shaped during the inquiry process the students follow.

It followed an action research design as the most suitable to carry out classroom research in concordance with the inquiry process students follow. Action research "applies a systematic process of investigating practical issues or concerns which arise within a particular social context.

This process is undertaken with a view to involve the collaboration of the participants in that context” (Burns, 1999, p. 31). Her idea supports the characteristics of the inquiry participant and researcher develop during the research study with the collaboration and the understanding of the social context as the pillar of the whole process.

As action research supposes cycles to accomplish the aims of the research, this study develops three cycles in which the students and the researcher plan, act, observe and reflect in order to make decisions about the process and the steps to follow in each cycle. The graphic illustrating each cycle is provided below



*Image 2. Research Cycles Based on Somekh (1993) cited in Burns (1999)*

**Cycle 1. Exploring a daily life issue at school.** During this cycle the pedagogical activities were focused on exploring a particular issue that is part of the students’ daily life at school, in this case the school snack. During the planning and acting stages of the cycle, different workshops were developed in order to encourage students to focus their attention on particular aspects related to the observable features of the school snack such as content, messages in

packages, and moments of socialization. The observation stage of the first cycle provided data to carry out four workshops on different topics such as content of the snack, vocabulary related to food, messages for consumers in the packages and moments of socialization around the school snack. Reflections were made around language aspects needed to be taken into account for the next cycle and about possible questions to guide students' inquiry in the second cycle.

**Cycle 2. Inquiry process based on the exploratory cycle.** During this cycle the planning stage was concentrated on paying specific attention to the outcomes of the exploratory stage in order to develop an inquiry process. Based on the question for inquiry selected in the exploratory cycle, students inquired collaboratively about the specific issue related to the snack in order to learn to do inquiry. The inquiry process implied searching for information, reading different sources, interviewing people to expand their views on the information collected, and presenting preliminary findings of inquiry to class. Different pedagogical activities were conducted to brainstorm ideas, dialogue, ask and construct questions around the selected issues in order to develop an inquiry plan.

**Cycle 3. Sharing inquiry outcomes.** During the last cycle students carried out pedagogical activities that prepared them to write the report of the inquiry outcomes. The teaching activities were focused on helping students outline, edit, draft, revise and finally present a descriptive text to the teacher. The teacher provided feedback for a final revision to later be sent to an editorial committee invited to select the best pieces in order to be published on the school newspaper.

Each cycle allowed the researcher and the participants to reflect upon the process of inquiry they carried out. Reflective Journals are kept by participants and they were expected to write a journal entry for homework after every class. The researcher's reflections were also

registered on the field notes format after each class for the purposes of evaluating if adjustments are to be made in the pedagogical part.

### **The Context**

The research was carried out in Codema I.E.D, a public school located in the south west area of the city in the Kennedy district. The school was founded in 2007 after being donated to the district by Codema (Cooperativa de Maestros). The school receives 2500 students daily, distributed in two shifts (morning and afternoon). There are three educational levels; elementary, basic and high school in the academic modality. The institution's educational project promotes the construction of critical thinkers, justice and a tolerant society. In terms of language classes, the students have 3 hours per week in basic and high school educational levels, while in elementary, first to fifth graders are taught one hour per week.

### **The Participants**

Participants of this research were a group of 36 fifth grade elementary students, whose age is between 10 and 12 years old. The group is composed by 17 girls and 19 boys. As they are children a consent form was sent to their parents (see appendix # 2) in order to obtain their permission to gather their artifacts, their journals and to take pictures and videos of the classes. The information was used for the purposes of the research study and the names were kept confidential.

The criterion for selecting this group of students was a purposeful sampling, which according to Marshall (1996) "is the most common sampling technique. The researcher actively selects the most productive sample to answer the research question" (p. 523). This group was chosen because it is one of the groups that was assigned to me last year and because

the coordinator of the elementary school allowed me to teach two hours per week (instead of one regular class) to this group in order to carry out the project.

### **The Data Collection Instruments**

The data collection instruments through which I collected data in order to answer the question were: field notes, students' journals and students' artifacts. Field notes is an observational instrument that according to Burns (1999), includes "descriptions and accounts of observed events, including non-verbal information, physical settings, groups' structures, interactions between participants" (p. 87). In order to record information about how students relate with each other (coexistence) and how they develop citizenship competences during my pedagogical intervention, I designed a format that includes: observer's name, research question, research objectives, date time, grade, participants (grade), and number of participants, special physical or environmental conditions, observations and comments (See appendix # 3).

Students' journals as Burns (1999) proposes are "a set of personal notes. A log of events rich in personal sentiments and even confessions. Entries are usually made on daily basis, or at regular interval" (p. 89); in this case, students' journals record the different reactions and opinions about the experience of coexistence in the different activities proposed during the pedagogical intervention in terms of collaborative work.

The journal format included the name of the activity, the description of the activity and two guiding questions for the reflections about that each day's work. The first question was how they felt about working with others in the activity and the second question was about how they lived the coexistence that day. It is important to mention that the questions and the answers in the journals were in Spanish taking into account the emerging proficiency level of English of the

students and the idea is to obtain realistic feelings and impressions the children have during the process (See Appendix # 4).

Finally, the artifacts from Norum's (2008) perspective "can provide historical, demographic, and (sometimes) personal information about a culture, society, or people. Insights into how people lived, what they valued and believed, their ideas and assumptions, and their knowledge and opinions are revealed in artifacts" (p. 23). For the purposes of this research students' artifacts are understood as the different materials (workshops, billboards, brochures, descriptive texts, etc.) they produced during the pedagogical intervention (See appendix # 5).

The validation process of these instruments was done through expert review, in which my tutor suggested me some changes and improvements of them. The other validation consisted on piloting the instruments in which many changes emerged in terms of the proper language input to include in the workshops, more specific prompts to guide students' reflections in the journal in order to gather relevant data to answer the question and to accomplish the research objectives.

### **Role of the Researcher**

Considering that besides being the researcher I am the English teacher of the participants, my role was participant – observer, which according to O'Brien (1998), involves being a planner, leader, catalyzer, facilitator, teacher, designer, listener, observer, synthesizer and reporter during the whole process. In other words, I am an active part of the whole procedure, as well as the participants. Consequently, I understand doing research as a rigorous endeavor in order to interpret and analyze the data from the instruments, trying to avoid personal biases when analyzing the information and informing the participants about the results of the research; all that within ethical considerations.

### **Ethical Considerations**

The aspects I have considered deliberately as ethical considerations for this research are consent form from parents, consent form from Elementary section coordinator, presentation of the project to the participants at the beginning and reporting the results of the study to the school. Using children's fictional names when reporting findings and maintaining confidentiality when needed. As stated by Burns (1999), ethical considerations are one of the most important parts of the research, as those considerations allow the researcher to make sensitive decisions in terms of the way the process is carried out and the findings are reported.

The cycles in action research allowed the researcher and participants to re - shape the research in each cycle and opened the door to think about a pedagogical intervention in which reflection takes a very important role. The following chapter presents the detailed description of the pedagogical ideas that support the learning process that was developed during the research. Those learning activities, as presented in chapter 2, are supported on a sociocultural perspective in which community based pedagogies with an inquiry based approach lead the students to a learning process in which they used language to learn about the topics they were interested in. Fifth graders became inquirers and users of English to report what they found in their inquiries. Using inquiry and CBP as approaches to teaching permitted me as a teacher researcher to go beyond the traditional linguistic vision of language teaching.



## Chapter 4

### Instructional Design

In this chapter, I explain the pedagogical implementation I carried out during an academic year with fifth grade students. It contains the vision of curriculum, language, learning and classroom that frame the inquiry based pedagogy approach that was assumed. In addition, there is a description of the different activities developed with the participants. The relevance of this chapter lies on the detailed explanation of the pedagogical moments and activities that were carried out during the academic year in order to respond to the interests and questions posed by students about the school snack.

Although the project was planned for a semester, the actual implementation took almost a year due to local political situations for teachers that went on strike. Adjustments to curricular activities that became central for students understanding of topics related with nutrition and recycling, for example, took additional class sessions in the chemistry laboratory and learning how to do interviews. These learning moments were significant for students' understanding of the inquiry process.

As mentioned in chapter 1, this study intended to characterize the different reflections about school coexistence that students experienced when doing collaborative inquiry in the EFL classroom and to analyze the possible influence of collaborative inquiry on students' relationships. To do so, six phases were developed, based on the Inquiry Cycle proposed by Short (2001): Getting together, building from the known, taking time to find questions for inquiry, gaining new perspectives, attending the Difference and sharing what was learned. Along those phases the students wrote and expressed reflections about the process they were developing.

In order to explain the scope of the instructional implementation framed within community based pedagogies I present the visions of curriculum, language, learning and classroom that show how inquiry projects help relate contents in the English class with other content areas of the curriculum in meaningful ways for students (see appendix # 7).

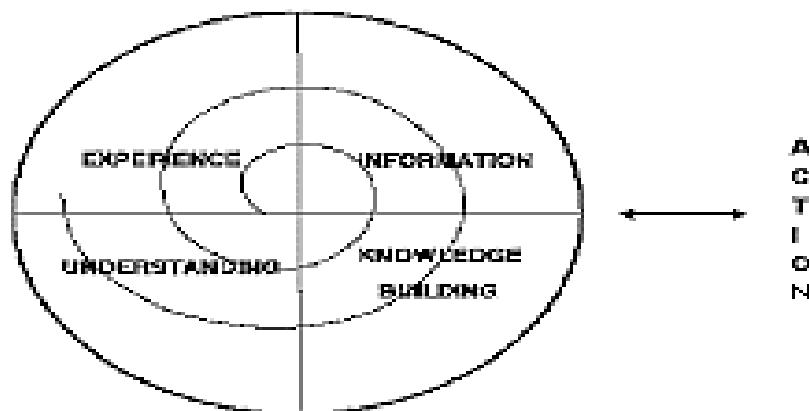
### **Vision of curriculum**

Based on the ideas of Short and Burke (1991), this proposal is framed within the idea of authoring cycle as a mode of curriculum in which curriculum is co-constructed between students and teacher. This type of curricular model takes life experiences as a source of knowledge. The cycle supposes an exploration of the surrounding reality, a construction of meaning, a reflection and a sharing of the findings. “The curriculum must be always connected to as well as go forward from students’ life experiences” (Short and Burke, 1991, p. 35). Curriculum is seen as an active and changeable entity of the school life. Thus, curriculum is not seen as static and already done, but as a constant inquiry; an inquiry in which the main objective is not only to find answers to questions, but to make those questions significant assets for learning (Short and Burke, 1996, p. 32).

That curricular view was developed in the research, since students decided which was significant for them. They and I co-constructed learning by making significant choices. They were the experts in their surroundings, and I was the expert in language teaching. So, we joined efforts and created a curricular proposal in which language was learnt through the community exploration. Language came from the community source and served as a means to talk about that community. That vision of the curriculum is illustrated through the idea of Wells (1995), who states that when the curriculum is approached from the perspective of inquiry the teacher and the

students reflected together about the different moment they lived during the collaborative inquiry process, which is one of the most important aspects of the research. “Students talk about what they have learned, their accounts... make reference to some of the process in which they are engaged” (Wells, 1995, p. 248). This curricular orientation is valuable in the sense that is a great motivator to engage the students with a topic that allows them to have different types of learnings. (Wells 2007, 242). This type of curriculum increases students understanding about problem solving by engaging in dialogues that contemplate aspects from inside and outside the classroom (Wells 2002, 199).

Inquiry as a curricular orientation for learning and could be understood from Well’s (2002) diagram in which a complex spiral is represented in order to explain the way the curriculum is developed in an inquiry oriented process. “Each cycle starts with the understanding of individual past experiences that participants bring to the problem situation; to this is then added new information that is either searched for or made available by the teacher, text or the situation and the activity which they are engaged” (Wells, 2002, p. 201). In other words, the inquiry oriented curriculum allows experiences of the students plus the information they gather from their inquiry, to be part of the knowledge building and have new understandings.



*Figure 1. The spiral of knowing. Wells (2002, p. 201)*

### **Vision of language**

Taking into account that language is not only a linguistic system, but also a way to reproduce the way people see, understand and represent the world, this study supports the vision of language as Tudor (2001) explains, Language as a culture and ideology. That is to say that, it is through language (English and Spanish) that students will show their reflections about coexistence and that coexistence is permeated by the vision they as community have, which is a cultural construction and a built ideology. Tudor (2001) also states in this vision of language that “*community will... interact dynamically with the attitudes and aspirations of the learners*” (p. 73); which could help the children to understand their coexistence behaviors and could help them to build their reflections and understand that they are part of a community and that their reflections not only help them as individual learners but also that they can help each other to learn.

### **Vision of learning**

The pedagogical plan in which the learner is the center of the process and an inquiry based approach is used, could be seen from Tudor’s (2001) view about experiential learning and its principles. The children during the research were also researchers and thanks to that, they learnt about different issues while performing the inquiry process. This view is closely related to the experiential learning principles Tudor (2001) states: learning by doing, holistic practice, the use of authentic materials, the use of collaborative models of learning and the experience in context.

Students learnt by doing inquiry and the learning was not only one, and not only about language, but about the topic of inquiry, collaboration, peaceful ways of coexistence and many different things. In this principle, language promotes learning according to Tudor (2001, p. 78),

because it is a means for understanding and learning about the world. That understanding takes us to a holistic view of learning in which the multidimensional nature of language is understood (Tudor, 2001, p. 81).

As different learnings are expected in an inquiry process, the use of authentic material becomes a very important aspect in the sense that students go to the different sources to find information needed for their inquiries. Those materials provide real language and meaningful models of language use. In their contact with different materials and their funds of knowledge, students developed inquiry in a collaborative environment, the students were grouped in inquiry groups in which learning activities includes collaboration among learners towards a shared goal. Experiential learning is a great opportunity to frame learner's broader experience of language and of learning process (Tudor, 2001)

### **Vision of classroom**

The type of classroom that best complement the pedagogical implementation, is definitely a classroom as community of inquirers, thinkers and learners, based on the ideas of Short, Harste, and Burke (1996). The classroom becomes the perfect place to construct the knowledge through inquiry, allowing the students to develop a scientific thinking in which questioning is the basis of the learning. The classroom is more than the physical place is the opportunity to develop thinking and learning while questions about their surroundings. The classroom as a community for doing inquiry promotes the collaborative cooperation for learning, thinking and producing. Experiences, thoughts and knowledge are shared within the community. Hence, Short and Burke (1991) provide understanding about the implications of a community for inquiry: "Together we form a

community, ready to receive others' thoughts and to share our own. We confer with each other, comparing and contrasting the options which the intentionality of individual members has made available to the group" (p. 19). Which implies that, when a group of people get together with a common objective, they become a community; that community is able to value each member's contributions.

### Description of the pedagogical intervention

Taking into account the CBP approach and the visions of curriculum, language, learning and classroom for the pedagogical implementation, an inquiry model was used to lead students into reflections about the way they relate to each other. It is important to mention that basic standards and competences for fifth grade from foreign language (2006), natural science (2006) and citizenship (2004) stated by the Colombian Ministry of Education were used to inform the curricular activities proposed. Thus, students' inquiries are viewed as addressing issues that relate to different subjects. Additionally, the collaborative nature of the inquiry process required that citizenship competences were developed. (See table below).

BASIC COMPETENCES STANDARDS		
FOREIGN LANGUAGE	CITIZENSHIP	NATURAL SCIENCE
<b>Students are expected to write simple texts about their surroundings</b>	Students are expected to assume pacifically the conflicts as part of their everyday experiences	Students are expected to observe their surroundings and from that observation pose questions and try to solve them
<b>Escribo pequeños textos sencillos sobre temas de mi entorno.</b>	Asumo, de manera pacífica y constructiva, los conflictos cotidianos en mi vida escolar y familiar y contribuyo a la protección de los derechos de las niñas y los niños	Observo el mundo en el que vivo Formulo preguntas a partir de una observación o experiencia y escojo algunas de ellas para buscar posibles respuestas. Propongo explicaciones provisionales para responder mis preguntas.

Figure 2. Basic Competences Standards for fifth Grade of Elementary School proposed by Colombian Ministry of Education that were taken into consideration in the pedagogical implementation.

Taking into consideration the previous standards, the different phases of the implementation presented the way they were developed. The phase of scope was an adaptation from Short's (1996) authoring cycle, as an inquiry based learning model to follow. First, students got together; the lineal and individualistic structure of the classroom was broken into small groups established by them. During the three phases (each class we met), students were asked to write reflections about what was happening within their groups. Those reflections were written in Spanish so that the children could easily express themselves. They used their English notebooks as journals for those reflections. At the beginning of the process they were asked to do the reflections as homework, but some children forgot to do it; so, in agreement with the children, we decided to write the reflections in class, for that purpose there were given the last 10 or 15 minutes of the class to write their individual reflections. In this initial phase they established the criteria to be part of a group, taking into consideration they had to work the whole academic year in this group and they had to achieve different goals as a group. They also created their own group norms and strategies to be successful during the process. The image below shows how children organized their work in groups of 3 to 5 students. They decided who they wanted to work with and the rules inside the group in order to achieve their learning goals.



Image 3. Children working in groups

The second stage was called Building from the known, in which students explored their own context and decided to inquire about the school snack as a very important aspect at school, considering that they are daily given this food as snack and in some cases it is the only food some children eat a day. For them the school snack is one of the most important reasons for going to school every morning, and that is why they decided to get more information about it through an inquiry process. It is important to mention that, as my concern was about the coexistence in the classroom and the intention was to shift the class into a more socio cultural view of language learning, the idea I had about the project, was that the children inquired about the coexistence in the classroom and school. But as the project work supposed that students should select the topic for inquiry from their interest, the students were given the opportunity to made that decision. In the exploration within this phase about the most relevant aspect in their daily life at school, school snack appeared as the most important one.

This stage was explorative, children in their groups, gave contributions and ideas to the whole class about the possible things to inquire about the school snack. The phase also implies to build new vocabulary in English about the food and the different related elements to the school



snack. It also implies to analyze different aspects involved in the school snack, like the packages it is packed. The image that follows shows the person in charge of receiving the school snack from the truck and delivering it to the whole school. It also shows the place where the snack is stored during that delivering process and some samples of the food the children are given in this snack.



Image 4. School snack

The third phase is called Taking time to find questions for inquiry, in this stage students shape their inquiry by first understanding and learning how to follow an inquiry process, and then learning how to do question for inquire in Spanish and in English. Finally, they made decisions about the topic each group wanted to inquire about and plan the process they would followed. That learning about how to do inquiry implied many different activities in which children saw samples of inquiry and identified the characteristics of this type of approach to knowledge and thought about how to follow those samples in their own inquiries. One of those samples was an episode of Sid the Science Kid. A cartoon in which the main character is an inquisitive kid who tackles questions about different life issues, trying to understand how and why things work the

way they do. He tries to answer questions and solve problems with the help of his classmates (May, Gerald, and Gabriela), Teacher Susie, and his family (his mother Alice, his father Mort, his Grandma and his baby brother Zeke). The episode shows the main inquiry phases starting with the observations, following with the data collection and ending with the question answering after analyzing the data.



Image 5. Children watching Sid the Science Kid's episode at the "Ludoteca" of the school

In this phase the different groups created their inquiry questions around the school snack. Those questions were the result of a sort of worksheets in which they were asked to explore different issues and concerns about the school snack, they were taught about the different vocabulary and structures they needed for making questions in Spanish and English, they explored the snack by observing the different aspect involved in it. The following are the questions they posed in their groups in which they placed their inquiry around the selected topic.

What is recycling? And what do we recycle for?

What is nutrition? And is the school snack nutritive?

How recycling helps me? And how recycling helps the planet?

Where is the school snack made? And how is the process?

Is our school snack healthy?

How is the school snack transported in order to be eaten by us?

Which type of ingredients the school snack has?

Why the government gives us school snack?

Which nutrients and vitamins can we find in the school snack?

During this phase they not only placed their questions for the inquiry processs, but also planned their inquiry, thinking about the information they needed to answer the question, in terms of the sources of information they had available and the ones they needed to obtain in order to acomplish the inquiry. They made decisions about the steps to follow during the inquiry process, remembering the given sample. The image bellow, shows some samples of the worksheets used during this phase.

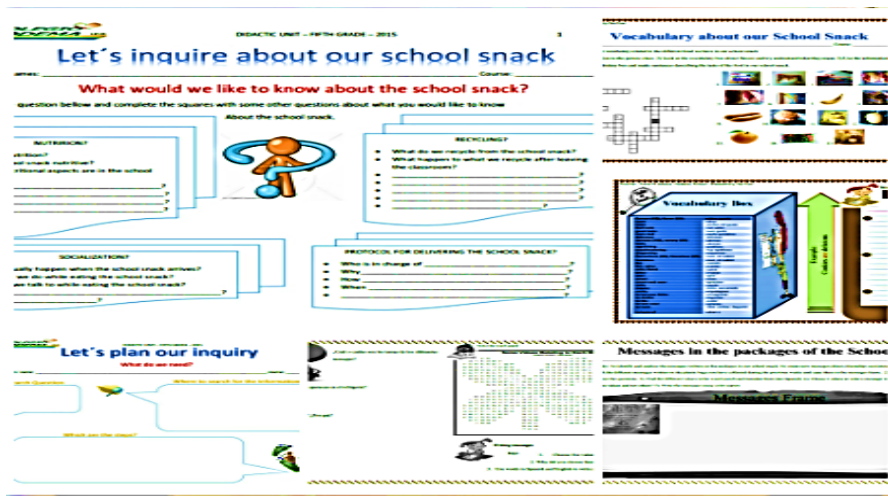


Image 6. Worksheets samples

The following phase named gaining new perspectives was the inquiry process development stage; in other words, the stage consisted in gathering the information needed to answer the inquiry

question and to acknowledge the different sources where that information can be found. During this phase the students had the opportunity to gather information from internet, books, interviews to school staff and to different people that could give them relevant information for their inquiries (school snack truck driver, a student's father who worked in a school snack factory), they went to the laboratory. This was the longest stage, given the importance of finding the right information in order to answer the proposed questions.

The image that follows shows a collage of the key moments the fifth grade children lived during this stage. The biggest picture in the collage shows one of the most important moments for the children. The man in the photo is the principal of the school. Children invited him to the classroom and interviewed him about different issues about the school snack. Each group asked him questions related to their own interests. The first picture at the right bottom shows a student interviewing the person in charge of receiving the school snack from the track and delivering it to the classrooms. The picture next to it, shows some students interviewing the elementary school coordinator, the right bottom picture shows two students looking for information in some books they took from the library, the picture in the right middle shows the children at the chemistry laboratory, which was one of the most fascinating experiences they had, because they had the opportunity to develop some bilingual experiments about the nutrients food has, and the last picture shows the students watching a video about the food groups. All that data collection process was done in English and Spanish, depending on the nature of the source; for example, the interviews were done in Spanish, the videos were seen in English and the book search and the experimentation at the laboratory was done in both languages. That last issue, demonstrates the importance of language as a means of knowledge construction.



Image 7. Children following inquiry process

After information was gathered, it was time to organize it in order to be presented and shared. That phase was named attending the difference, the objective was to organize the data and check if the question could be answered with the given information or if there is a necessity of exploring an additional or different source. During this phase the children acknowledge the learning experience from the information and provided ideas about the presentation of their findings to the class. They also made decisions about which information was relevant, which was not and which should be presented as findings. That process implied the organization of the data they had collected and sharing it with their classmates, in order to notice if their question was fully answered. First, they developed a worksheet that allowed them to remember their research question, the data they collected and the preliminary answers to the question. Some groups at this stage realized that the information they gathered was not enough to answer the question and had to complete their inquiry by doing some interviews or just by completing their data with data

other classmates had already collected. The picture below shows some images of those moments in which the children organized their data and presented it to their classmates.



Image 8. Children organizing inquiry findings

Finally, it was time to share in a final phase called Sharing what was learned. During the final phase students first presented their preliminary findings to their classmates, and then they organized the information in a book, in which they decided to share their learning about the inquiry question posed, about working collaboratively, and about the process itself. There was an editing process in which they wrote in English their books and the teacher corrected and helped them to improve the final version of the books (without interfering much in what children wanted to express). Lastly, they decided to organize a launching of the books in the school library, in order to share their books with the whole community. This process was really amazing for me and for the children.

The following picture shows a collage of the different moments the children lived in this final stage. The biggest picture corresponds to one part of the worksheet they developed in order

to draft their books. The other pictures present the launching of the books the children organized in which they shared in English and Spanish the process they followed. That event was for them the opportunity to use both L1 and L2 to show the outcomes of a process they experienced during the whole academic year. The activity was the opportunity to share what they learned about the school snack, about inquiry, but also about coexistence. The children talked about the different problematic situations they lived during the process and the way they solved them, they also recalled the reflections they wrote in their journals and the aspects they found important in a collaborative inquiry process as the one they lived.



Image 9. Children presenting their books

The pedagogical unit about the school snack, allowed students to write books in which they talked about an inquiry process of a topic of their interests. This learning outcome represents an elaborated text about a topic from their reality which surpasses what is proposed in the foreign language standards. On the contrary, it was a complex text about understanding an issue from

their context by analyzing it from different perspectives on the nine inquiry groups. It also allowed them to learn how to follow the scientific method by observing, asking, looking for information and answering. Likewise, children had the opportunity to reflect about being together in a classroom and the implications of working together with a common objective as part of the society, in a contribution to their education as citizens. Moreover, the data analysis and findings presented in the following chapter constitute the outcomes of the implementation of this type of pedagogies that address the community as a source and language as the means to construct knowledge about language, culture, citizenship, science, as aspects that contribute to lifelong learning for EFL students.



## Chapter 5

### Data analysis and Findings

In this chapter, I explain the data analysis process of the research study that intended to answer the research question: What types of reflections about school coexistence are unveiled when elementary students do collaborative inquiry in the EFL classroom? The chapter presents the procedures used to analyze the data collected from a group of fifth graders in a public school; through students' reflections, field notes and students' artifacts. I also explain the categories that emerged, supported by theory and evidences from the data.

#### Procedures for Data organization and analysis

In order to carry out the data analysis process, I used Atlas.ti, 6<sup>th</sup> edition, a computer program for qualitative analysis of my students' reflections and artifacts and my field notes. To start the analysis of the data, I worked following the guidelines of grounded theory about open, axial and selective coding proposed by Strauss and Corbin (1990). During open coding process, the data was read several times in order to create codes that were related to the research question. The preliminary analysis of data was done by underlining comments and quotes in the original sources to provide meaning to the codes. Initially 95 codes were created during the open coding stage. The image below shows the way the program is used for the analysis of data. In that sample, there is an image which shows, in the left side, one of the journals the students wrote on their English notebooks and in the right side the codes that emerged in this initial analysis stage.

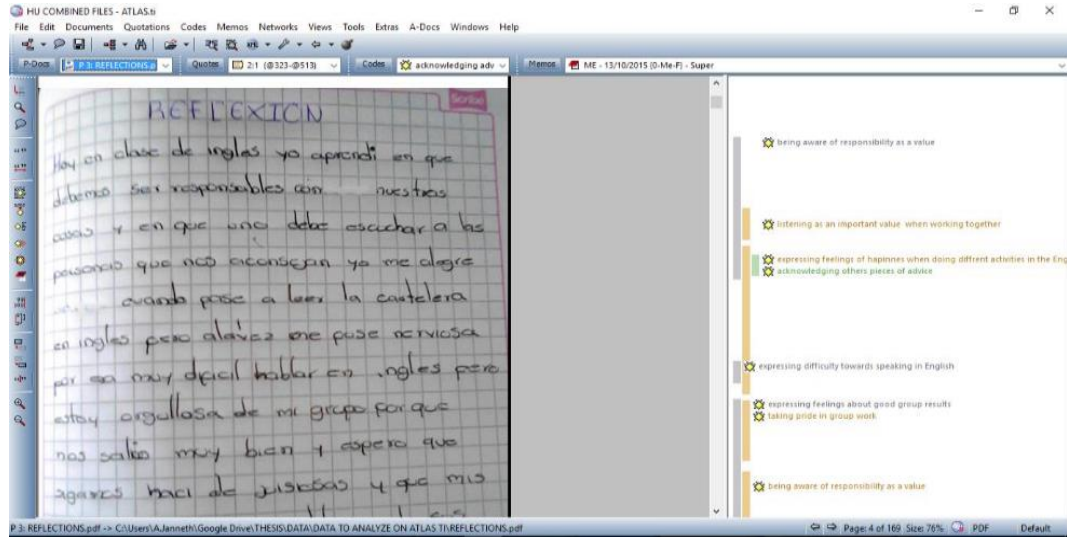


Image 10. Atlas Ti sample

Then the 95 codes were grouped into six groups in an attempt to do axial coding. In the process of axial coding; many codes were grouped in more than one group because I felt they belonged to more than one group. This overlap was sorted out in the reduction stage. The following figure is a sample of the visual display of the networks created in the process of grouping the codes in the axial coding phase as examples. The image shows the preliminary category and the related codes.

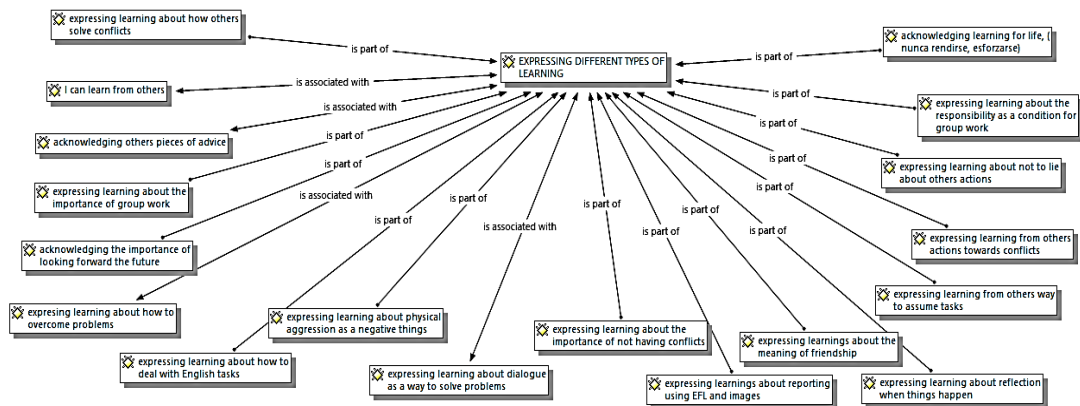
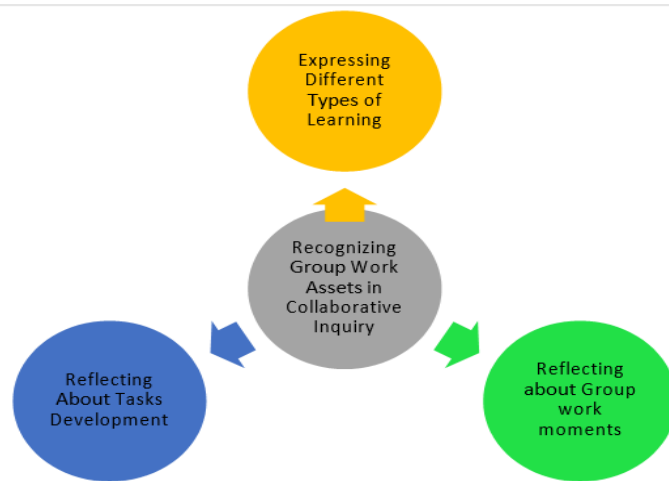
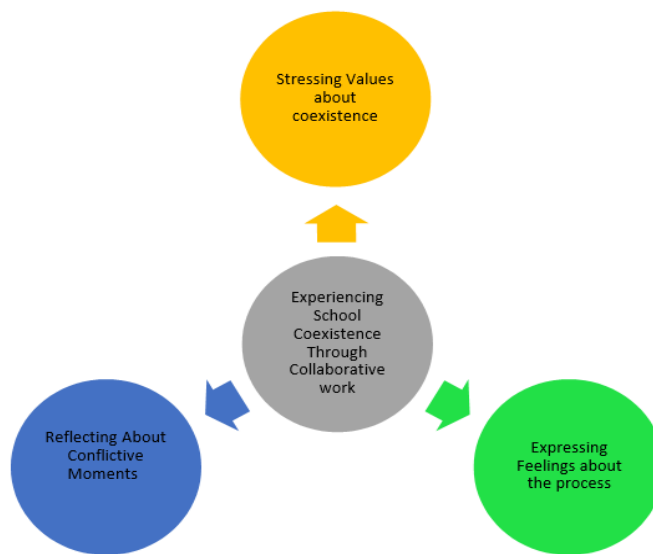


Figure 3. First Codes Network Atlas.ti. Expressing Different Types of Learnings

Having six groups of codes established, the selective coding stage started by reading several times the names of the groups and the relations between the codes in the networks. The analysis continued by making connections between the codes, the networks and the theoretical framework. Two categories emerged by re grouping the six networks in the previous phase. The graphics below show how those categories incorporate the previous grouping. The center of each graphic corresponds to the category name and the surrounding circles correspond to the groups of codes that conform the category.



*Figure 4. First Category. Recognizing Group Work Assets in Collaborative Inquiry*



*Figure 5. Second Category. Experiencing School Coexistence through Collaborative Work*

A third category emerged after having presented preliminary results of the study to an academic audience, using evidences that show students' writing and speaking in Spanish and English as the foreign language when reflecting about school coexistence and reporting about their classroom inquiry. The use of two languages in written and oral speech is named by Garcia (2014) as Translanguaging, a linguistic phenomenon that “refers not simply to a shift or a shuttle between two languages, but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire” (p. 476). The graphic below shows the name of the new category and the type of data related to that category, which support the category itself.

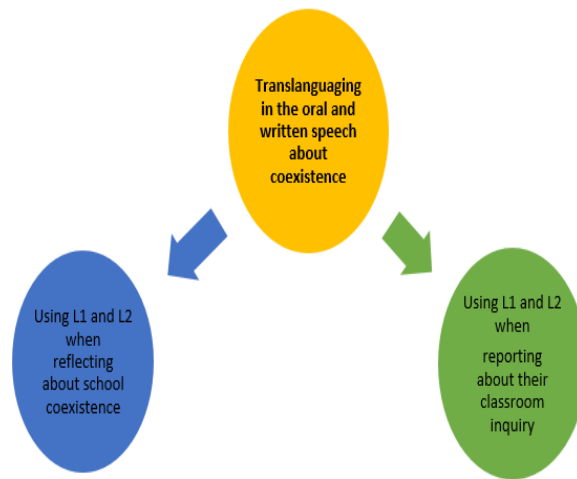


Figure 6. Third Category. Translanguaging in the oral and written speech about coexistence

### Categories

The three categories characterized the different reflections students wrote and expressed during the inquiry process they developed. Those reflections were done during the whole process,

especially on the journals the students wrote at the end of each class and on their presentations about the whole process. The categories are also strongly supported with pieces of data from different sources and with theoretical foundation that explains or expands the findings. In that sense the identified categories that answered to the question about the type of reflections that are unveiled when children do collaborative inquiry in the EFL classroom are: Recognizing group work assets in Collaborative inquiry, experiencing school coexistence through collaborative work and Translanguaging in the oral and written speech about coexistence.

### **Recognizing Group Work Assets in Collaborative Inquiry**

The first category deals with the characteristics of the collaborative inquiry that fifth graders recognized in their reflections during the process. Their reflections emerged individually as well as collectively while working in groups. Douville and Wood (2001) state that “collaboration provides students with opportunities to observe and engage in peer modeling, to dialogue about learning process and product, and to engage in learning that is rich in social interactions that are motivating as well as informative” (p. 124). The reflections that arose during the collaborative inquiry process were grouped in three groups: Expressing different types of learning, Reflecting about tasks development and Reflecting about group work moments.

Since inquiry is a great opportunity for learning, the reflections children posed in terms of the different learnings they were gaining during the process, are somehow a response to a type of curriculum that strengthens the curiosity, the intentionality and the sociability (Short and

Burke 1991). The learnings expressed by the children in their reflections are related to the inquiry they did about the school snack, and about the process itself in terms of the inquiry skills, the funds of knowledge, questions in Spanish and English, reporting of findings, etc. The following excerpts provide samples of the different types of learning the students addressed during the process.

The first learning addressed by students in their writings is about the team work as important part of the process, which implies the understanding of collaboration in which “students [work] collaboratively in supporting each other's learning and inquiry” (Short and Burke, 1991, p. 68). The sample below shows how working together was part of the good results obtained. When working collaboratively children as any collaborative group “expect ... to succeed in every project or task” (Short and Burke, 1991, p. 25), which is clearly stated by the child here, by saying that everything was right as the main objective of the team work.

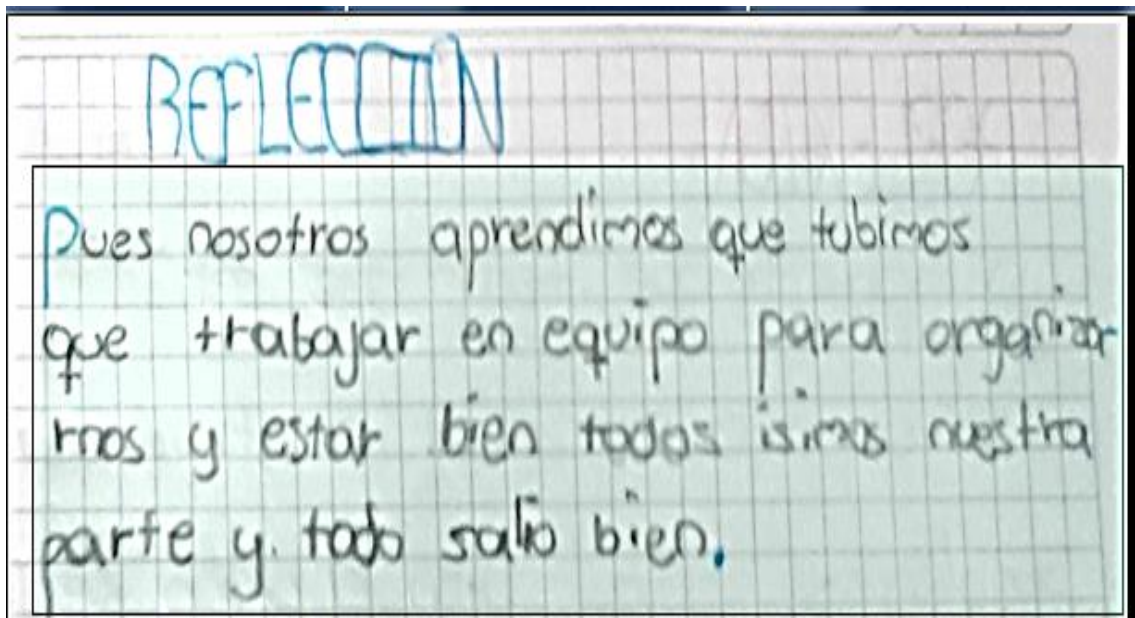
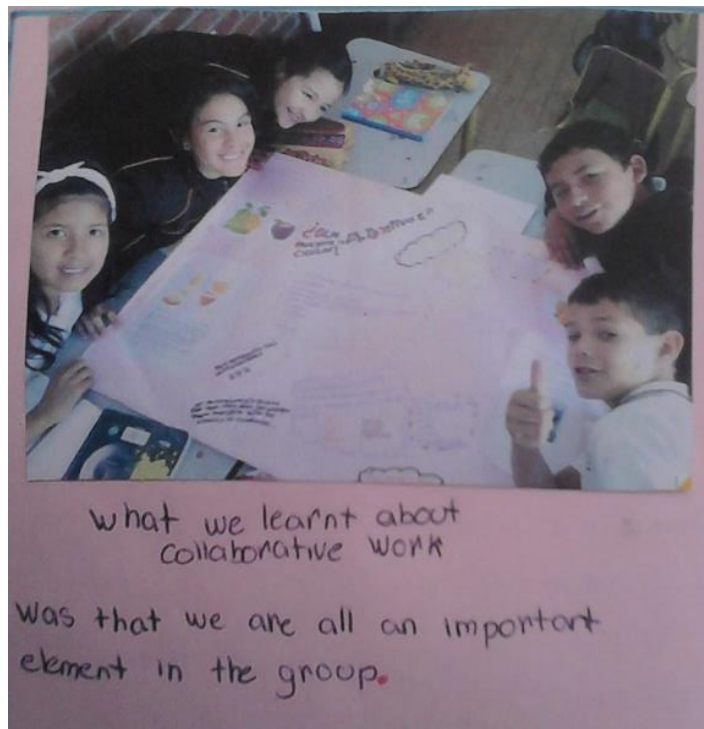


Image 11. Data source 1 From Students' Reflections on September 2nd 2015

Collaborative inquiry, also supposes the acknowledgment of the other as an important part of the group. It permitted that the students understood that all work done by their colleagues is important and was suitable to be taken into consideration in the inquiry process they were developing. As presented by a group of inquirers in their books about the experience in excerpt below, they decided to paste a photo where all the group appeared and said that one important thing they learnt within the process about collaborative inquiry was that they all were important elements in the group, which is a positive result in the contribution of the pacific coexistence in the classroom in the sense children value the other as important for them.



*Image 12 . Data Source 2: From students 'Artifacts. Book About the experience*

In the same way, peer support appeared as an important element in collaborative inquiry, as presented by Donohoo (2013) “The process of collaborative inquiry engages

individuals in sharing practices and learning in collaboration with others” (p. 88). This aspect is visible in the following piece of data, where the student wrote that they had learnt about the importance of helping each other in order to achieve a common goal. The excerpt is showing through words and images, what collaboration implied for them in the process, helping and sharing constitute important elements in collaborative inquiry, being fundamental in the achievement of the goal.

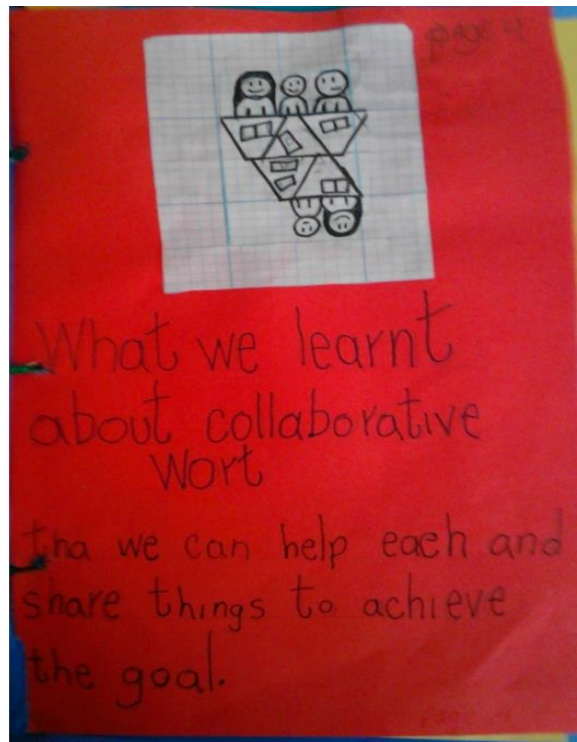
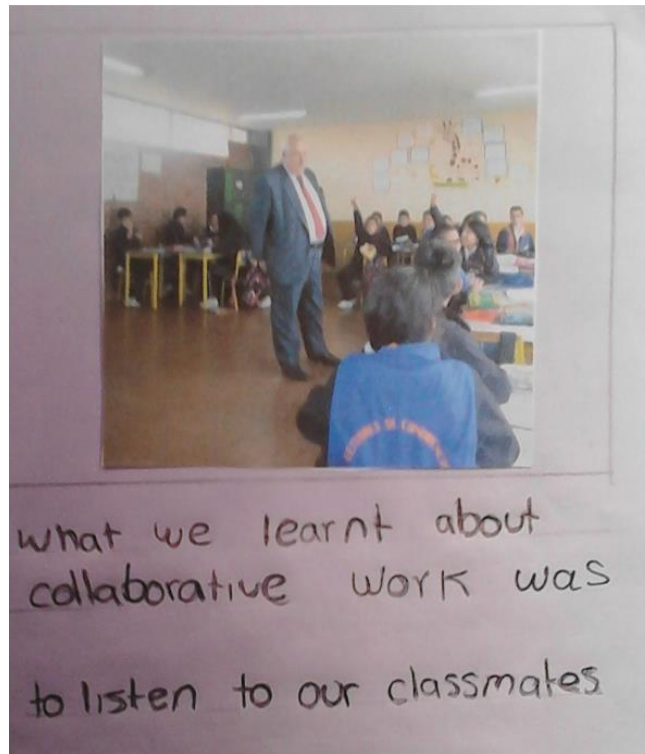


Image 13. Data Source 3: From students 'Artifacts. Book About the experience

Collaborative inquiry also promoted peaceful attitudes between students, it allowed them to acknowledge the others and its interventions as important. Listening to others became a really important aspect to take into account when developing their activities during the inquiry process. It was stated by them as resulting learning maybe because they had not considered this issue before. Listening to our classmates, as presented in the following sample



by the children is a big outcome in terms of the way they learn for life. This learning is applicable not only for the English classes, but also to all the aspects in their lives, when understanding the importance of the others words, what the others need to say is important.



*Image 14. Data Source 3: From students 'Artifacts. Book About the experience*

Collaborative inquiry, also allowed the students to learn different aspects during the process. In the data source that follows, one child is reporting about the types of learning she had during the inquiry developing. First she is talking about what is needed to have good results in group work, then she is acknowledging that in the data she was gathering, there is something she had not considered before about the type of food their classmates like eating at school; and finally she expresses that responsibility and decision making are attributes needed in collaborative work.

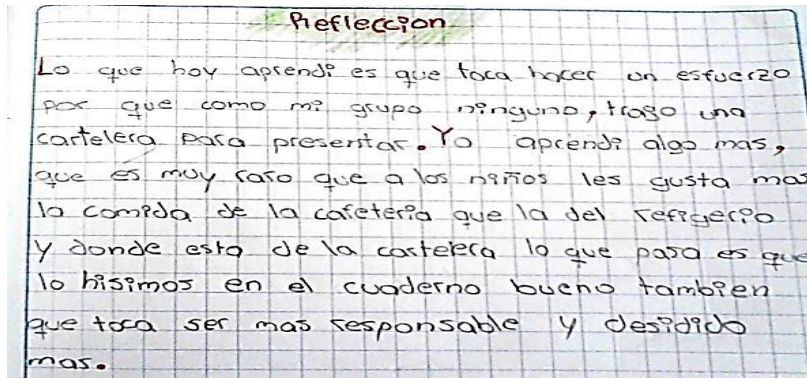


Image 15. Data source 4 From Students' Reflections on May 20th 2015

Along the next data source, fifth graders explored about where and how they can gather the information they were interested in regarding the question they posed. It is interesting to notice how this discussion, lead them to think about the way they all can collaborate in the inquiry. A simple suggestion about using interviews for gathering the information they need, allowed them to start establishing group strategies in which all of the members of the group would participate in contrast to the previous strategy they were using.

S1: pues teacher nosotros estamos investigando lo de porque el gobierno nos da refrigerio y no paila yo busque en internet y salen unas noticias sobre eso, pero como en otros lados en Villavicencio, por ejemplo.

T: y ¿porque no consideran hacer entrevistas?, esa puede ser una opción

S1: pero entonces que la hagan ellos, porque mire y si averigüé, mire teacher aquí tengo lo de Villavicencio que le dije y ellos no tiene nada

S2 pues hagamos todas las entrevistas, igual somos un grupo y tenemos que hacer las cosas juntos, yo también busqué y no encontré nada y por eso no traje nada, pero como dice la teacher si de pronto entrevistamos a alguien de aquí del colegio podemos encontrar información que nos sirva y no peleamos y lo hacemos entre todos y ya

T: ¿de acuerdo, a quien creen que podrían entrevistar?

S3: será que al rector o a los coordinadores, yo creo que ellos si saben

T: bueno pues que les parece si trabajan en este momento en las preguntas que harían en la entrevista, ¿les parece?

S1: si teacher y lo bueno es que si hacemos eso aquí lo podemos hacer todos y no depender de que el uno trajo y el otro no

**Data Source 5: from Field Notes on July 15<sup>th</sup> 2015**

In the third data source, the girls are reporting learning about the topic they were inquiring but beyond that, they were also recognizing learning about using the dialogue to

solve conflicts, as the result of their reflections on their own process and on their own problems as a group. They also used photos and words in Spanish to expand their explanation about this type of learning they were reflecting about.

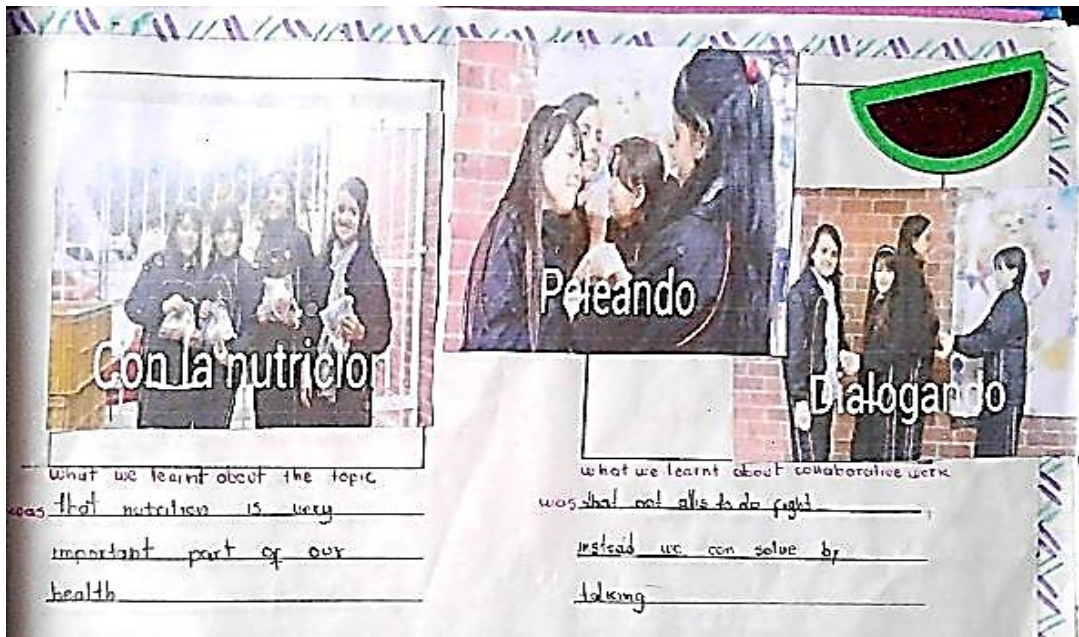


Image 16. Data Source 6: From students 'Artifacts. Book About the experience

As part of the whole process, students were asked to write reflections about what was happening during the English classes, their reflections were not conditioned but emerged naturally. One of the aspects that they expressed in their reflections is the way they were developing their tasks during the process that lead to understand collaborative work as a learning possibility that derives in larger goals (Douville and Wood, 2001). While reflecting in the development of each one of the tasks, they were thinking about the general goal, which was to obtain results for their inquiries. The following pieces of data are samples of how fifth graders' reflections were related to their inquiry.

The excerpt below from field notes shows the understanding students gained by writing the daily journal entry after each class. The student describes the strategy for succeeding in the specific task and the way that strategy helps each student to achieve it with positive results. The way the students propose their reflections about the development of the task, addressed the self- regulation that occurs in collaborative learning processes that implies that learners regulate their personal resources in relation to the demands of the tasks. That regulation consists on orienting, planning, monitoring, readjusting, evaluating and reflecting (Zeidner et al. (2009) p. 749)

Then I asked them if they remembered what I told them about the journal and they said yes, then I asked “para que era el journal, o porque es importante?”. Camilo said “teacher usted dijo que eso era para escribir como iba el proceso y como nos sentíamos y esas cosas” I said “yes you are right” then Karen said “y también dijiste que tocaba escribir uno por cada clase y que lo hiciéramos el mismo día” I said “good Karen and why, porque creen que es importante hacer el journal el mismo día” Camilo Said “hay teacher porque eso a uno se le desorganiza todo en la cabeza y se le olvidan las cosas”

**Data Source 7: from Field Notes on April 15<sup>th</sup> 2015**

In the following sample, the student is also reflecting about the task they developed in the presentation of the preliminary findings in their inquiry projects. She is giving account of the self-regulation process by posting as important the attitudes to develop this type of tasks in future events. The reflection on task development goes beyond current task. That reflection also leads the student to address coexistence issues for example working as a team and being calm, as important when developing tasks.

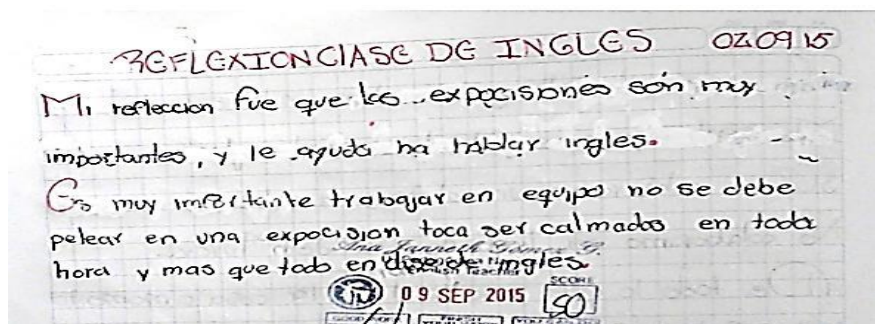


Image 17. Data source 8: From Students' Reflections on September 9th 2015

Moving to the assets related to the different moments the students experienced during the collaborative inquiry, the considerations that appeared about the moments they lived in this process, represented a big step in the collaborative work; understanding reflection as a type of process not limited to individual, internal exploration, but includes the social aspect of learner-learner interaction often referred to as 'collaborative reflection' (Mede, 2010)

In the next data source, one student complained about her partners' lack of commitment, and expressed her bad mood towards the situation. Even though she is feeling hurt by the situation, she starts by reflecting about the learning implied in this situation. "My reflection is that we have to help each other to help the group", which place the learning for life as an outcome of the process, in which learning as different aspects in life is about being together and the way they can support each other.

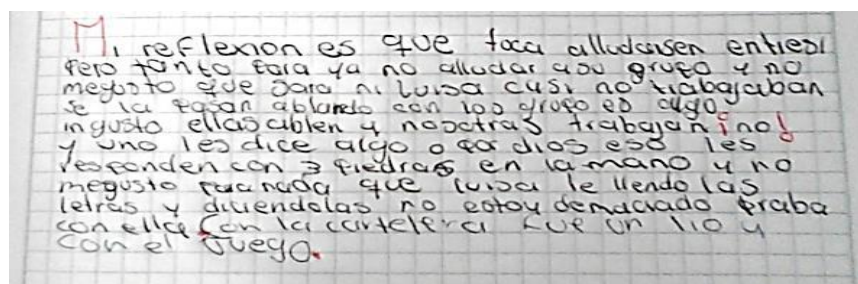


Image 18. Data source 9: From Students' Reflections on September 2nd 2015

The following excerpt shows a group of girls were doing about the collaborative work they carried out during the rest of the year. They proposed a strategy that implies being in touch inside and outside of the school to facilitate collaboration and peer support as an important issue when doing collaborative work. It demonstrates the understanding the children had about the implications of group support and the importance of finding ways to get to that support.

I passed to the first group, In that group there were four girls, I asked them what there were discussing so far, Karen said: “teacher nosotras decidimos compartir nuestros números telefónicos, correos y cuentas de facebook para comunicarnos y así estarnos recordando lo que toca hacer para la clase de inglés” I said “y cuál es el objetivos de establecer esos medios de comunicación entre ustedes fuera del colegio?”, Valentina said “ pues teacher, es por lo que usted dijo de la colaboración, creemos que nos tenemos que ayudar no solamente aquí en clase sino por fuera, porque si alguna se le olvida algo, pues todo se complica”

**Data Source 10: from Field Notes on April 15<sup>th</sup> 2015**

In general terms, this category addresses the first reflections that are unveiled in the students’ journals in which they approach the collaborative inquiry by understanding the main aspects in working together. The assets they acknowledge in their reflections, guided them to take into consideration the responsibilities they had during the process and the agreements that are needed in order to achieve the goals of the. The category is strongly linked to Short et al.’s (1996) ideas about the role of collaboration in the inquiry based learning, they state that collaboration stimulates students to consider new ideas and explain their thinking to others. It also takes them to build learning collaborative communities in which they acknowledged similarities and valued differences (Short et al.1996, p. 793)

### **Experiencing School Coexistence in Collaborative Work**

The second category expresses the most relevant coexistence experiences the 5<sup>th</sup> graders lived during the process. The category contains the different aspect in collaborative inquiry that lead them to understand and somehow transform their coexistence daily practices into more pacific and dialogic ones. The category reflects the positive effects of an inquiry based model implementation in which the students were asked to reflect on the values they have experienced. Furthermore, Chaux (2007) acknowledges that most of the pedagogical practices we have at school are not fostering coexistence between children when stating that “The great majority of schools in our contexts seek to promote coexistence through the teaching of knowledge or values. These approaches have limitations because either the teaching of knowledge ... or the transmission of values [it is necessary to use a methodology] to translate into actions that foster coexistence. In other words, under these approaches students appear to learn discourses but most often keep a distance between discourse and action”. The coexistence is experienced by stressing values, expressing feelings and reflecting about conflictive moments. Those expressions of loved and coexistence, emerged from the collaborative work and from the given voice to the children along the process. (Douville and Wood 2001).

In the process of working together students started to understand that using values that promoted peaceful coexistence was necessary to achieve the different tasks and to feel good during the process of learning together. They understood that making agreements and having group values was extremely important when working together towards a specific goal. The importance of this category deals with learners’ understanding of coexistence values to develop together learning tasks during the English class and for future life situations.

The following pieces of reflections show the values students gained during the process and the way they addressed those values. The first excerpt stresses responsibility and listening to the others as values learned in the process. The second excerpt also gives emphasis the importance of listening to others, and proposes to help his classmates to be friends and not to keep fighting. The third excerpt shows the value of respect as an important coexistence action in which one person can learn from the others. This value is highlighted in the Basic Standards of citizenship Competences by Ministry of National Education (MEN) about being a citizen, “Ser ciudadano es respetar los derechos de los demás. El núcleo central para ser ciudadano es, entonces, pensar en el otro”. Ministerio de Educación de Colombia (2002-2006, 150)

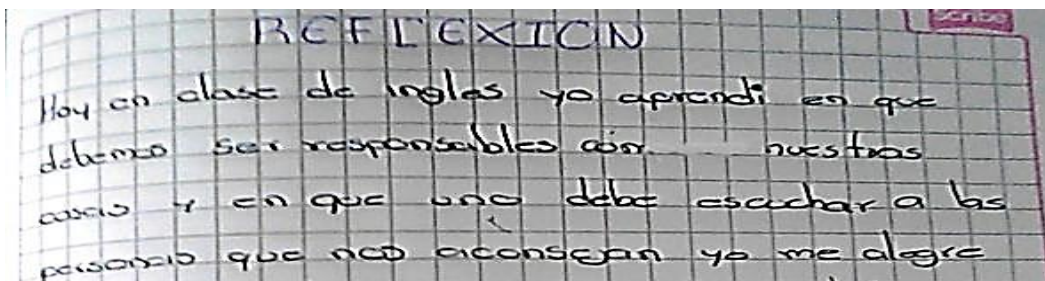


Image 19. Data source 11: From Students' Reflections on August 28th 2015

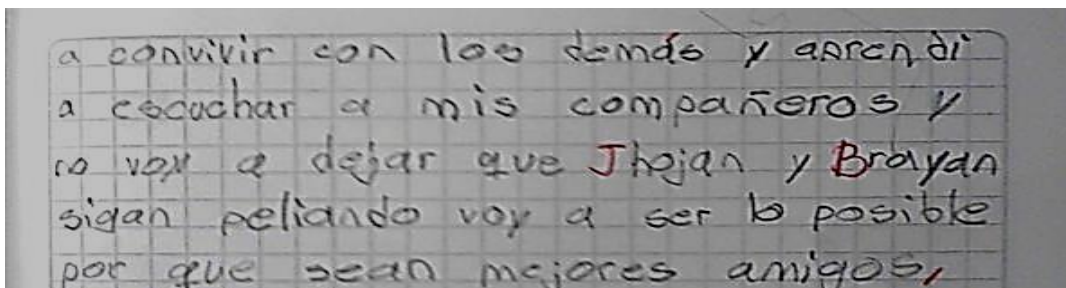


Image 20. Data source 12: From Students' Reflections on August 21th 2015



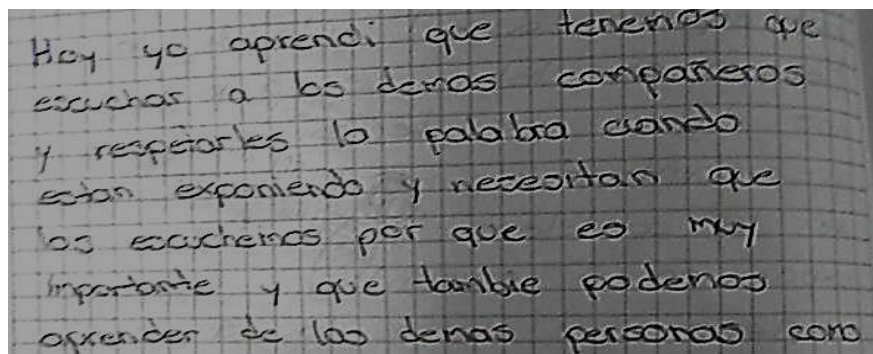


Image 21. Data source 13: From Students' Reflections on September 16<sup>th</sup> 2015

In the same way, the following fragments taken from field notes (during the book launching activity) give account of the values 5<sup>th</sup> graders expressed they had learned. The launch of the books was the final writing activity in which and students had the opportunity to present what they learned through the whole experience with the school snack project. The first reflection talks about responsibility as a main value that is important in task development and in life in general. The second stresses the value of mutual cooperation, as fundamental for being in a community who is working to a common goal. Children expressed that this value is the way to have a peaceful coexistence while learning something in the school.

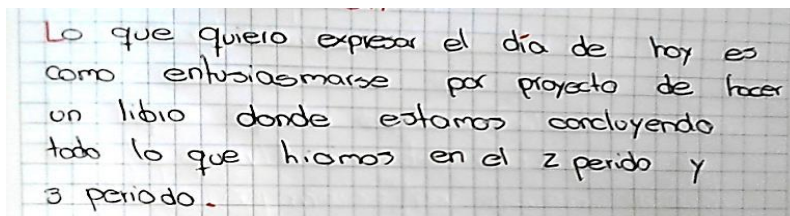
“Nos tocaba ser responsables porque lo que hacía uno ayudaba o afectaba a los demás y ser responsable es Como una cosa que le ayuda a uno en todo, para que todo le salga a uno bien”

**Data Source 14: Student x. Field Notes October 21<sup>st</sup> 2015**

: ... most of the students had brought the material for the book arrange, even though, it was very interesting to see how those who did not bring the needed materials, solved very easily the situation, some called their mothers and some others were supported by the rest of the class and the other groups provided them with materials; when asking one kid about that decision of helping others with this issue he answered “pues teacher es que si nos ayudamos entre nosotros que podemos esperar de otros, todo esto de trabajar juntos así ayudandonos unos a otros todo el tiempo nos hacer también ayudar a los que no son de nuestro grupo; además profe esto ese en beneficio de todo el curso y hasta suyo” “mío? ¿Cómo así?” “Claro teacher, so nos quedan bien los libros a toda la presentación de los libros sale bien cuando venga su profesora de la universidad

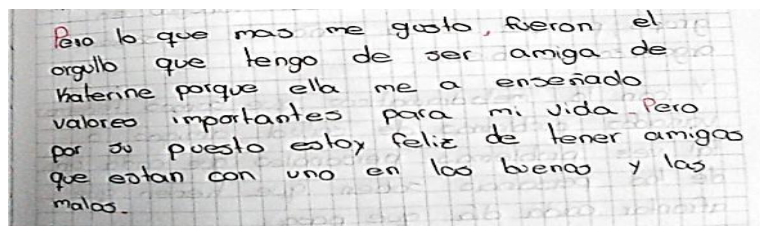
**Data Source 15: Student x. Field Notes on October 7<sup>th</sup> 2015**

Within this category the feelings students manifested are also addressed along the different reflections. The feelings are, according to many psychologist, "...states of consciousness, and that states of consciousness are inner private experiences predicated on the awareness of one's own mental activity" Le Doux (2015, 97). The fact that children extrapolate private experiences and write them in their reflections is important to understand the way they have experienced coexistence in the collaborative inquiry. The feelings they expressed in the reflections are shown in the following excerpts in which they say they are feeling good with this kind of process developed, they felt enthusiastic, proud, and sad. Reflecting about that, or at least mentioning in a reflection that happens as the result of an English class with certain characteristics, could be a prove of the other leanings that are available in an EFL classroom, in which not only language learning result in a set of memorized grammatical rules, but also into emotions.



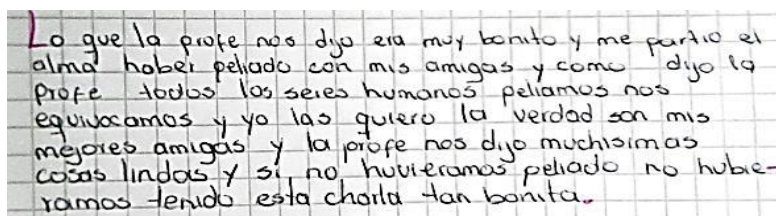
Lo que quiero expresar el día de hoy es como entusiasmarse por proyecto de hacer un libro donde estamos concluyendo todo lo que hicimos en el 2 periodo y 3 periodo.

Image 22. Data source 16: From Students' Reflections on September 16th 2015



Pero lo que mas me gusta, fueron el orgullo que tengo de ser amiga de Katerine porque ella me a enseñado valores importantes para mi vida. Pero por su puesto estoy feliz de tener amigos que estan con uno en los buenos y los malos.

Image 23. Data source 17: From Students' Reflections on September 23rd. 2015



Lo que la profe nos dijo era muy bonito y me partio el alma haber pelado con mis amigas y como dijo la profe todos los seres humanos pelamos nos equivocamos y yo las quiero la verdad son mis mejores amigas y la profe nos dijo muchisimas cosas lindas y si no hubieramos pelado no hubieramos tenido esta charla tan bonita.

*Image 24. Data source 18: From Students' Reflections on September 2nd 2015*

The following excerpt from field notes is a sample of other kind of feelings the students experienced during the process: sadness and bad mood. The emerging of those feelings placed moments in which peaceful coexistence was in trouble, so to stop the task and advise them to discuss what was happening in order to help them understand the aspects that are necessary to live together. Which implies that language learning is not only completing worksheets, but also interacting with others while that task development, it is also about sources to support the language learning (as a dictionary for example). In other words, setting and learner atmosphere is determining for the language learning as stated by Littlewood (1984). As observed in this piece of data from my field notes in which the feeling around the lack of resources affected the language learning moment.

...as the class had pass and all the groups were working in the vocabulary worksheet, I realized that Nataly was far from the group and was writing on her notebook, so I decided to approach her and asked her what was happening, she said she was feeling sad because Hincapie had told her she was not going to do the worksheet about the vocabulary worksheet because she did not bring the dictionary and she said that was an agreement they did last class. So, I decided to call the whole group and invite them to speak about the situation. One of them said they were really angry because Tania never brings materials to class, some others don't care, at the end of the discussion all apologize for the different attitudes they were having and made new agreements and promised to perform them.

**Data Source 190. Field Notes on May 20<sup>th</sup> 2015**

In the same sense of feeling expressions, the artifact below, is a sample of foreign language use to present funny moments students found during the process. Language became the means to express more than the things they are supposed to express; their reflection in this artifact focuses on the fact that they worked with their friends and for that reason they have fun while inquiring about the school snack. The artifact also shows a photo as part of the message they wanted to share about the group work, they look happy together in the whole process, which

implies a literacy strategy in which images support and complement words. Communication goes beyond the words. Visual information or images give support and help to make sense of the text, which could be understood as visual literacy as stated by Braden (1993).

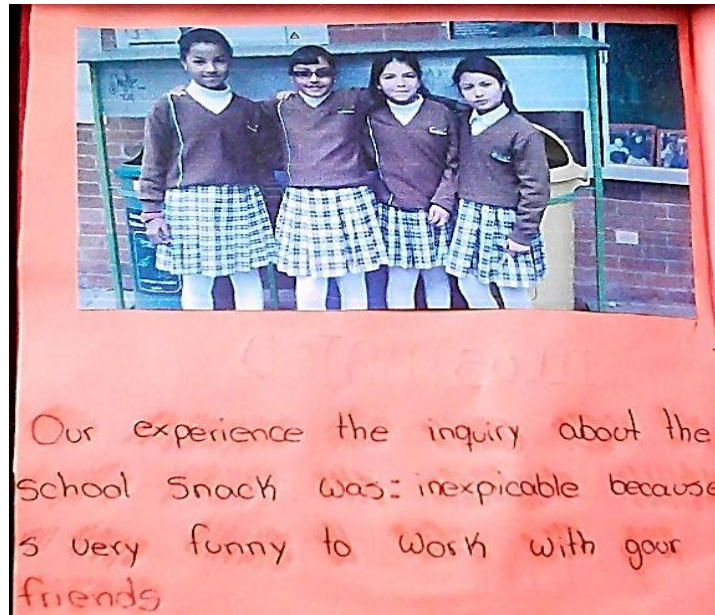


Image 25. Data Source 20: From students 'Artifacts. Book About the experience

Another relevant aspect within this category that was identified in the reflections done by the children was conflict: conflict solving and attitudes towards conflict. Those reflections are related to coexistence and peace standards proposed for fifth graders, in which they acknowledge conflict as part of life. Ministerio de Educación de Colombia (2004). Thus, the standards the students can demonstrate through their reflections are:” Entiendo que los conflictos son parte de las relaciones, pero que tener conflictos no significa que dejemos de ser amigos o querernos” and “Expongo mis posiciones y escucho las posiciones ajenas, en situaciones de conflicto”. Fifth graders found conflictive situations as opportunities in life that could be seized for living better. They also understood that dialogue and dealing with problems are important stages for problem solving. The following pieces of data, are samples

of how the language classroom activities allowed the children to reflect about the conflict and to find in that conflict opportunities for being better human beings. Language activities are not isolated, they imply human behaviors and human responses, as the one presented below.

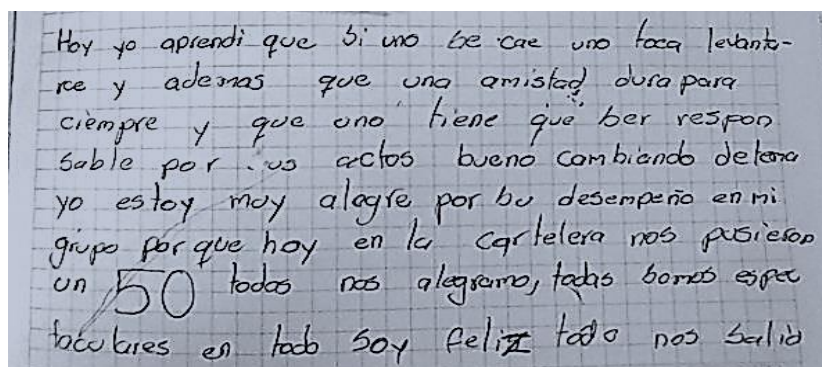


Image 26. Data source 21: From Students' Reflections on August 19th 2015

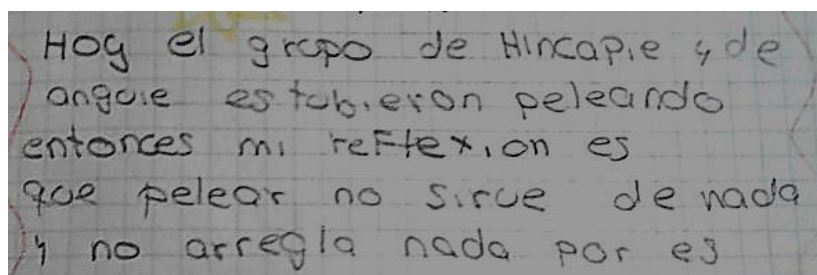


Image 27. Data source 22: From Students' Reflections on September 9th 2015

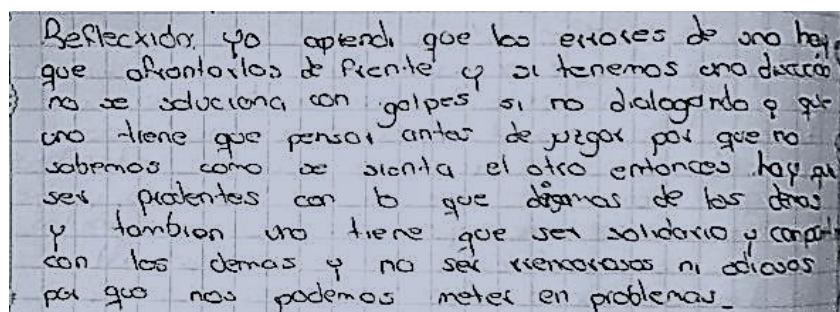


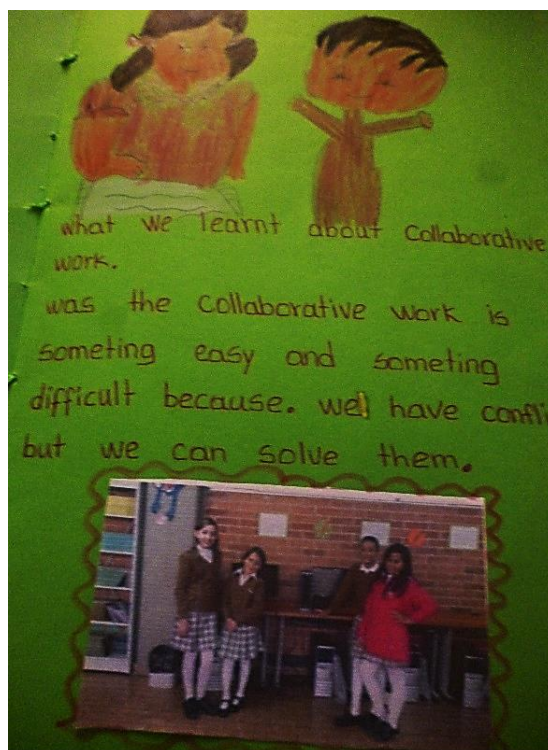
Image 28. Data source 23: From Students' Reflections on September 21st 2015

“Nosotros hemos tenido muchos problemas Durante el proceso, por irresponsables y olvidadizos, por ejemplo, cuando ya íbamos a hacer el libro no trajimos os materiales, pero pues lo solucionamos llamando a mi mama que como nosotros vivimos aquí frente el colegio, pues ella me trajo todo. Bueno eso fue re fácil de solucionar. A veces si no nos

poníamos de acuerdo y eso nos tocó que la teacher nos ayudara para ponernos de acuerdo y pues ahí entendimos que eso toca es dialogar, osea hablar y no pelear, porque si uno pelea no hace nada, porque eso nos pasaba, nos poníamos a pelear y no hacíamos nada, pero ya cuando dialogamos, ehhh dialogamos, osea hablamos ya pudimos ponernos de acuerdo y hace las cosas.”

**Data Source 24: Student Y. Field Notes September 23<sup>rd</sup> 2015**

In the same direction, the following artifact shows the ideas about conflicts that students had after the whole process, the artifact is part of the book they did at the end, in which they share the whole experience. They are acknowledging the problems as a difficult part of the collaborative work but they also say those problems can be solved. Their permanent in class reflection addressed coexistence as a citizenship competence in which children are supposed to acknowledge problems as part of life. Ministerio de Educación de Colombia (2004). Foreign language is used again as a mean of expression. It was the tool used to talk about conflict. Language in that’ sense, becomes a powerful instrument to talk about an owned reality.



*Image 29. Data Source 25: From students 'Artifacts. Book About the experience*

The aspects characterized in the previous categories provided information about the content of those written and oral reflections. Although they evidenced the use of language as a means of expression, it is also important, in that characterization, to talk about the way those reflections are expressed, in other words how the language is used. As a consequence, the concept of translanguageing by Garcia (2009) is used to explain the way language learners can use both L1 and L2 to express their ideas as learners.

### **Translanguageing in the oral and written texts of fifth graders as inquirers**

This third category stresses one of the most important characteristic that students' verbal and written speeches show in the English class during the inquiry process. Fifth graders used simultaneously Spanish and English to express their ideas about the inquiry process and about school coexistence. That use of two codes is understood as translanguageing, which is different from the notion of code switching in the sense that, it refers not simply to a shift or a shuttle between two languages, but to the speakers' construct. That is better explained by Garcia (2009, 142) when se states that, This language shift gives agency to speakers in an ongoing process of interactive meaning-making.

Garcia and Wei (2014, 485) proposes that Students used Spanish and English at the same time to communicate ideas, as the starting point of language practices, they start incorporating the new English words they are acquiring during the inquiry process, to their speech about the inquiry itself. The following excerpts are samples of how the students use

both codes in oral and written discourses as part of the path they are following in the learning of English. That process helps them to communicate and appropriate knowledge as one of the goals when accepting Translanguaging as a pedagogical possibility for learning a language. (Garcia and Wei 2014, 2376).

The first fragment of datashows how the kid is asking if he can start using the words he is learning in English, but complete his ideas in Spanish. He is recognizing new words but is not limiting his expression of ideas just because he does not now more words in the English code. The question posed by one of the students in terms of the permission to this language merge could be understood from Garcia´s and Wei´s (2014, p. 670) ideas about “Linguistic creativity and the Translanguaging Instinct”, in which children have no problem to use the multiple semiotic resources they have available.

S1: teacher si nosotros decimos que la bag el school snack tiene unos messages que dicen cosas como de reciclaje, ¿se puede?

**Data Source 26: Student B. Field Notes May 27<sup>th</sup> 2015**

In the second piece of data the child who is presenting his inquiry results, is using the most relevant words in their inquiry group in English. This group inquired about the nutrients in the school snack. Vitamins and minerals were those nutrients they found in the school snack after the search process. The fact that they used the new words in L2 could be a strategy to give account of his bilingualism in which both languages are being used in one unit of sense. Both languages are interacting as part of the same community without boundaries. (Garcia and Wei 2014, 601)

The students were presenting their books and the information about their inquiry. One group presented:



Student 1: Good morning, my Name is.... today vamos a hablarles de nuestro proceso de inquiry sobre el school snack. En este grupo nosotros investigamos los nutrients que tiene nuestro school snack y encontramos que posee vitamins, and minerals.

Student 2: la vitamin principal que encontramos en el school snack es la vitamin C (/si/) que nos la dan en frutas como la guava, la orange y la tanjerine, esto tangerine

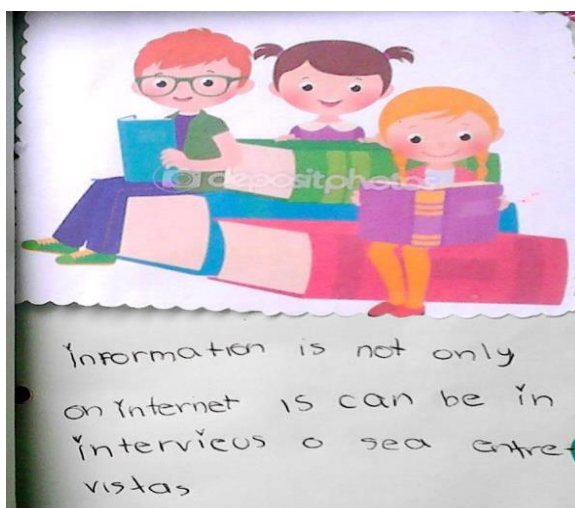
Student 3: y también encontramos que en el school snack nos dan mucho iron ( it was pronounced as sounds in Spanish)

Techer : Iron /aiən/

Student: eso iron, Bueno Iron /aiən/, nos lo dan en el school snack en los juices and yogurt que están fortificados con ese Iron /aiən/

**Data Source 27: Student B. Field Notes on October 28<sup>th</sup> 2015**

Following the same characterization of language use, the artifact below shows one part of the book that reported the final results of their inquiry process and what they learnt about the places where information is found. They mention interviews, and they clarify the word, with the Spanish words to accomplish the objective of sharing the proper messages they wanted. The artifact more than bilingual is a multilingual text; the image, the Spanish and the English words, build the whole text to express their ideas, in the sense that it “shows the different ways multilingual children combine and juxtapose scripts as well as explore connections and differences between their available writing systems in their text making” (Garcia and Wei, 2014, p. 1303).



*Image 30. Data Source 28: From students 'Artifacts. Book About the experience*

The possibility to express how they lived their coexistence during the project is very interesting for 5<sup>th</sup> grade students; but the possibility to do it, using a different language from theirs, opens doors to more people knowing their reflections. It is awesome. In that process they needed to appeal to their mother tongue to complete their ideas. Thus, Translanguaging is not simply a way to ‘scaffold instruction, to make sense of learning and language; rather, “Translanguaging is part of the meta-discursive regime that students in the twenty-first century must perform’ (Garcia, 2011a: 147).

The following pieces of data from field notes and students’ artifacts are examples of how learners were using both codes in written and oral discourses to communicate what they wanted about the way they lived school coexistence in his whole process. The conclusions specially carry messages they wanted to share with others in the school community. The excerpt from the field notes taken the day the children presented their books is a sample of how a girl is using simultaneously both languages as a needed stage in new language learning as stated by Garcia and Wei (2014, p. 1483). The authors also comment that, learners need a secure sense of self that allows them to appropriate new language practices as they engage in a continuous becoming.

En toda nuestra inquirí del school snack nosotros tuvimos muchos muchos problems, como por ejemplo un día que nos pusimos a pelear porque ninguno hacer el work que la teacher nos asignó, y pues después de que la teacher nos ayuda a hablar, hicimos eso hablar y gameover con lo de pelear y nos pusimos a work y entendimos que hablando se hace mejor el job en la inquirí together, osea que para hacer el trabajo juntos es mejor dialogar.

**Data Source 29: Student J. Field Notes on October 28<sup>th</sup> 2015**

According to the previous ideas, the following fragments of data taken from the children’s books are also examples of the way children are using Spanish, English and images

to express their ideas. The fact that children are allowed to do it, gives learning a flexible characteristic in which learners take control of their own learning, to self-regulate when and how to use language, depending on the context in which they are being asked to perform.

(Williams 2012, 322)

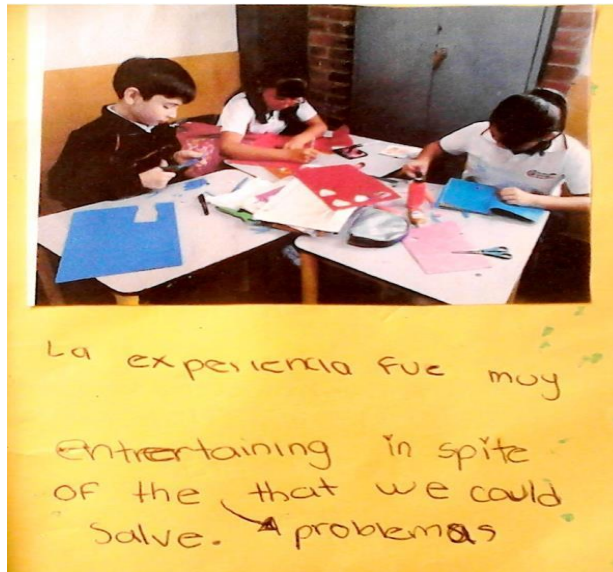


Image 31. Data Source 30: From students 'Artifacts. Book About the experience



Image 32. Data Source 31: From students 'Artifacts. Book About the experience

The conjunction of L1 and L2 also allows the use of visual literacy in which the images complement the used words. The last excerpt of data taken from one of the students' books about the experience is a beautiful metaphor of the meaning of conflicts. The girls in this group are using some words in Spanish – los problemas – and –piedras en el camino– the rest of the text in English and a beautiful image to complement the idea they are expressing. That text led me to address Garcia's (2014) ideas about emergent bilingualism, in which children are not shy to use all the sources available using their entire language repertoire to make meaning, successfully communicating across 'languages' and 'modes' by combining all the multimodal semiotic signs at their disposal. Garcia and Wei (2014, 1623)

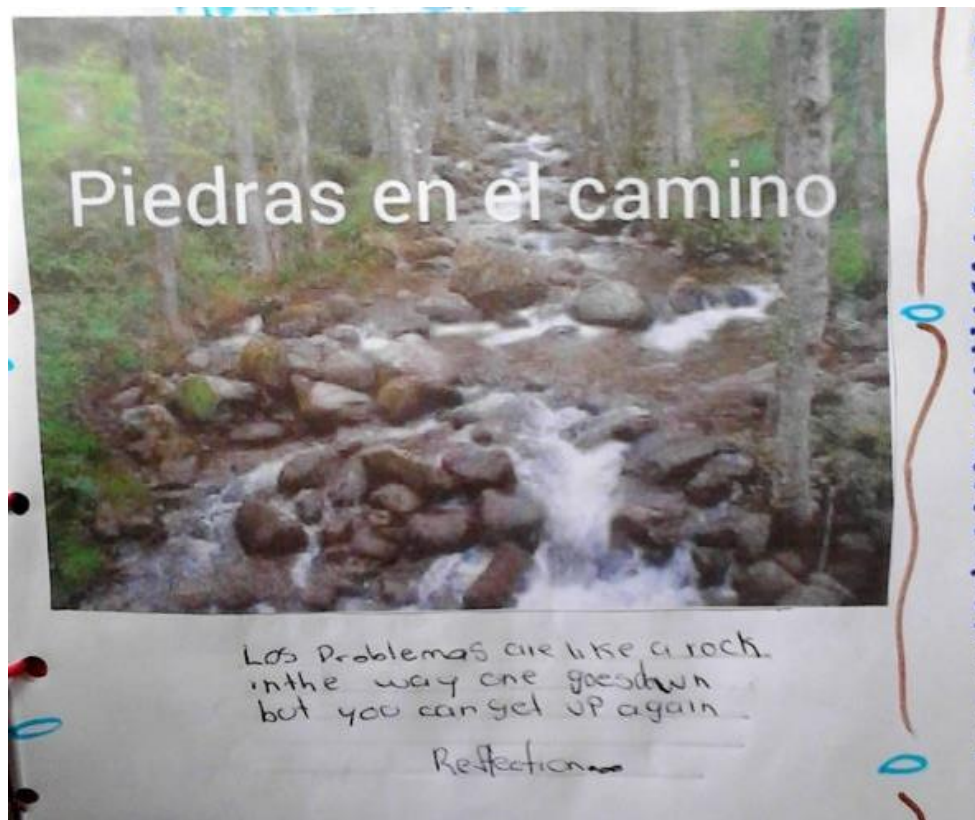


Image 33. Data Source 32: From students 'Artifacts. Book About the experience

In order to conclude the data analysis chapter, the following figure presents the relationships between the research questions; the research objectives and the findings, expressed by categories. From the question about the type of reflections about school coexistence that are unveiled when elementary students work collaboratively in the EFL classroom, emerged two objectives that reveal children's reflections during the process. The first objective was to characterize the different reflections about school coexistence that students experienced when working collaboratively in the EFL classroom. For the characterization of the reflections, two categories provided understandings about the main characteristics of those reflections; on one hand, children recognized different work assets during the collaborative inquiry, in which they reflected about the different learning they had, the way they developed the process and the moments they lived. All the reflections were related to school coexistence in the sense that they explained the way they were relating to each other by freely expressing their ideas and thoughts about what was happening. On the other hand, most of their reflections were expressed within the English language learning process, in which translanguaging appears as the strategy to make sense and communicate ideas. Those ideas are evident in the written and oral reports of their inquiry process in terms of the topics they developed and the process they lived.

The second objective was related to analyze the possible influence of collaborative work on students' relationships. The identified category that addressed that objective is Experiencing School Coexistence through Collaborative Work, in which the children expressed their feelings, talked about the values they identified in the process and reflected about the conflicts they lived. In all the reflections, it is evident that fifth grade students learned to have better relationships based on the collaborative work and the reflections done.

They also acknowledge the conflict as part of life and the importance of listening to the other; issues that were not happening before the pedagogical intervention and that were somehow the starting point for this research. Given the explanation of the findings during the pedagogical implementation, the next chapter intends to wind up of the conclusions of this research study.

## Chapter 6

### Conclusions and Pedagogical Implications

This research addressed a collaborative inquiry model in the EFL classroom, as way to unveil students' reflections about their coexistence at school. Consequently, the conclusions can be stated in terms of the way this research transformed my pedagogical practices, helped me to reshaped my understandings about language learning and teaching and the way language curriculum can be addressed, from the standards of language learning established by the Colombian Ministry of Education (2006) to a more socio cultural perspective in which the community is a source for learning and aspects like the citizenship and science can be taken into consideration in the language classroom.

The journey took an academic year and allowed me as researcher to learn about research, language learning and teaching and about my students as great curriculum contributors. Students became co- constructors in the process of adjusting the language curriculum to the students' communities. The co- construction, implied collaboration between students-students and teacher-students when inquiring and seeing what new perspectives to learn through inquiry. Language classroom converted into a learning environment in which it is learnt with and from students.

The role of the teacher - researcher is different from the role of the teacher. Students were given the space to pose questions and bring responses from which I was ready to learn. The teacher became an active inquirer, helped the student to understand the inquiry process, but at the same time walked with the students into the inquiry development. Students brought new

understandings to the language classroom when using community as source, they were the experts in their contexts, and they were the owners of information and the ones that oriented the process, because they had clarity about what they wanted to learn and what they needed language to express from their knowledge.

Accordingly,, the curriculum is not a static teaching entity, the language curriculum can be articulated to other subjects. Language becomes the means to learn about the content of different subject areas, such as science, social studies, math, among others. The inquiries the students proposed, opened the boundaries of curriculum, allowing the community topics to be worked inside the language classroom, while different language skills are developed while students inquire. The learning that occurred in the elementary language classroom went beyond the linguistic features of language. The students learnt about how to carry out an investigation, about nutrition, about recycling, and about how to deal with conflicts in a collaborative environment. A positive outcome of the process of collaborative inquiry was a more peaceful learning environment that contributes to developing citizenship competences proposed by the Colombian Ministry of Education (2004) in the Standards of citizenship Competences. CBP in the language classroom changed the teaching environment into a more productive place where knowledge had no limits. What happened in the language classroom transcended the boundaries of school because students had become inquirers for life.

The research allowed the students to produce complex texts in which they talked about a local aspect, the school snack; they also talked about what happened while they were exploring the content. In other words, inquiry fostered students' learning beyond the language standards and connected to standards from other subject areas. This clearly places the language classroom



as a transdisciplinary place for learning while language serves as a vehicle for knowledge construction.

The reflections that were produced by students within the process are good examples of what the innovation intended to tackle. Students reflected about how to achieve a common goal by making agreements, overcoming problems, facing and solving conflicts. The collaborative nature of the inquiry process helped the scaffolding in the language learning process during the academic year. The teacher's view was not enough; their classmates support was really important. The ZPD proposed by Vygotsky (1986) supported the language learning process by providing confidence to develop foreign language from the understanding of language not as content but as a means of expression.

In general terms, inquiry in the EFL classroom is an excellent opportunity to consider the language teaching and learning processes as more socio cultural. Reflections that emerged during the process approach language and other areas of knowledge. The characteristics of those reflections described in the findings give account of the contributions of this type of methodology to the classroom, as by Chau, Nieto and Ramos (2007) in which collaboration helps students to understand their roles in the society as citizens in formation. In other words, citizenship competences are put into action when students experience a collaborative work (inquiry in this case), and have the opportunity to react to different circumstances. The data showed how students 'reflections acknowledge the other as someone to be taken into consideration and the importance of listening to them. It also contributes to the language learning improvements stated by Garcia and Wei (2014, 2575) in which there is a "transdisciplinary [view of language teaching] associated with translanguaging [that] enables us to broaden our disciplinary lens, bringing a simultaneous sociocultural– sociocognitive approach to the study.

## **Implications**

Collaborative inquiry as a pedagogical innovation that redefined learning, teaching and doing research has brought meaning to language teaching. It implies different understanding of the language teaching, which must be an opportunity to think about its implications for pre service teaching programs in which future teachers should be taught about language teaching methodologies that go beyond the linguistic domain and place the language an important source for knowledge construction. Language teaching should be about learning how to talk about different types of knowledge systems, while learning about content. Language should not be taught as an isolated entity without context. Inquiry helps to find a topic in which language is needed to express the developing and the outcomes of the process. Inquiry allows the teachers to approach the foreign language standards and in fact to go beyond them.

## **Limitations**

An academic year research has time constrains all the time, and that is the principal limitation this research had during the whole process. The first reason because time was a limitation is because in elementary school at public institutions the children only have 1 or maximum 2 hours of English class a week, which can be reduced by the different and multiple activities and circumstances that backgrounds public education in Colombia. In fact, there was a very important circumstance that obligated to move the research calendar for almost a month and a half, there was a teachers' strike, in which as researcher and teacher I had to stop my pedagogical

implementation and assume a political stance by going to the strike and defend my rights as educator in this country.

Resources was another limitation, although not a big one, but it was necessary to adjust some of the activities because of that. For example, I had planned an activity about going to the computers room and explore some web pages about nutrition in English by the North American nutrition society for children, and that was not possible, so I had to deliver this activity as homework. This limitation changed into an opportunity to find alliances with my colleagues, and was in that search where I found my chemistry teacher colleague support and we organized an experimentation activity at the chemistry laboratory.

In general terms, I would say that more than limitations, an inquiry base approach to language teaching open the opportunity to creativity, community based pedagogies find sources right there in the authentic context where learning occurs and Action research allow you to make adjustments if the circumstances demand it.

### **Further Research**

This research approached a Community Based Pedagogy model in which students had the opportunity to do inquiry about a topic they considered relevant within their community. The EFL classroom became a place to develop language, citizenship and science standards of competences, between others. A very interesting research could be taught in term of the relationships between the language standards with other areas in an attempt to see a more relation

perspective of learning in which learning does not occur separated but an individual can be learnt about a many different things form a specific topic.

Community based pedagogies as a socio cultural perspective of language teaching, could be thought as part of the pre service teachers' curriculum. The implications and impact of this approach as a different understanding of the EFL classroom can be evaluated in the curricular construction in the professional development processes of future language teachers.

The effect of the shift in the methodology of a language teacher when starts implementing Inquiry based learning with a community based pedagogies approach, can be also evaluated, in the sense that there is a difference between being a traditional pedagogy teacher and being a co-constructed of curriculum with students.

Translanguaging as an understanding of the language learning processes in EFL contexts could be addressed in a deeper attempt to understand how it works and how that language knowledge is build up when considering this variable.

Community based pedagogies and inquiry based learning as transdisciplinary approaches to language teaching in a path in which collaboration between teachers can help to construct a more holistic vision of curriculum, in which any knowledge is isolated but related to other types of knowledge.

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## Appendixes

### *Appendix 1. Questionnaire to Colleagues*

Estimado Colega,

El presente cuestionario pretende ser parte del análisis de necesidades que se realiza para identificar una situación problemática a trabajar en un proyecto de investigación en el marco de la maestría que estoy cursando en la Universidad Distrital.

Agradezco su sinceridad y colaboración con este documento al responder cada una de las preguntas que aquí se encuentran.

1. En su práctica pedagógica ¿qué aspectos observa inciden positiva y negativamente en el desarrollo de sus clases?

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2. ¿qué situaciones considera afectan la convivencia escolar en su aula de clase?

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3. ¿Considera usted que dichas situaciones convivenciales inciden en los procesos de enseñanza aprendizaje de su aula? ¿En qué medida?

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Gracias por sus respuestas

**Appendix 2. Consent Form**



CARTA DE CONSENTIMIENTO INFORMADO PARA PADRES DE FAMILIA

Bogotá, abril 10 de 2015

**FORMATO DE AUTORIZACION**

Reflexiones sobre convivencia escolar por medio del aprendizaje colaborativo en la clase de inglés con estudiantes de quinto grado de primaria de un colegio público de Bogotá

Apreciado Padre de Familia:

Su hijo(a): \_\_\_\_\_ del grado \_\_\_\_\_ ha sido invitado(a) a participar en el proyecto de investigación "Reflexiones sobre convivencia escolar por medio del aprendizaje colaborativo en la clase de inglés con estudiantes de quinto grado de primaria de un colegio público de Bogotá" a cargo de la docente Ana Janneth Gómez Gutiérrez, aspirante a Magister en Lingüística Aplicada a la Enseñanza del Inglés de la Universidad Distrital Francisco José de Caldas. El objeto de esta carta es ayudarlo a tomar la decisión sobre si aprueba o no la participación de su hijo(a) en este estudio.

El propósito del proyecto de investigación es caracterizar las diferentes reflexiones que los niños hacen sobre convivencia escolar cuando ellos trabajan colaborativamente en la clase de Inglés, y analizar la forma como la convivencia es influenciada por del trabajo colaborativo en clase. Dicho trabajo se realizará durante el segundo y tercer periodo académico y consiste en una propuesta pedagógica en la que los niños trabajan colaborativamente en un proceso de indagación acerca de uno de los aspectos importantes en su cotidianidad como lo es el refrigerio escolar. Dicha propuesta didáctica pretende que el niño, además de aprender aspectos específicos de la lengua extranjera: Inglés como vocabulario y estructuras gramaticales simples; reflexione sobre la forma como se relaciona con los otros y como el trabajo colaborativo puede incidir en la forma como aprende y en las cosas que aprende.

Para participar en este proyecto de investigación, es necesario que usted como padre o madre o acudiente del estudiante, (1) firme este consentimiento; en el que me permite como docente tomar videos y fotografías de las clases en las que aparece su Hijo (a) y analizar los escritos que su hijo (a) realizará en el cuaderno de inglés que funcionará como un diario de clase, en el que los niños narrarán en español sus experiencias de convivencia durante el trabajo colaborativo en la clase de Inglés. Ya que dichos insumos me permiten analizar la forma como los niños están viviendo la convivencia a través del trabajo colaborativo en el aula de clase. (2) acompañe a su hijo en el proceso de indagación que el niño(a) debe realizar en Internet, de las diferentes temáticas a trabajadas. (3) que usted se comprometa a proveer a su hijo los materiales necesarios para el desarrollo de las actividades, teniendo en cuenta que de la responsabilidad individual depende el desempeño grupal.

Es importante que usted tenga en cuenta que la participación de los niños en el proyecto hace parte de la dinámica de la clase de inglés, pero que si usted considera que no está de acuerdo



CARTA DE CONSENTIMIENTO INFORMADO PARA PADRES DE FAMILIA

con que su hijo sea grabado o fotografiado, esto no tendrá ninguna repercusión en los procesos de evaluación de su hijo.

En la presentación de los resultados del proyecto de investigación, Se le garantiza:

- El uso de nombres ficticios para proteger la identidad de su hijo(a) si usted lo prefiere
- Estricta confidencialidad con información que usted considere que lo puede afectar
- La oportunidad de verificar las declaraciones hechas en las reflexiones en el cuaderno de inglés y la interpretación que se haga de ellas.
- Que se le responderá cualquier duda que le genere el proyecto

Agradezco de antemano su autorización para contar con su hijo(a) como participante en este proyecto.

Cordialmente,

Ana Janneth Gómez Gutiérrez

Docente e Investigadora participante del Proyecto de Investigación

.....

**DECLARACION DE PARTICIPACIÓN**

He tenido la oportunidad de leer esta declaración de consentimiento informado, comprendo de qué se trata el proyecto y la clase de participación que tanto mi hijo(a) como yo, tenemos en el proyecto y acepto que participe según las características anteriormente descritas.

Nombre del Estudiante: \_\_\_\_\_

Curso: \_\_\_\_\_

Nombre del Padre, madre o Acudiente: \_\_\_\_\_

Firma: \_\_\_\_\_

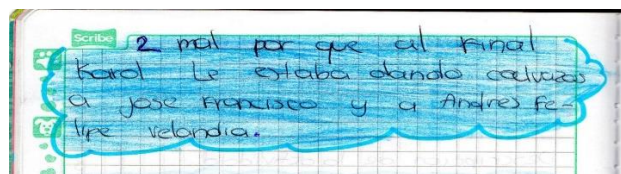
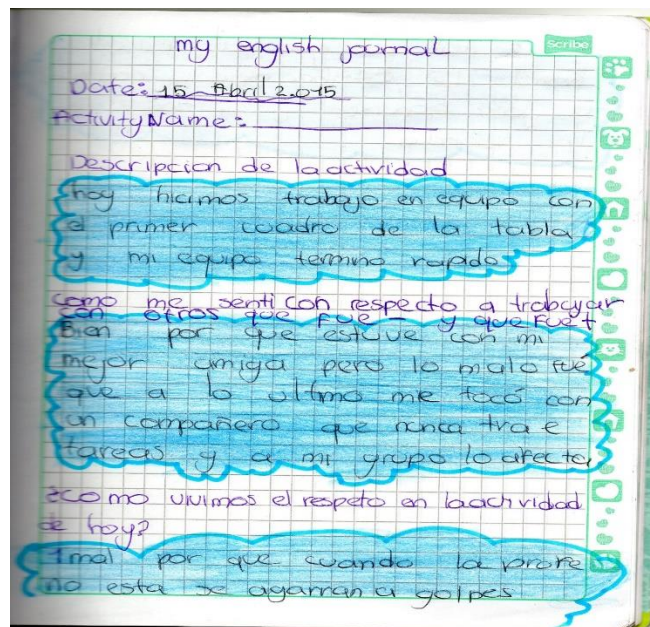
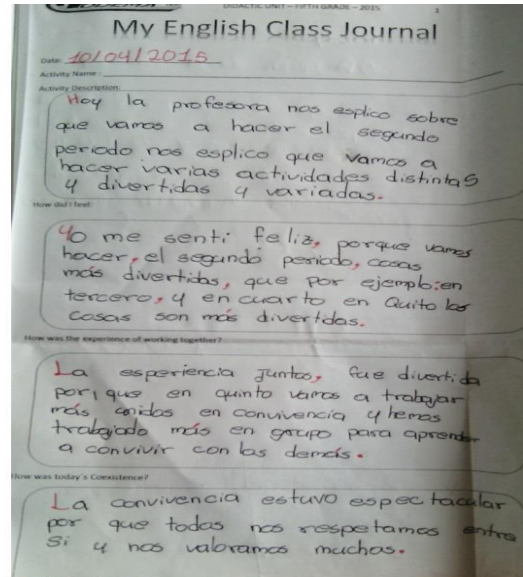
Fecha: \_\_\_\_\_

*Appendix 3. Field Notes Format*

Observer	Ana Janneth Gómez Gutiérrez
Research Question	What type of reflections about school coexistence are unveiled when elementary students do collaborative inquiry in the EFL classroom
Research Objectives	<ul style="list-style-type: none"> <li>• To characterize the different reflections about school coexistence that students experience when doing collaborative inquiry in the EFL classroom</li> <li>• To analyze the possible influence of collaborative inquiry on students' relationships</li> </ul>
Date	
Time	
participants	501
Number of Students	36
Special physical or environmental conditions	

Observation	Comments

Appendix 4. Students' Journals Samples



Appendix 5. Students 'Artifacts

## Messages in the packages of the School Snack

Students' Name: \_\_\_\_\_ Course: \_\_\_\_\_

Objectives of the Activity: To identify and analyze the messages written on the packages in our school snack.  
To create new messages about values that you think need to be promoted to have good relationships in the classroom.

Instructions: 1). Look the different messages written on the plastic bags you have collected during the previous weeks and copy them in the messages frame. 2). Read several times the written five messages and answer the questions. 3). Find the different values in the word search and translate them into Spanish. 4). Choose values to write a message with each one. Explain why did you chose those values and not others? 5). Write the messages using color papers.



Think and Answer  
Piensa y Responde



¿Cuál o cuáles son los temas de los diferentes mensajes?

Por qué crees que esos mensajes aparecen en el refrigerio?

¿Consideras útiles esos mensajes? ¿Por qué?

¿Qué mensaje escribirías?

Solve the word search



**Some Values Relating to Each Other**  
Codenna School - Fifth grade

Z S	C O W	RESPONSIBILITY
G Y X U B V	X V S U B B	SOLIDARITY
Y X H A A D I G P	G P R U D E N C E	FRIENDSHIP
G R A T I T U D E	E S V S A H H L Z	CHARITY
X Q W H G Z A R W Z	H D K R H R S M L U	ACCEPTANCE
C A F F E C T I O N	P I H S O N E I R F	ACCOMPLISHMENT
T O E C N E G I L I D	A C C E P T A N C E H	AFFECTION
S M A Y G Y T I L I B I S N O P S E R R W K		CLEANLINESS
A C C O M P L I S H M E N T K U N I T Y		CONFIDALITY
S S S E N I L N A E L C D I N		CREDIBILITY
J H O N E S T Y		DEFERENCE
E Y C S O L I D A R I T Y		DILIGENCE
A C K N O W L E D G E M E N T		ENCOURAGEMENT
R O K H R Y T I L A I D R O C H N H O		GRATITUDE
I G S O R G A N I Z A T I O N D U B L S C		GUIDANCE
X A U T R U T H C R E D I B I L I T Y M G		HAPPINESS
C H T N E M E G A R U O C N E C N E R E F E D		HONESTY
F V B Z S A I E Y G X X E C N A D I U G W		ORGANIZATION
H A P P I N E S S G E T U T E A M W O R K		PRUDENCE
K M F E A L W O N A V E N Z P F O D		TEAMWORK
K R J O C O A Z Y S Y T I R A H C		TRUTH
X F M O A G G M I I C L L		UNITY
I R O P D L M E Z		
D N W		
T D A		



Writing messages

keys

1. Choose five values
2. Why did you choose those values?
3. Try to write the message completely in English and ask for help if needed





*Appendix 7. Guiding worksheet on writing the boog about the experience*



## LET'S WRITE A BOOK ABOUT THE EXPERIENCE

Students' Names \_\_\_\_\_

Objective: To write a book in order to report the whole experience about the collaborative inquiry project



*Appendix 8. Pedagogical Intervention Chart*

Teacher		Ana Janneth Gómez Gutiérrez			
Main Pedagogical Objective		Inquire about different issues related to the school snack.			
Linguistic Themes		Food vocabulary, countable and uncountable, quantifiers, there is, there are.			
Grade		Fifth			
Number of students		40			
Time		One Unit (23 weeks)			
Standards		<ul style="list-style-type: none"> <li>• Escribo pequeños textos sencillos en inglés sobre temas de mi entorno.</li> <li>• Asumo, de manera pacífica y constructiva, los conflictos cotidianos en mi vida escolar y familiar y contribuyo a la protección de los derechos de las niñas y los niños.</li> <li>• Observo el mundo en el que vivo</li> <li>• Formulo preguntas a partir de una observación o experiencia y escojo algunas de ellas para buscar posibles respuestas.</li> <li>• Propongo explicaciones provisionales para responder mis preguntas.</li> </ul>			
Stage	Week	Date	Activities	Specific Pedagogical Objective	Evaluation criteria
Getting together	1	April 8 <sup>th</sup>	<p>Project Presentation and brainstorming about possible issues related to school snack</p> <p>Journal Format presentation</p> <p>Choosing partners</p> <p>KWL Chart about collaborative learning and collaborative work</p>	Building criteria about working together in a common goal	Students 'criteria for conforming the groups provide understanding about the way they relate to each other.

Building from the known	2	April 15 <sup>th</sup>	Let's talk about our school snack Students described the different known and observable aspects of the school snack Journal Entry	Describe what we know about our school snack	Students' outcomes give understanding of the way English is used to express aspects from the community they are interested in
	3	May 20 <sup>th</sup>	Let's learn and practice vocabulary in English about the school snack Students developed a workshop about the vocabulary of the most common food in the school snack Journal Entry		
	4	May 27 <sup>th</sup>	Messages in the packages Students described the different messages on the school snack packages on the school snack and create new messages. Journal Entry		
Taking time to find questions for inquiry	5	June 3 <sup>th</sup>	Learning How to inquire Students watched an episode of "Sid the Science kid" and figured out about the way to inquire We analyzed the episode in terms of the research process is followed by the kid in order to find ideas to develop their own inquiry process. Journal Entry	Formulate possible themes for inquiry	Students' inquiry plan give account of the understanding of the inquiry process and the role of language thin that process.
	6	June 10 <sup>th</sup>	Let's inquiry about the school snack After an explanation about making questions in English using Wh questions, students created questions about What they would like to know about the school snack Journal Entry		
	7	June 17 <sup>th</sup>	Let's plan our inquiry Students chose, from the already created questions, one question as the research question for the inquiry and established what do they need to answer the question in terms of the resources for the information and the steps to follow. Journal Entry		

Gaining new perspectives	8	July 8 <sup>th</sup>	Let's fill the KWL chart out in order to see what do we already know and what we want to know with the inquiry process Journal Entry	Read, watch, and select information that you	Inquiry process development indicates the way students use
	9	July 15 <sup>th</sup>	Let's find information in order to answer our research questions Students shared the whole group their research questions and the plan they have for searching the information. The teacher and the classmates give the groups suggestions in terms of where to search, how to search and what exactly to search. Here are some suggestions of web pages to search about nutrition and recycling which are the principal selected topics in the groups <a href="http://es.nourishinteractive.com/nutrition-education-printables/category/5-alimenticios-grupos-ninos-saludable-aprendizaje-hojas">http://es.nourishinteractive.com/nutrition-education-printables/category/5-alimenticios-grupos-ninos-saludable-aprendizaje-hojas</a> <a href="http://kidshealth.org/parent/nutrition_center/_esp/myplate_esp.html">http://kidshealth.org/parent/nutrition_center/_esp/myplate_esp.html</a> <a href="http://kidshealth.org/parent/en_espanol/nutricion/food_labels_esp.html">http://kidshealth.org/parent/en_espanol/nutricion/food_labels_esp.html</a> <a href="http://es.familydoctor.org/familydoctor/es/kids/eating-nutrition/healthy-eating/nutrition-healthy-eating-for-kids.html">http://es.familydoctor.org/familydoctor/es/kids/eating-nutrition/healthy-eating/nutrition-healthy-eating-for-kids.html</a> <a href="http://www.agro.uba.ar/unpuente/delcampoalamesa/img/actividades.pdf">http://www.agro.uba.ar/unpuente/delcampoalamesa/img/actividades.pdf</a> <a href="http://www.bdigital.unal.edu.co/636/6/9789587194029.02.pdf">http://www.bdigital.unal.edu.co/636/6/9789587194029.02.pdf</a> <a href="http://www.unicef.org/lac/Reunion_Nutricion_1_21_2011.pdf">http://www.unicef.org/lac/Reunion_Nutricion_1_21_2011.pdf</a> <a href="http://www.benefits-of-recycling.com/recyclingforkids/">http://www.benefits-of-recycling.com/recyclingforkids/</a> <a href="http://www.sciencekids.co.nz/recycling.html">http://www.sciencekids.co.nz/recycling.html</a> <a href="http://kids.niehs.nih.gov/explore/reduce/">http://kids.niehs.nih.gov/explore/reduce/</a> Journal Entry		
	10	July 22 <sup>th</sup>	Let's share what we have found so far Students shared in their small groups what they have found about the specific topic they are searching on. Journal Entry		

	11	July 27 <sup>th</sup>	<p>Let's talk about some nutrition facts As many of the groups have chosen for the inquires topics related to nutrition, the students explore some given webpages at the school library and the computers room in order to learn about the concepts of Calorie, Carbohydrate, Starch, fiber and sugar. <a href="http://www.superkidsnutrition.com/nw_whatiscalorie/">http://www.superkidsnutrition.com/nw_whatiscalorie/</a> <a href="http://kidshealth.org/kid/stay_healthy/food/carb.html">http://kidshealth.org/kid/stay_healthy/food/carb.html</a> <a href="http://dictionary.kids.net.au/word/starch">http://dictionary.kids.net.au/word/starch</a> <a href="http://www.sciencekids.co.nz/sciencefacts/food/carbohydrates.html">http://www.sciencekids.co.nz/sciencefacts/food/carbohydrates.html</a> <a href="http://kidshealth.org/parent/growth/feeding/sugar.html">http://kidshealth.org/parent/growth/feeding/sugar.html</a> <a href="http://kidshealth.org/teen/food_fitness/nutrition/fiber.html">http://kidshealth.org/teen/food_fitness/nutrition/fiber.html</a> <a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=284&amp;id=2685">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=284&amp;id=2685</a> Journal Entry</p>	find relevant for the inquiry	language to feed their inquiries. Asking questions, describing issues, reviewing activities, videos, and readings.
	12	August 5 <sup>th</sup>	<p>Let's experiment about nutrition facts Journal writing Students brought some potatoes, milk, chips, eggs, bread and barley with the help of professor Armando Rodriguez (chemistry teacher) will guide a bilingual experiment in which students were be able to understand the concepts of Calorie, Carbohydrate, Starch, Sugar, Nutrients, using the microscope and some chemical substances. Journal Entry</p>		
	13	August 12 <sup>th</sup>	<p>Let's talk about recycling As many other groups had chosen topics related to recycling students watched some videos about it. Journal Entry</p>		
	14	August 19 <sup>th</sup>	<p>Let's talk about interviews Many groups had planned to do interview in order to complement the information for their inquiries, so a workshop about interviews is developed. (how to make questions in English, in an interview). Journal Entry.</p>		

	15	August 26 <sup>th</sup>	Let's do our interviews Students use the class time in order to do the needed interviews to the people inside the school they consider can help them with the inquiry Journal Entry		
Attending the Difference	16	September 2 <sup>nd</sup>	Let's organize our data; Students organized the information they have and chose which is relevant to answer the research question and students complete the KWL chart in which they write about what they learned during the inquiry. Journal Entry	Compare the aspects about the school snack we knew before and the ones we know after the process.	English as a foreign language use to organize a data report
	17	September 9 <sup>th</sup>	Let's plan a presentation of the results Students prepare an oral presentation to their classmates in order to share the results of the inquiries. Journal Entry	Discuss the main aspects learned about the school snack	Language as a way to communicate findings and experiences.
Sharing what was learned	18	September 16 <sup>th</sup>	Let's do our presentations Students present to the whole group the results of their inquiries Journal Entry		
	19	September 23 <sup>th</sup>	Let's talk about the experiences in the process and in the presentation of results using EFL Students present to the whole group the results of their inquiries Journal Entry		

	21	September 30 <sup>th</sup> to October 27 <sup>th</sup>	Let's write a book about the process: Students created a book in which they reflected about the whole process of working together and about the influences on the way they coexist in the classroom. The books present the whole experience in terms of their learnings about English, inquiry, the school snack, conflict solving, between others.	Asses the whole process	
	23	October 28 <sup>th</sup> - 2015	Books launch: students presented to the community their books		



