EFL Ninth Graders' Positioning about Bullying in their Communities through

Written Life Stories in a Public School in Bogotá

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Master's in Applied Linguistic to TEFL

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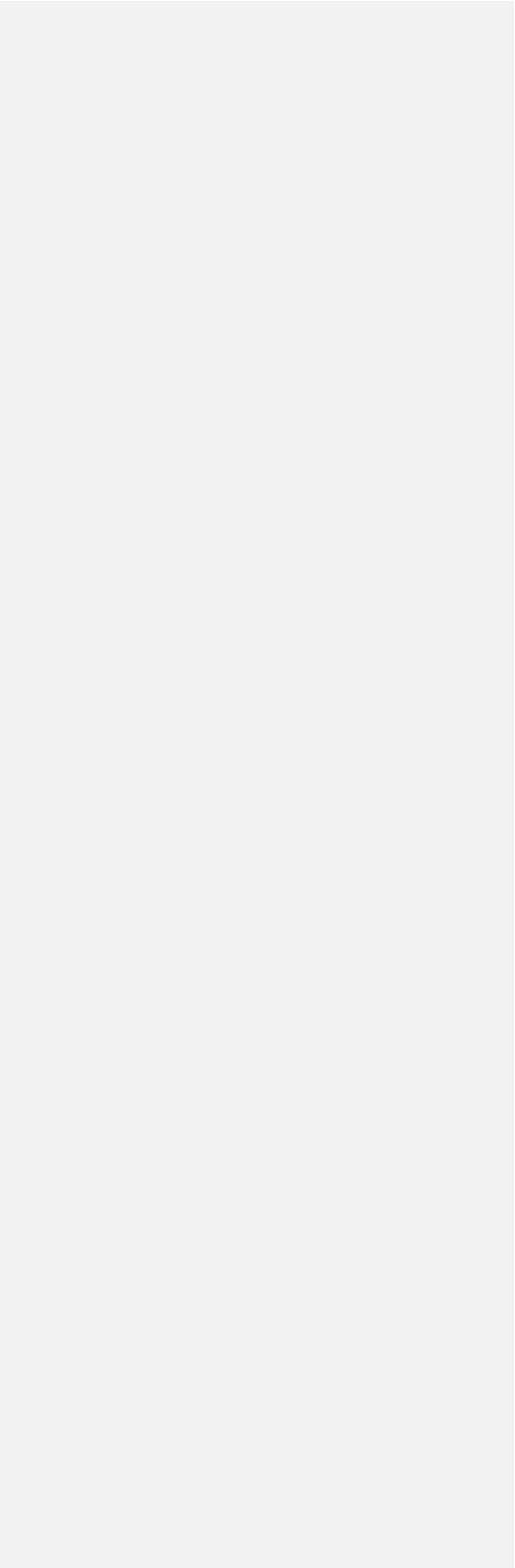
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EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Dedication:

"True teachers are those who use themselves as bridges over which they invite their students to cross; then having facilitated their crossing, joyfully, collapse, encouraging them to create their own."

Nikos Kazantzakis

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Abstract

This study was carried out with EFL ninth graders at one of the biggest public schools in Bogotá. It is located in an area which presents particular social issues together with bullying issues. That is why I proposed the following research question: What do ninth graders' written life stories portray about their positioning in regard to bullying as a social issue in their communities?

This is based upon a view of discourse that Fairclough (2003) presents as an element of social life to represent different aspects of the world, which are drawn from a text. Such view relates to the ways adolescents face L2 literacy development within their social contexts, being schools one of those contexts (Moje, 2006) where there are opportunities to (re)construct meaningful life experiences. The focus in this thesis is on the experiences lived by the participants as related to the social issue of bullying. Those participants' experiences took the shape of life stories that they wrote during one year. In order to analyze the participants' life stories, I selected a model for narrative analysis suggested by Barkhuizen. (2004) The unit of analysis in this thesis was the specific declarative statements (Hallyday 1994), which made me conscious of the participants' positions (Davies & Harré, 1990) concerning manifestations of bullying. As a validation strategy, semi-structured interviews were implemented (Cohen & Crabtree, 2006).

Key words: ***Written Life Stories, Positioning, Bullying***

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Chapter 1

Introduction

This study arises from my awareness of the context relevance in my English class and considering the violence that my students deal with in their context. Furthermore, I discovered advantages when I included the context in my pedagogical practices because classes would improve in terms of relevance, and students could feel that knowledge is not so far away. Additionally, they are included in the language dynamic. To reach this goal, I considered students as human beings, each one being totally different from other regarding: families, customs, values and neighborhoods, where they currently live came from. They built their own discourse according to the context they grew up in, lived in and went to school in. They built discourse within a hard violent environment. Those students and children were born surrounded by violence and grew up with violence, according to reports on violence research in Bogotá, Colombia, provided by a government organization named "*Sistema Unificado de Información en Violencia y Delincuencia*" (Unified System of Information on Violence and Delinquency, SUIVD.) They have had experiences that have enriched their own discourse. Therefore, I considered how relevant it was to take into account those students' experiences as part of my classroom strategy. And I could conclude that students felt knowledge to be pertinent. Although I was conscious of their reality, I was convinced that I could not change it. I only could lead them to reflect about self and their own experiences in order to look for a life lesson to learn regarding their attitudes and positions concerning violence (which includes verbal and physical attacks and domestic burglary in their community).

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I have worked in this school for five years. Day by day I have seen how students have dropped out from my classroom. So, I was concerned about the reasons for that event. Then I observed their attitudes and responses to my pedagogical practices. And I became aware it was absolutely necessary to know: Who were they? Where have they lived? Who have they lived with? I applied a survey to get the information. This information helped me to understand them, and to create a special environment to express self through positioning.

Furthermore, it is necessary to clarify about the field of knowledge. Discourse is a very wide field in Applied Linguistics. This is not a complete Discourse study, because it implies more time and other aspects that I could not include in this research. In other words, it is just to express and reflect about one's own context experiences, whose life lesson one learned led students to take positions concerning their own difficult situations they had experienced. They would engage in Written Life Stories (WLS afterwards), which could reveal their deepest feelings, thoughts or fears. To support this study, Moje (2006) argued that bullying in this community could be reflected as a challenge through literacy development in classroom. Keeping this in mind, literacy development is built and shaped on the positioning students adopt.

Therefore, authors consider positions people could take up in relation to those kinds of violence their students experience within their communities.

Considering pedagogical innovation through literacy, Rosenblatt (1988) with her Transactional Theory gave me the possibility to connect reader and reading. Hence, I selected an adaptation of *Oliver Twist* by Charles Dickens (1837). This reading process led me to analyze and reinforce such relationship mentioned by Rosenblatt, essentially for this research. That was to achieve reading comprehension and especially readers' responses. Students must understand

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similarities and differences between contexts in order to frame this relationship and began to remember those violent experiences that they expressed.

Thus, I considered writing was the best option to express self.   I found the Written Narrative as a way for students to reconstruct their community experiences. Barkhuizen (2004), an expert in Narrative Inquiry, proposed a model to analyze narrative, particularly stories.

Hence, the main data collection instrument is defined as Written Life Stories. Also, semi-structured interviews were used to validate data. This is a qualitative, descriptive and interpretative study carried out in one of the biggest public schools in Bogotá. Ninth graders face different kinds of violence inside and outside of school. Moje (2002) in her studies concluded that those aspects mentioned before considerably affect students' academic engagement and somehow are reflected in adolescents' behavior.

For a pedagogical intervention, I selected a life story written by Charles Dickens, *Oliver Twist,* which narrates a 9-year-old boy's life. He faced different social issues. Students read this story comprehensively and inferentially. The purpose of introducing Dickens' story was to lead students through a process of analysis and comparison of a story's context and their own, as (Moje, 2006) suggested. They were able to reflect on life experiences through inductive processes. These reflections involved inner and self-discourse construction, inherent to this particular context. My aim was to create an appropriate environment where students felt confident to tell and share their own life experiences. Therefore, I considered that writing was an appropriate way to help students express themselves, because they could remember those meaningful events to tell and share with me. As a result, I selected Written Life Stories (WLS) in order to collect data.

The criteria I had in mind to select the participants were these: first, that they signed the consent form; second, those who wrote on the three moments when I implemented my pedagogical

intervention; and third, WLS context focused on a social issue from the community. They were interviewed through semi-structured interviews in order to verify WLS authenticity and positioning authors could adopt within the WLS through declarative statements.

In the first chapter you will find the statement of the problem, analysis and results from mapping the community. I also include the process to pose the research question and objectives and a rationale for this research.

Next, the second chapter describes the theory on which I based this research.

The third chapter condenses the research design and visions to carry out this study in the classroom, includes a description of the setting and participants; a description of instruments used to collect data, and a report of the piloting process. I could understand the way this research really added understanding to the participants' reconstruction of their life experiences related to violence in their contexts. In other words, I understood the way students were led to write their own stories through the inductive process in order to shape positions in regard to their own experience in context.

In this way the pedagogical intervention was a means to foster introspection and positioning, that is, to guarantee data and interpretation.

In the fourth chapter, I detailed the curricular platform on which the pedagogical intervention according to literacy development as proposed by Moje (2006) is based, beginning with a transactional process between the *Oliver Twist* context and this community context (Rosenblatt, 1988). Then, I made two pedagogical interventions in order to collect data.

The fifth chapter condenses the analysis of data collected. I interpreted some selected excerpts from the participants' WLS and their explanations of their WLS contents through the semi – structured interview excerpts.

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Finally the sixth chapter contains the conclusions and implications which are the answers to the research question and about reaching the objectives.

Statement of the Problem

I am aware of the fact that I could not change students' thoughts, feelings, and fears considerably less their lives. I am only an inquiring teacher, who has seen some students dropping out from school due to social issues such as violence. With this in mind, my aim is to lead them to express their own experiences in an introspective manner regarding those violent situations they have seen and experienced day by day.

This study began and ended with students because it was necessary to consider who they were. They were human beings growing in the most crucial age, 'adolescence'. Talking about the social issues among adolescents, some researchers have studied this life step as a wrong phenomenon e.g. Moore and Readence, et al. (2001). This life step is definite in order to shape discourse: because the students are not only changing hormones, they are also looking for an emotional state, which gives sense to life. While this process is happening inside them, social issues from context are around. They need to trust in someone, that is why I could think they usually trust parents. But families have been changing year after year. Nowadays families have become different and our society has been changed its values and adolescent stop trusting in others and become involved in problems. They are looking for the most meaningful experiences to take up positions concerning a violent background in context. Therefore, it was necessary to guide students to know themselves, and to reconstruct their own experiences within their own

communities. EFL context experiences were related to different social issues that affected them and were revealed through their behavior in the EFL class.

Nowadays, it is more common to find dysfunctional families. SUIVD informed us about growing levels of violence caused by family disintegration in this context. Boyd (1992) defined a dysfunctional family as when relationships among members are refined and anomalous. That is due to the fact that one of the family member's behavior strongly influences the other members and that member is forced to take up the role of breadwinner to survive. In order to know my students, I mapped the community using an initial survey. (See Annex #1) As a result, I was aware that almost half of the student population lived as a dysfunctional family. This is illustrated in Figure No. 1.
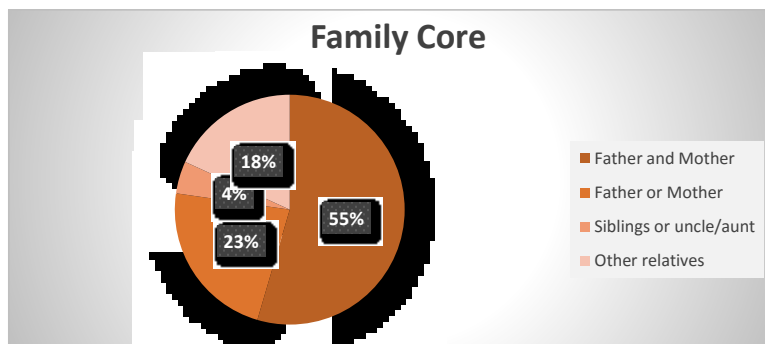
Figure 1. Family Core

Besides, the family core represented on the graphic was evident, and at the same time explained reasons of students' behavior although they have their tutor, who represents them where the institution is concerned (as an institutional requirement). In the majority of cases, the tutor does not attend institutional meetings to receive academic report and/or when teachers or coordinator

need his/her presence. Students do not feel represented. The tutor attends the final meeting, when she or he has to register his / her students for next year. They do not have much presence. This is another finding from the initial survey. (See Annex #1) I concluded that this is one of the biggest causes of students' behavior, besides the context they have to face. They felt disaffected and the authority figure had no presence. That is the gist of this research study and the reasons why I felt the necessity to look for answers and potential ways to come up with some solutions to this particular community and its problem.

Furthermore in the same survey, I also asked them about violence in their neighborhoods. This community was comprised of communities with socio-economic strata from 1 to 3 in Bogotá, according to the reports presented by *Departamento Administrativo de Planeación Distrital* (DAPD, District Planning Department).

They had four levels to choose from: - Safe; - Unsafe sometimes; - Unsafe always and – Dangerous. Sixty-eight % of the students affirmed that there is bullying in different grades where they live. On the contrary, only 32% of the students queried considered their neighborhoods safe. This finding corresponds to reports from SUIVD, a research carried out by government Institutions as shown in Figure 2.
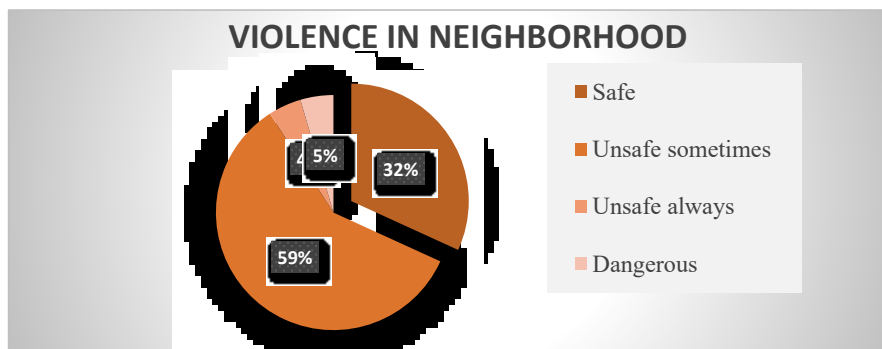
Figure 2. Violence in neighborhood

This could imply that this study is relevant according to this context. Students live in violent neighborhoods as the findings told us. Those violent experiences they had in their communities where they were led me to rethink, reflect, write and talk in order to look for positioning that would finally help them to shape discourse.

Violence is present in any culture, state, country, community, or school. Wherever there are human beings, potentially there is also violence. As human beings act without thinking, by only instinct, we could say that we become animals when we are acting in a violent way because the reason is not there. No rational being could affect persons around her or him or someone whom they love. It is an illogical behavior, it is not rational, but it is difficult to understand how the most intelligent beings, the human beings, can adopt these behaviors; and the worst part is the chain of violence that appears when a bullying act is performed at any moment of life. I could say violence is the human poison. It becomes worse when a father and/or mother and/or other adults take actions that finally lead them to feel insecure or unhappy. These wounds are bleeding constantly and never stop. They make them feel alone and make them look for other ways to solve troubles. This is the great challenge of public school teachers.

Then, I looked for community knowledge through narrative inquiry. For this purpose, my students' experiences were included in the curriculum. In order to develop a social awareness to be able to develop a more critical and reflective process towards a violent environment they have to deal with daily, students are conducted towards a social challenge or change. Based on Tudor's

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(2001) arguments, I knew that their thoughts, feelings, fears or lives would not change. I am only an inquiring teacher who has been asking why my students are not so many as one might expect. I wonder: Where are they? What are they doing? What about their goals? With these questions in mind, my aim is to lead them to express their own experiences about social context using language, having them reflect on those bullying situations they have seen day by day as a resource for academic engagement (Moje, 2002). These everyday experiences are where they have built their own discourse they put into written words to reflect their positioning. This study will describe how students could develop their own discourse through positioning about the violent environment. Consequently, I wonder every day how I can improve my pedagogical practices in my English classes. I concluded that it is absolutely necessary to know students in two ways: First, they come from different contexts, in terms of family, customs, socioeconomic and cultural conditions. Those aspects determine attitudes, behavior and also responses towards what I have proposed for them to learn in class. Second, violence is present beginning in the family, then this is extended to the neighborhood, and then to the school. For instance Carolyn Frank, in her *Teacher's Guide to Classroom Observation,* provides an explanation in that regard: "It is absolutely required to know the students, their interest, hopes, likes and dislikes, familiar conditions and neighborhoods, from where they come" (Frank Carolyn, 1999, p.73).

If I attempt to improve processes in my English classes, I should know students deeply in order to recognize their limits. In this way, looking for pedagogical strategies which will lead them to reach objectives seems to be a good activity in the EFL classroom. As a result, Elizabeth Birr Moje, an expert on Adolescent Literacy Development, frames a support for the pedagogical intervention that I reported in this thesis.

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Besides this, my community (I live where I teach) is composed of very different neighborhoods, some are quiet communities but others are different in regard to violence. This means that there are big differences from one neighborhood to another. These differences are evident in socioeconomic and cultural diversity. These communities range from one to three as regards their socio-economic strata (in Bogota neighborhoods are classified from strata one to six, one being the poorest communities.) It is located near the biggest food store in this city. Avila (2012) a social researcher states it as a huge social issue that has been growing in terms of informal commerce, and illegal hidden activities which started in 1980 when illegal groups wanted to take control of the big food store. Additionally, since 1990 organized gangs and / or criminal groups have been working there, transporting arms and outfitting themselves, like a logistic center. Avila (2012) found that many of our EFL learners' parents work and encounter more than 50,000 families that depend on the efficient operation of it. Therefore, students' social self-reflections about their background have to deal with social issues named by Boyd (1992) as the selling of illegal drugs, drug use, alcohol, smoking, sexual promiscuity breaking out into early pregnancy; or, to be accepted in a group, engagement in teenage bands or illegal activities; hurting others and themselves among other issues. This researcher argued that those tendencies could be adopted by adolescents as a shout for help. Thus, students become hostile, sad, shy, and aggressive with irresponsible attitudes.

This means it is a challenge to produce a social transformative positioning against this hard panorama, where the family has an essential role to develop self-esteem and personal attitudes towards this difficult environment where students live. In other words, this community has its own characteristics which create a challenge to produce a social transformation or a discourse against a very harsh community background. Two researchers talked about characteristics of

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communities; they stated that: "each community has specific characteristics, talking about economic, political and social aspects" (Sharkey & Clavijo, 2012, p. 41). Each community determines context and each context determines a social behavior among people. Teachers in schools like mine are given those teenagers, human beings with personalities being developed with all these kinds of social problems. If parents do not send their children to school, what can the future for these human beings be? Actually, I wonder myself about my role as a teacher and how relevant it is to accept the challenge to undertake a pedagogical intervention in this specific community. Despite these conditions, some of these mentioned human beings have achieved success, have accomplished completing the Colombian basic education system and have become useful citizens in society in spite of this hard background.

It seems to me that each social being builds his/her own discourse. Keeping this idea in mind, pedagogical practices have to be thought out, planned and executed according to discourses. Context description below showed me what my students needed. That is why I selected *Oliver Twist* by Charles Dickens, because the main character was a boy who had lived among adversity and finally stood out despite many adverse situations, such as: starvation, loneliness, theft, exploitation, poverty, humiliation, bullying, abandonment, and evil, among others. We read the literary piece during one year in which I used the Transactional Theory by Rosenblatt (1988) in terms of exchanging signals between the reader and the reading relationship that produce meaning. As a result, my eighth graders (2014) comprehended the text and could establish differences and similarities between contexts. Therefore when my pedagogical intervention took place, my students had experienced similar situations. So, they could compare both contexts: *Oliver Twist* and their own. Consequently they felt they identified with the protagonist. Then using the introspective method, they remembered the most significant violent experiences from their own

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lives and wrote about them, at first in Spanish, then after a careful process they got started writing in English.

My students also saw the movie *Oliver Twist* directed by Polanski in 2005 and whose script was written by Ronald Harwood. They saw the movie in Spanish with English subtitles. They could compare the book with the movie. It was a very interesting exercise because they could remember Oliver's story content with movie scenes. They found differences and similitudes that gave them enough background about Oliver's story. They recreated Oliver's scenes by comics, drawings between other exercises to apply their knowledge.

Hence, students need to be heard in terms of their life experiences, feelings, fears and thoughts. Lopez – Robertson (2010) argue about the way to make connections between topics studied in class and students' own life experiences, and also how students can develop positioning, establishing relations between classroom and students' lives within a social network in which an educational process happens. Therefore, taking into account all those environmental situations, I analyze the way in which that violence affects students in this particular community.

Diagnosis from the survey helped me analyze students' conditions and design ways to know them deeply. Halliday (1978) claims that there is a compact interaction between language and reality. This means the world each human being lives in is represented by language and is expressed in positioning. Students showed me their world through their experiences. For this study I attempted to understand students' discourses in order to implement more sensitive pedagogical practices. In order to reach this goal, I selected the way of the *introspective process,* according to Wundt (1874). Therefore, I considered it is absolutely necessary to use it to understand my students' behavior through their life stories. In this research, I led my ninth graders to go back to those meaningful experiences through the *introspective process,* to reflect on the social issues they

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experienced in that context and to tell about these issues by means of writing. Writing allows editing before speech, which means that writing makes it much easier to be confident and to express one-self than talking does. Furthermore, each experience makes us wiser to take decisions. This study helps students to become aware of the self, and it also helps each student to be aware of his / her actions as regards himself / herself and others. In other words, my purpose is to help them to adopt their role as social agents who–provide benefits to themselves and to their community. That is why I recognize positioning as a way to express self, as Davies & Harré (1990) theorized in *The Position Theory*. Therefore positions legitimize discourse. Hence, my aim is to look for positions in terms of social issues, my students' experiences in context to become potentially a social agent within their communities. I created a particular pedagogical environment, where positioning took place. As a result, I propose the following main research question:

What do ninth graders' written life stories portray about their positioning in regard to bullying as a social issue in their communities?

Sub question:

What positioning about bullying was built by EFL ninth graders in terms of discourse?

According to these ideas, the main objective is:

-To understand students' discourses to implement more appropriate pedagogical practices.

Also, the supporting objective is:

-To look for students' positions in terms of bullying through semi-structured interviews

Next I include reasons to justify this research study.

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Rationale

As I mentioned before, although I became aware of my students' context, I am conscious that I could not change their thoughts, feelings, fears or behaviors. I created a special environment where they could feel enough confidence to tell about their own context experiences by writing. Considering that my students were not able to choose their context, I realized it just happened because of parents and / or relatives' decisions about them. It was necessary to change the perspective of that negative experience into a positive one, as Stone (2015) suggests. He considers each negative experience as a way to learn and it can be transformed into a positive one. Concerning my students' experiences, Stone's theory helped me to look for a life lesson learned through an experience. This perspective led me to another current concept: resilience. Sagor (1996) expressed his theory about ways to build resiliency in school; a resilient student is someone able to learn from experience, transforming his / her attitudes to look for improvement. This author helped me to support my aim in this research. I could not transform their reality, but just led them to think about their experiences from another perspective.

Keeping this in mind, I led students to tell their experiences. If they could reflect about experiences looking for a life lesson learned, they could adopt self-positions concerning that experience generated from violence, which showed up in a social issue in context. Those positions were known as students' positioning according to Davies and Harré (1994). For doing that, it was absolutely necessary to know who my students were and what different social issues they had to face every day. By means of *the introspective process*, they reconstructed their meaningful experiences to frame their own life stories. They wrote an appropriately selected subject after reading the life story written by Charles Dickens. With this life story, they could analyze and reflect on the context. Then, they analyzed and reflected on their own experiences in relation to

violence. They could tell their own real life experiences through WLS. This let them narrate stories about violence at home, at school, and in the community. They expressed their positions towards the social issues they had faced through declarative statements within WLS.

Furthermore, the phenomenon described before refers to students as human beings who experience boundaries, troubles, acceptance, shame, pain, anger, awkwardness, and unwillingness, among other feelings. It was important to consider that feelings were before acting or adopting positioning when participants reflected on their experiences, looking for a life lesson they had learned. They clarified it through semi-structured interviews. I concluded that this research could engage students in the academic process of language acquisition in terms of reading and writing, mainly because knowledge was most relevant for them. We have to know students to engage them in a real language-learning process. By means of leading those to reflect on their positioning in relation to bullying in order to perceive a more contextualized academic process that was designed for them instead of focusing on another reality which is far away from their own.

They have many things to tell us about violent environments. Experiences from context generated from bullying helped them to reflect on self and to adopt positions towards their own reality.

In terms of language education, I could affirm this process was developed in my English classroom. Beginning with the first step, we read a literary piece. They had to use language to understand the context of *Oliver Twist* through reading comprehension exercises. I had to review different languages structures and vocabulary to contextualize students. The students also learn about culture, and by doing this exercise students could infer the main ideas.

Furthermore, I was conscious that my students were not able to write stories in English yet. It is important to consider my aim in this research was to have them express themselves, speaking

from context. If they were forced to do it in English maybe the process would not be authentic because of their languages boundaries when expressing meaningful experiences; in that way they were not fluent enough. So, they mostly wrote their WLS in Spanish, but some of them wrote them in English. My language aim was that they could write their stories in English, but I was aware that the process takes more time, so I needed to plan another research study to achieve that aim.

I concluded that my English class changed, because knowledge was presented in another way. It was not the conventional way. Students felt different because they could read a book in English in spite of their language limits in the eighth language level at a public school in Bogotá. (In terms of weekly exposure, we have two hours of language class per week.). I began this pedagogical intervention two years ago when my students were in eighth grade and I continued with them in the ninth. I interviewed them to learn of their perception about English classes and they answered they really learned English because of the change in the method of teaching. So, I could feel satisfied.

Finally this research is framed on the Discourse Line Research, proposed by this Master program. I consider I can contribute to other master students.

The next chapter reports the theoretical framework for this research.

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Chapter 2

Theoretical Framework

This chapter reports main constructs and theories on which I based this research. Through this research, I became aware of the effects of violence on my students' behavior and their academic performance in my English class. Thus, inviting my students to rebuild their meaningful experiences related to violence in their communities was my first concern since their experiences have framed their life and, as well, their own discourse. Such rebuilding of experiences is related to the concept of *Written Life Stories* (WLS) through which its authors create their own *Positioning* about *Bullying* as a frequent social issue presented in their communities. That is why I propose the following constructs:

Written Life Stories **(WLS),** *Positioning* and *Bullying*.

I based my research purpose on students' affection by social aspects from their communities. Human behavior is shaped by context (Sharkey & Clavijo, 2012). That is why I consider my students as human social beings; each one is different from the other in terms of sorrows, wishes, dreams, goals, objectives and reasons. No matter how many they were, each one is different. Each one shapes his / her own discourse, according to their context. Definitively, all these aspects are very valuable at the moment they have to make decisions in life. They are able to reflect on their own attitudes and performance. As Goffman (1959) argues, each person is responsible for her or his actions each day. This research study looked for students' voices through their own life stories, because students have many stories to tell that could frame and modify

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pedagogical practices. Therefore, I considered WLS as a way for my students to express self and also use WLS as data.

Written Life Stories (WLS)

To tell a story is to tell about life; this research study attempts to use students' WLS as data. Because through storytelling, one has the possibility to let others know her or his own world. Two experts of Narrative Inquiry affirmed: "The study of narrative is the study of the ways humans experience the world" (Connelly & Clandinin, 1990, p. 2). Thus telling stories is one of the most practical ways to learn about someone and her or his background. They attempted to share experiences in an educational context and wrote as storytellers, using other instruments to collect data. Although I did not select the same way to research, I pointed out that stories for them were the goal and framed a boundless resource to research in different fields.

On the other hand professor Barkhuizen (2008) used narrative to analyze context, boundaries, from teachers in different contexts in order to improve language teaching and learning practices. However, in this report participants told stories. Additionally, he also reported an exhaustive study of narrative frames used in applied linguistics for different research aims. He said: "Narratives frames also constituted a significant resource on language teaching and learning" (Barkhuizen, 2014).

These researchers did not select a story like I report in the present study, but taught me ways to analyze stories in order to understand participants looking for improvements in the educational field.

But when people write, the process to express self becomes a different one. This is because the writers felt enough confidence to express themselves without boundaries. Thus when I write a story, it involves *the introspective process* to delve deep between memories. It is necessary to look

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for the most meaningful of what we have experienced. Writing is the best way, because I can think carefully and change my words to express better what I want to say. Writing gives us the time to think about expressions and ways to tell something.   Thus, writing is the easiest way to express our deepest feelings, fears or emotions, which we have experienced while a situation took place. Students had to write life stories, because this is not a fancy tale. It is about real life. Also, it is important to clarify that this is not an autobiography, because I did not ask my EFL graders to narrate their whole life. Neither is it a biography, because they have just told a personal experience. It is just to tell life experiences in terms of social issues that my ninth grade students had within their own context in which they had learned a lesson about self.

As a result Gary Barkhuizen, currently one of the best known narrative experts, enlightens us about two modes of thoughts of experience ordering as proposed by Bruner (1986), what he called "paradigmatic" and "narrative". He considers life stories in 'Narrative Inquiry'. In his own words he expounded that "In brief, the main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them." (Barkhuizen, Gary, 2014, p.1). Keeping this in mind, I considered that telling real life stories was the best way to understand my students' behaviour and how relevant this knowledge would be to achieve the aims for this research study. Definitively ninth graders at this school have a lot of stories to tell.

One of the most relevant aspects is narrative content, which Barkhuizen (2014, p. 13) studied and analysed. Hence, he proposed six general features presented in narratives. These features helped me to understand students' WLS: The first is the author. Each person has meaningful experiences. My concern with this study was to know context through their words. It was appropriate because my students have stories to tell from context. The second is time and

space location. Each narrative must be located in a past time, which is necessary to turn it into a story. Also space deals with context, all circumstances lived or conditions where the student came from, in terms of home, family customs or beliefs, culture, neighbourhood, city, country and/ or school among others. The third involves development over time. I consider the latter very relevant because an experience is a wealthy source of life lessons, which are particular and authentic. I call them Life Lessons Learned. So, a WLS involves the self in development over time, regardless of the kind of stories. In the fourth feature, stories are framed on structures according to developments authors tell. In the fifth one, the narrator enlightens an aspect, which is more relevant for him/her. And in the sixth feature, each story has a specific purpose and gives meaning within the author's context. Students made reference to the same bullying life story in the two pedagogical implementations. (See chapter V)

I also consider some aspects from Adolescent Literacy Development proposed by Elizabeth Birr Moje, who has framed ways to understand youth in the search for literacy improvement (Moje, 2006).

In short, through students' WLS about Social Issues, from this context I was led to look for positioning within declarative statements that participants wrote in their stories.

Positioning

Through this research process I became aware of the effects of violence, not only on students' behavior, but also on their academic performance in my English class. So, rebuilding about meaningful experiences was my first concern. Those particular events have framed their life and have built their own discourse, in which the reflection process is essential. Those reflections framed positioning. On the other hand, positioning in educational social justice is considered as a

way to inter animate institutions and community conditions through activities within a specific educational context (Mariage, Paxton-Buursma & Boucket, 2004). This means positioning is useful in social research to improve social conditions in certain communities. I found them useful and essential for this research, according to the objectives mentioned above.

Hence, I based this research on what Fairclough (2003) explained about discourse, where it is viewed through language as an important element of social life, which is interconnected to other elements. In other words, each human being builds his / her own discourse. This process would be different in terms of the conditions which each person has grown up under, and also in terms of the interactions a person could engage in with parents, relatives, peers, friends, teachers or whoever influenced his / her behavior. Interacting with others is the way in which we construct self.

Recent psychology studies by Sutherland, Breen & Lewis (2013) analyze connections with Discursive Analysis and Narrative Analysis of self-injury, considered narrative not only as a way to tell stories, but also as a means to understand dynamic contexts. Besides, they involve participants in the interpretation process and narrators' stories in order to understand participants' discourse and plan the action orientation process. Although not all of my WLS' themes were about self- injury, this study helped me to understand ways to connect discourse and narrative.

Furthermore, there are other researchers such as Ryan & Morgan (2011) who based their study on bullying. They recognized positioning as a way to study bullying experiences, and also how different subject positions related to this phenomenon are constructed, among discourse built within a specific context. Based on Foucault's (1991) Theory of Power, they assured that although regardless of who had the power, it is constructed and framed by discourse. That is at the same time historically, socially, and culturally constructed. This discourse responded to what it is

acceptable or unacceptable, known or unknown as truth and supported the social power that framed a relationship. We are talking about the discourse in which students built subject positions, named by Ryan et al (2011) as bully or victim according to their discourse respectively built in context. They also added some power implications between the power and *The Position Theory* and identified a position like a subject position: as an attitude and / or decision made towards life experiences from their world. Therefore a subject positioning is adopted by a person in order to provide sense of self (Burr, 2003). And also a person is subject positioned by others.

In turn Davies & Harré (1990) proposed the Positioning Theory: They included the term positioning, making a parallel between immanentist & transcendentalism frameworks. Immanentist defined positioning as a human production delimited to conversation rules within a conversation. On the other hand, transcendentalism deals with the conversational phenomenon viewed through social interaction. Below this perspective they propose to analyze a productive interrelationship among 'position' and 'illocutionary force'. It brings social meaning upon the positioning of interlocutors. So, they conclude: "We shall use the term 'Discursive Practice' for all ways in which people actively produce social and psychological realities" (Davies & Harré, 1990, p.45).

Keeping this in mind they conceptualized Discourse as a language in use incorporated into a sign system. Even so, discourses could contend or participate with others in order to produce a divergent reality. They argued "to know anything is to know in terms of one or more discourses" (Davies & Harré, 1990, p.46). Within interactions, there are some attitudes a person can adopt, and these attitudes become positions. Even Frazer (1990) called a social being an actor who experiences her or his own social identity; then discourse is constructed.

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So, I argue that it does not matter where a person was born or grew up or lives, family, school, socio - economic conditions, culture, or language, among others. Each one has his own discourse socially constructed. According to this vision, the world would be shaped by discourse. Davies & Harré (1990, p.46) affirmed "…a person inevitably sees the world from the vantage point of that position and in terms of the particular images, metaphors, storylines and concepts which are made relevant within the particular Discursive Practice". Hence (Davies & Harré, 1990, p.46), they define positioning as "Whereby selves are located in conversations as observably and inter-subjectively coherent participants in jointly produced story lines". Therefore this was the definition I brought up for this research based on Positioning Theory by Davies & Harré (1990). All in all, interaction concerning positioning could be expressed by meaningful experiences through Written Life Stories.

Despite this, from an identity perspective, Putney (2007) presents the way cultural resources could develop through positioning to reinforce identity. From this perspective, culture is another aspect revealed through students' positioning. Not only culture, also identity is shaped in students' positioning, because culture and identity denote particular aspects according to space and time that, in turn, frame a context and, consequently, a discourse. In terms of identity an expert said "the process of how positions come into existence and how they assist the construction of a sense of self and identities. That construction of self is also shaped in students' Positioning" (Bamberg Michael, 2004, p.137). Kovalainen & Kumpulainen (2005) found through their positioning research that turns into a knowledge resource, through a collective meaning making, using communicative practices, positioning and roles between students and teacher interactions in the classroom context. This pedagogical intervention awakens students' active participation. Through this research I became aware of the awesome power of positioning as a knowledge

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resource, and also how valuable a positioning into interactions in which everyone could participate in the classroom would be. These findings help me to analyze, to design, and to redesign students' participation in order for the interactions to help me achieve my purpose. Then, these concepts could widen knowledge about how useful the positioning concept is. Definitively Davies & Harré's theory is definitely the most appropriate for the purposes of this research.

Bullying

Considering bullying as a frequent theme on WLS, where the participant mentioned him / herself as an aggressor (bully) and / or as a victim; even as a bullying witness, I focused this research on bullying as the main social issue. Therefore it is defined as: aggressive behavior from one or a group of human beings against another or others. West (2010) defined it as systematic and chronic physical or verbal distress on another. Olweus (1993) defined it as: "repeated negative, ill-intentioned behavior by one or more students directed against a student who has difficulty defending himself / herself. Ryan, et al (2011) also associated social context with power relations built among a bullying situation. Besides, they analyzed ways of affection on self- esteem and their identities as a result of bullying. Thus bullying for this research means an aggressive behavior against the *being*. It is important to understand different kinds of bullying, as defined by The National School Safety Center (NSSC). Bullying is a violent manifestation, which hurts verbally, emotionally and physically one's self-integrity. Bullying in this research covers not only school background but also bullying within families, neighborhood, locality, city and country. I became aware that it was present everywhere my students were. That is why I focused this research on bullying. The kinds of Bullying are detailed in Chapter V.

Although parents are directly responsible for the first ways to lead child behavior, they framed constructions of values, knowledge and language acquisition from the time their children

were babies. Those elements are essentially the base for discourse constructions. However, there are families with both parents; and others with only one adult such as a mother, a father, a grandparent, an uncle or an aunt as the head of the family (See Annex #1). Alternatively, people in school affect interaction in different ways in order to create or to reinforce values or to awaken to violent manifestations, which are in contraposition from what a human being could expect in society. Students realize that violent manifestations influence their behavior as sons/daughters, students, mates and actors in a community according to Perez (2012). Violent manifestations are conceived as social problems. Students could exhibit violent behaviors learned from the home and neighborhood when they interact with classmates, whose behaviors are more violent. According to Perez (2012), their behaviors become worse because they imitate those classmates. It is necessary to be conscious of the fact that violent behaviors could be caused by lack of authority, lack of affection, lack of values, and psychological age conditions, among others. In fact, teachers are mediators or social transformers within this process (Perez, 2012). Even so, through my personal experience, the most violent cases are presented when parents leave teenagers alone without chaperones or trusted friends. There are cases in which parents need teenagers to work in order to help with household and other expenses. It is the major source of jobs where a lot of money is exchanged. These violent manifestations are so relevant for this study because I must understand possible causes of students' behaviors. Giroux (1988) mentioned that the socioeconomic context and realities they are situated in are immersed in the teaching-learning process. Shepard (2008) believes that the teaching-learning process is affected when a lot of people face social issues that influence context. A recent psychological study about bullying consequences on social outcomes was made by Wolke, Copeland, William, Angold & Costello (2013). It described ways this messy behavior affected a community, and that it was necessary to study,

analyze and look for strategies to address this social issue that affects the emotional state of human beings.

These authors helped me to conclude that facing social issues in a community shapes social structures, and indeed shapes their own community discourse.

For this study it is essential to look at school violence. As I mentioned before, discourse construction is related to specific conditions that human beings have throughout their lives.

This study is focused on bullying and there are WLS from my students that are based on a bullying situation and I analyzed how students take up students' positioning towards that context they have to experience every day.

The next chapter reports the research design.

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Chapter 3

Research Design

This chapter describes and explains the basic components of the research design set to answer the research question: **What do ninth graders' written life stories portray about their positioning in regard to bullying as a social issue in their communities?** Initially, it contains an explanation of the type of study, which includes the research paradigm, the research approach, and the research methodology.

With that purpose, I explain the reasons why I selected the research paradigm. Also, I describe a portrait of the setting where I carried out this project. Besides the steps to select the participants, I then describe the data collection instruments and procedures, explaining which were the most appropriate to my research. Next, I argue the researcher's role adopted for the present project. Finally, I refer to a report on the piloting process.

As I revealed in previous chapters of this study, the pedagogical implementation underlying this research process attempts to create an appropriate environment in my English classroom where the students' positioning took place.

This research study is qualitative. According to Creswell (2003), qualitative studies unfold in natural settings where researchers and participants interact face-to-face; this means interaction is part of recognizing appropriate ways to create a specific environment where positioning was presented. For Creswell (2003), the researcher is a key instrument in the research process because the researcher examines, observes behaviors, and interviews participants to gather information. My research leads me to inductive processes in terms of establishing a set of themes that emerge from this community. Also, participants' meaning is relevant because some life experiences that

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emerge from this context are more relevant than others according to the meaning participants give to those life experiences they have in the community. Furthermore, this study relates to interpretative inquiry, because interpretation emerges from background, history, and context, and as Creswell (2003) revealed, multiple views of the problem can emerge. Therefore, my research is connected to this characteristic due to my participants' attitudes and the interpretations expressed in my English class. I found some features that could be revealed by this context.

This research study deals with reflections on social inequalities that my participants experienced. Those inequalities led them towards a sensibility to social issues that were born through feelings and thoughts; hence, they created declarative statements considered as voices from participants. Such statements revealed students' own discourses dependent on real life experiences in this context. This study is framed on a social critical perspective; consequently, I drew on a post-structuralism basis as proposed by Hatch (2004) because my participants ascribe meaning to their world corresponding to their multiple real life experiences of textual representations, which emerge from the context they lived. According to Hatch (2004), the inductive method was implemented through narrative inquiry with Written Life Stories being the first data collection instrument.

I attempted to understand EFL learners' attitudes and behaviors revealed from this context through my students' written life stories. These characteristics were expressed by the participants' discourses about the community. Thus, by analyzing participants' written life stories from the community, I identified social issues immersed into the community and how they exerted influence on EFL learners. Additionally, I determined commonalities and differences between participants' accounts of their community-lived experiences. These were products of a participatory introspective practice verbalized through written life stories. Furthermore, as a complementary

data source I designed semi-structured interviews with those concrete participants, whom I considered pertinent in terms of trustworthiness purposes. As I revealed in previous chapters of this study, this document attempts to create an appropriate environment in my English classroom where positioning takes place. It covers social inequalities via reflections that my participants recalled from where they grew up and experienced in a public school context. What follows is an explanation of setting and participants.

Setting

This study was carried out at one of the biggest public schools in Bogotá. This institution was opened in 1958, as a recommendation from UNESCO to attempt to meet socio-economic and cultural needs for developing countries as Colombia. Then it was founded in 1970 as a unique educational project in the country. The school was founded in 1970 as a different educational project in the nation for public schools.

It has its own pedagogical implementation, which attempts to look into students' self-knowledge, identifying their own talents and abilities, which allow students to frame decisions of ways to explore the self through 16 modalities that this school offers the community. These modalities are taught from sixth grade to ninth grade. When students finish ninth grade, they have to choose one modality among those offered by the school. This process shapes teaching and learning processes in a very different way, aiming at students making decisions for personal future life. This means graduated students have a deep knowledge of each chosen modality. Modalities could be technical or professional to access higher educational levels (PEI, 2012). Thus, for reaching this goal, it is necessary to guide students to know themselves. It is framed on the Institutional Educative Project (hereafter PEI) that aids in the permanent construction and fostering

of values for human development ("Construcción Y Fomento Permanente De Valores Para El Desarrollo Humano"). This school has a different educational system from other public schools in the city. This school attempts to look into students' self-knowledge identifying their own talents and abilities which allow students to frame decisions of ways to explore the self through diverse modalities that this school offers the community. These modalities are taught from sixth grade to ninth grade. When students finish ninth grade, they have to choose one modality among those offered by the school. This process shapes teaching and learning processes in a very different way aiming at students making decisions for their personal future life. This means graduated students have a deep knowledge on each chosen modality. Modalities could be technical or professional to access Higher Educational levels (PEI, 2012). Thus, for reaching this goal, it is necessary to guide students to know themselves. The purpose of the PEI attempts to create autonomy in students. It operates like a university, because subjects are organized around the different buildings. In this way, students move from one building to another each class change.

In regard to languages, the Institution has a building for English, French and Spanish. Focusing on the English curriculum, I wish to point out that the area plan is designed based on two ways to teach English. The first one is planned on basic language aspects like grammar, semantics, and semiotics, among other languages aspects known as 'English Subject' and organized into two hours of instruction per week. The second one is called 'Bilingualism Workshop'; it is designed on a more dynamic perspective, and addressed to reach communicative competencies. This class is reached through three different area projects, such as the Spelling Bee Contest (which encompasses the Second Primary Level to the Ninth Level); PILEO Institutional Project of Reading, Writing and Oral Expression (Proyecto Institucional de Lectura, Escritura y Oralidad), which includes eighth to eleventh levels, based on adequate readings levels through different

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reading strategies; readings are used on different perspectives to develop the other competencies; and Survival English, which is a project addressed to tenth and eleventh grades, where students create specific communicative environments taken from a real context. This class is planned for 1 hour per week.

I have worked in this public school since 2012 with the same population. Today I have 280 ninth graders whose ages range from thirteen to seventeen. They are divided into seven groups. The community's socioeconomic strata range from one to three. My basic educational process was developed at this Institution, and focused on the violent context students could portray through their writing. My aim is to lead my ninth graders through reflections just as they adopt positioning in terms of what they have learned from their experiences.

Participant Profile

At the beginning seven groups of forty ninth graders participated in the pedagogical implementation, where the WLS were produced. I organized two moments for the pedagogical implementation. When the WLS were produced, I began to select some WLS, where violent manifestations were included and whose authors I called Informant Authors. Then, I considered some selected Informant Authors, who wrote about what I was looking for according to the research problem. Afterward, I analyzed them in terms of social background, what they wrote and why they did. In that stage, different questions emerged between the lines. In other words, it was necessary to clarify WLS' authenticity with what I was interpreting from data. For doing that, I designed a semi- structured interview for each one in order to add trustworthiness to data analysis. Therefore, the criteria to select participants were three relevant aspects. First, in terms of ethical issues, they allowed me to use their WLS and to interview them. Second, there were two steps in

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the pedagogical intervention, on which participants' WLS must have been available during the whole interventions. Third, I selected relevant WLS. (See chapter V)

Researcher's Role

For this study, I was a participant observer because I have to be immersed in an inquiry process interacting face-to-face with my participants; first of all explaining to them about ways to write life stories, what written life stories mean, and the purpose of understanding the social phenomenon I found in this particular context. Creswell (2003) points out the benefits of being a participant observer because this helps "to integrate the observed behavior in its physical context, if the location setting of the behavior of interest is critical to understanding. The role of participant observation allowed you to see and experience how the setting and the behavior interact" (p.81). This author mentions how the setting and the participants' behavior interact. I consider this is a relationship which could be named as context. Besides, this study was about human experiences as people adopt behaviors as they grow, live or study. Through my personal experiences working 20 years in this city in different socio-economic strata as an English teacher in both the private and public sector, I would say as a researcher and teacher that each school has its own context. For this study, I consider that my role as a participant observer has led me to know the interaction between participants and setting, and to comprehend positioning held by students who belong to this community.

Data Collection Instruments

The data collection instruments were two: WLS and semi-structured interviews. WLS were the narratives from students which tell about students' life experiences within the pedagogical intervention. And semi-structured interviews were sample interviews to go deep on declarative statements that students express on WLS.

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For this study my primary data collection instrument was participants' WLS because the data I needed were life experiences my participants had within their communities. This means participants' life stories presented accounts of their community experiences. Those accounts are the result of an introspective practice that is then verbalized in some life stories that the participants write. These particular stories contain texts with declarative statements which reconstructed meaningful events that had become significant for the storyteller. As a complementary data source, for validity purposes, I selected semi-structured interviews with participants around themes that emerged from their life stories. In the next chapter, the reader will find the analysis of data based on Grounded Theory Strauss & Glaser (1967).

Piloting Process

This section reports on the piloting process that I followed with **WLS**. Graves (2000) argues that these written pieces help to bring context to the classroom by means of narratives that are based on my participants´ real life experiences, which indeed are informative about students' context. In that way, context is recreated in the EFL classroom through narratives. As Barkhuizen (2014) argues, it is necessary to analyze context in order to know feelings and thoughts about participants. When a person writes about self-experiences, *the introspective process* begins in the brain, remembering and rebuilding those meaningful experiences that frame real life. For this study WLS disclose context by means of reflections on bullying manifestations through participants' experiences from their own real life in context. To organize the piloting of WLS data collected, I designed a preliminary format (see Figure No. 3) to organize WLS with their number, date and author (authors' names were changed due to ethical issues). Reading WLS I was aware of different kinds of bullying that differ on two aspects: first *violent agents*, such as mates mainly, but also teachers, coordinators, relatives, neighborhoods or unknown people. Second, are *violent*

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manifestations, such as domestic burglary, thugs, paramilitary, weapons, vandalism, verbal and physical attack aggressions. This classification was made by NCCS, an institution dedicated to scholar violence. After a second pedagogical implementation I realized the majority of violent manifestations were classified as different kinds of bullying. The piloting process helped me to verify the process to get WLS and to verify this collection instrument as useful, powerful and the most suitable data collection instrument for this research study because, potentially, I could answer my research question. Besides, I created a chart to organize the preliminary WLS, including three columns. The first column described each WLS with a number, the date and the participant. The second looked at the social feature, extracting those declarative statements which consolidate the participants' voices. The third column attempted to give an interpretation feature, according to the mentioned social feature, looking for violent themes. (See figure 3) This chart gave me an initial vision with which to understand and interpret my data.

WRITTEN LIFE STORIES - INDUCTIVE DATA FORMAT		
NUMBER, DATE, PARTICIPANT	SOCIAL FEATURE DESCRIPTION FROM NARRATIVE	INTERPRETATIVE FEATURES FROM NARRATIVE
1st September 17th, 2014 Elena	• Her father´s death caused by violence in the neighborhood.	- Violence affects her family - Pain - Her family was in danger moving from the neighborhood Fear - Scared – Sadness – Loneliness
2nd September 17th, 2014 Sarah	• Her grandfather´s father died because of strange causes • Oral tradition and moral lesson	Pain – Incertitude – Doubt - Fear - Inability concerning death -Unexplained events – mysterious

Figure 3. Preliminary WLS data analysis from Piloting Process

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Moreover, I had to understand those bullying manifestations that affected context and determined participants' knowledge and behavior towards world perceptions and attitudes which build positioning. Also semi-structured interviews helped me to achieve bringing context into the English classroom to make the learning process more relevant and significant for my students.

Ethical Issues

Bearing in mind writing about self is a delicate issue, I first wrote the consent form to parents and students (See Annex #2) and the majority signed them (only one of them refused it). Second, I wrote the consent form for the Institution, led by the principal (See Annex #3). He answered me with a positive response. Considering participants' names, I talked with each one and they agreed to be named by numbers. And I did it. (See Chapter V)

The next chapter focuses on the pedagogical intervention.

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Chapter 4

Pedagogical Intervention

This chapter introduces the Vision of Curriculum to understand relevance in terms of curricula for my ninth graders; the Vision of Learning is a method that makes the language learning process more meaningful to students; the Vision of Language is also a sociological and cultural framework; and, I made a summary of three pedagogical interventions I implemented to obtain WLS.

Curricular Platform

This curricular platform was designed in order to collect data from community experiences, to make comparisons between literature and students' own background, to analyze social problems with causes and consequences for children and to propose alternatives and solutions as ways to look for students' positioning. This research attempts to give students alternatives for developing positioning through a positive environment, where my students could feel confident and express themselves through their own life experiences. Students are expected to think about the future in regard to their own role as citizens in their community. Students are also expected to be aware of their own commitment as human beings and social agents that promote benefits to others. This curricular platform is based on four visions: curriculum, language, learning and classroom. These four visions underpinned the pedagogical implementation and a methodology to reach the main goals for this study.

Vision of Curriculum:

The Vision of Curriculum is based on the Task Based Approach as mentioned by Long & Crookes (1992). They considered three types and I selected B: Type B, that covers three syllabi

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alternatives: procedural, process, and task. This type looks for combining and ordering on form to get opportunities for teaching and learning. Therefore, I consider Type B to be the best alternative to get WLS. I asked students to write about the most meaningful events they had experienced or seen from their own context. This Task Based Approach let me make connections between the way and the goal, looking for that pedagogical environment in which my ninth graders could manifest their deepest experiences. Thus, I as a teacher and my students got the opportunity of teaching and learning. The Task Based Approach Type B helped me search for a process. Furthermore, I recognize the Backward Design Process argued by Wiggins & McTighe (1998) in which objectives of the pedagogical intervention are the center of the learning process. This Design Process is based on three specific stages: 1. Identify desired results; 2. Determine acceptable evidence; and 3. Plan Learning experiences and instructions. My aim was for my ninth graders to write their own contextual life experiences. A needs analysis identifies learning outcomes depending on a systematic analysis of the learners' communicative needs. In this community, there are specific social and cultural conditions. My EFL learners need an appropriate environment to express themselves in regard to their own reflections towards social issues. I looked for similar violent situations in selected literature for my students to interpret, analyze, compare and conclude using their personal background and others. To reach this, the Transactional Theory by Rosenblatt (1988) helped me to understand that during the reading process, an interrelation between reader and text occurs and, in turn, leads to what she called "meaning". This meaning corresponds to what became important to the readers from their own context (Moje, 2006). That is why I selected a child-oriented story, *Oliver Twist* by Dickens (1837). In 2014 I began reading this text in my English Classroom, where students could compare their own context with Oliver's story. The goal

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was to help EFL learners build their own discourse through positioning in writing in the English Classroom and then look for positioning within WLS.

Vision of Learning:

Clavijo & Sharkie (2012) mentioned that each student has his/her own familiar and social / cultural context. This finding was relevant for this research study because I must looked for an individual process. That was a confidential matter that disclosed individual events and feelings through their WLS. This implies that attention is required for each case. Therefore, I considered Adolescent Literacy Development proposed by Moje, (2006), who has framed ways to understand youth specifically looking for reaching Literacy improvement basically in two areas, reading & writing. I also took into account the affective dimension in learning environment studied by Dufficy (2005). Those approaches consider students as human beings. My students are in the adolescent stage, so it is necessary to mention strategies studied about adolescent behaviors (Moje, 2002). This was especially true when they faced context among writing and reading challenges. There was an opportunity to reshape the vision of learning because of the analysis of students' own context in terms of social issues among adolescents' insights and their own world's perceptions. This is what Moje (2002) conceptualizes as a knowledge resource. This means knowledge became more meaningful, pertinent and significant for students, because they are used to talk about themselves in regard to feelings, fears, thoughts, and emotions, immersed on their own WLS. Therefore, this learning process was conscientiously adjusted for adolescents; they felt motivated and in turn improved their literacy practices. This process began two years ago when my students were in eighth grade. Although they did not feel capable to do that, they read *Oliver Twist*, a life story in my English class. This is a proficiency challenge considering the few hours

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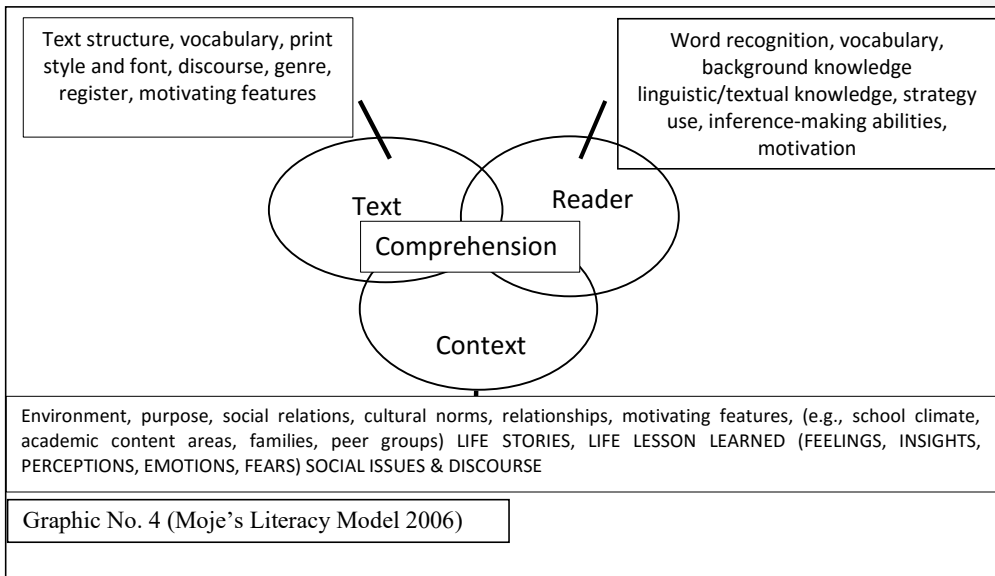
we have per week in their language level. I selected this story because it is a life story of resilience. While the reading process was going on, they had to understand the text, to do inference comprehension exercises, to analyze structures and tenses, to look for unknown vocabulary, to learn about context's story and, of course, to understand and learn about the historic, cultural and geographical moment when a story was developed. Next, they learned to compare *Oliver Twist* and their own contexts in terms of similarities and differences about social issues immersed in the stories. Then they wrote their own life stories. At the beginning they wrote them in Spanish, but later they started to write them in English. Although my main objective was not focused on writing as a skill, 70% of the students then wrote the stories in English as part of the final process. This was a learning objective, achieved by my students considering that writing is a challenge in a public school. Finally they did graphic interpretations such as drawings, comics, role plays, life lessons learned, and context discussions. The vision of learning changed from the traditional they used to have.

Furthermore, for this study I considered the adolescent literacy development approach (Moje, 2006). She gave another perspective to language teaching. In addition, for this study authors (WLS writers) placed language in its social context as a means to express personal meaningful experiences, plenty of feelings, thoughts, perceptions, insights, and fears, among others. Students felt content. As a consequence, it became meaningful to authors.

Although Elizabeth Birr Moje centered on ethnographic studies, literacy studies and academic content areas, I found her literacy model appropriate for this study and adapted it for this research, inasmuch as it was useful for my pedagogical intervention. I include this diagram to represent connections among text, reader and context, where comprehension emerged. Moje's Literacy Model (2006) (see graphic No. 4) stated three aspects: text, reader and context. She joined

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them to reach comprehension. Here we take into account that: First, Text for this case was the *Oliver Twist* story, I have already mentioned reasons to select this literary piece. I selected an adapted version for Teen Eli Readers, retold by Gudgeon, (2010).   Second, Readers were adolescents and I have described them and their linguistic level. Third, Context has sufficiently been portrayed. For this research, I included some features (capital letters), widely Moje's model like life stories and life lesson learned in view of the fact that this was an individual process that covered feelings, insights, perceptions, emotions and fears which appeared in WLS. These, as has been mentioned, were immersed in social issues adolescents faced daily. Those aspects mentioned constructed discourse. Hence, Text, Reader and Context framed Comprehension, which was absolutely necessary to reach goals in this research. Comprehension is established as a result of three dimensions.

Text structure, vocabulary, print style and font, discourse, genre, register, motivating features	Word recognition, vocabulary, background knowledge linguistic/textual knowledge, strategy use, inference-making abilities, motivation

Text   Reader

Comprehension

Context

Environment, purpose, social relations, cultural norms, relationships, motivating features, (e.g., school climate, academic content areas, families, peer groups) LIFE STORIES, LIFE LESSON LEARNED (FEELINGS, INSIGHTS, PERCEPTIONS, EMOTIONS, FEARS) SOCIAL ISSUES & DISCOURSE

Graphic No. 4 (Moje's Literacy Model 2006)

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Additionally, each aspect involved different and valuable knowledge sources, which underpinned the pedagogical intervention. Personally, I considered this model to understand how vision of learning could reframe knowledge, which became more understandable, interesting and meaningful for adolescents, "Who faced diverse physical, biological, emotional, socio-cultural, political, familiar and personal changes" (Moje, 2006, p 215). She analyzed these aspects among others and named them as a Changing Phenomenon. Considering this analysis, my learning objective was to make knowledge more suitable for students in order to improve literacy practices.

Besides, it is important to consider these humanistic approaches in which students are so important because each one has his/her own discourse; they arrive at school with a specific discourse in regard to family, economic, social, and cultural conditions. Human beings, who have lived completely different experiences, continue to build their own discourses in the school through the language in use in my English classroom. Therefore, it is so relevant to reach a positive relationship between the student and the learning material to create warm, supportive and trusting relationships in the class. Through my experience as a teacher, I have discovered that when this relation between EFL and designed material is meaningful, the learning process is effective, relevant, and important to students. Also, I think that Experiential Learning works in this pedagogical intervention because the use of language is addressed to express from real contexts, based on students' needs and, indeed, the social-cultural context. Language is a means of communication rather than simply a code. (Tudor 2001). The WLS endeavor focus on literacy development through students' positioning.

Furthermore, I led students to analyze those aspects and consequences from those context experiences, from which they could build a discourse concerning violent social issues analyzed in class. Those students' life lesson learned led to their adopting positioning.

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Vision of Language:

Bearing in mind research goals, I selected 'Languages as Doing Things: The functional perspective' proposed by Tudor (2001) for Visions of Language because this vision of language analyzes and presents strategies so that knowledge becomes more effective and meaningful. This approach focused on students' needs, responding to the functional perspective. Inasmuch as my students are EFL students, this vision corresponds exactly with what I required for this research study. Besides, Tudor expressed: "The functional perspective on language found in their program goals will have assumed a psychological reality in the here- and – now of students´ lives" (Tudor, Ian, 2001, p 67). This means language implementation must be thought, planned and carried out, considering students' context, where they were studying. Thus the pedagogical implementation implied this vision of learning from reading the story of *Oliver Twist* just to get WLS, because students' reality was involved. Keeping this in mind, I think vision of language is reshaped by a more fluent, pertinent and significant framework because I used their own words to understand them and their personal world perceptions. Thus students used simple language.

Besides, based on a sociological and sociocultural framework, language is known as a social action and leads to social context. Developing an approach to language goals in use is more defined socially in context. According to Tudor (2001), for this research I looked for community knowledge through narrative inquiry in order to bring about social change and make students more critical and reflective towards a violent environment. Consequently the EFL teaching/learning process resulted in a social challenge.

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Pedagogical Intervention

As I mentioned before my pedagogical intervention began in 2013 with reading, the comprehension process, context comparisons and reflections in terms of social issues. Then, the students extracted some social issues from inside the text. Next, I led them to compare contexts, such as Dickens' portrayal in the story and students' own context. This experience was interesting because they could think about themselves through *the introspective process* mentioned before. They concluded the negative experience Oliver had was because he lived among thieves, killers and other bad people. He was different, although he was living with a wicked man and had to learn to steal. His life lesson was different because he could never become a thief. He was obliged, but not by choice. Discussion became very interesting because students also live among gangs, thieves, burglars and other bad people; that is to say, a similar situation to Oliver's. Besides, using images from the Roman Polanski movie we recognize the need of reading and leading students to identify social issues from Oliver's story. These were hunger, bullying, parents' abandonment, loneliness, bribery, injustice, child exploitation, theft, evil, punishment and murder.

After that, I also prepared students for the writing process with different pre- reading, reading, pre-writing activities as detailed in Figure No. 5. Next, the second moment was Data Collection divided into two moments that I name First *WLS* and *Second WLS*. I only organized two stages of data collection because there was enough data in terms of quantity. This means each data collection covered seven groups of students. These implementations were based on national standards that the Colombian government established for language teaching processes through the National Education Ministry (MEN) and provides evidence for this research process based on the Common European Framework. The pedagogical intervention is detailed in Figure No. 5, where I include

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6 columns, such as Standards, Objectives, Resources, Description, Research Outcome and Instrument Used, and also a description of each moment with the corresponding date.

Additionally, the best and adequate way to understand this context was to inquire in the community looking for any meaningful, real life events that could frame Written Life Stories, which my students, as individuals, told by themselves. Students wrote their own stories. Those stories narrated their meaningful experiences. That is why this pedagogical implementation was also underpinned by Narrative Research as Barkhuizen (2011) explains. He is a narrative inquiry expert who helped me understand when participants construct narratives and ways to engage in narrative knowledge. Also, Pavlenko (2007) asserts that the Narrative reaches sociolinguistic life events and meaningful experiences of participants. He argues that writing is the best exercise to express self and to learn from self, because through the introspective method, we use writing to remember and construct. Different processes are in the mind, such as awareness, confidentiality, and consciousness. Most importantly, when we write, we are different.

In short, my pedagogical intervention was innovated through the literacy development approach, when students narrated from and by themselves. I conclude that this is an answer to get a more consciousness in the teaching learning process, which really is more effective and would be an alternative, considering transformation for new generations of adolescents living in communities which have also been changing day by day.

The next chapter deals with data analysis.

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PEDAGOGICAL INTERVENTION SCHEDULE

READING & PRE-WRITING ACTIVITIES – BASIC FRAMEWORK
Feb 1st 2014 to Nov 15th 2014

STANDARS	OBJECTIVES	RESOURCES	DESCRIPTION	RESEARCH OUTCOME	INSTRUMENT USED
• Expreso pensamientos y sentimientos sobre otras personas • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.	- To dialogue in order to comprehend *Oliver Twist* reading. - To do inferential reading to compare *Oliver Twist* context and their own.	-Dickens (1837) *Oliver Twist*. Lenguas Modernas Ed. -Polanski, R. (2005) *Oliver Twist* movie. Visual aids, Comics Posters	Students read *Oliver Twist* using different strategies to understand its context. Also they saw the movie. They have asked to complete reading comprehension activities dealing with the story including making comics, expositions, drawings, literature analysis, and role play among others through transactional theory by Rosenblatt (2005) Students have asked to express their ideas comparing both contexts: that one expressed in the book with their own context within their communities by means of their own experiences.	-To analyse contexts to reflect on social issues in order to evoke students' life experiences. -To express themselves in different ways using their own experiences	Oral WLS

WRITING FIRST WLS - DATA COLLECTION
Feb 23rd to Mar 10th 2015

STANDARS	OBJECTIVES	RESOURCES	DESCRIPTION	RESEARCH OUTCOME	INSTRUMENT USED
Discuto sobre temas que se refieren a costumbres en el mundo. • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas	-Write about their own experiences in context - Get first WLS from their own experiences	10 Images from Polanski, R. *Oliver Twist* Movie.	First students began analysing 10 images from the movie, which portrayed a specific social issue immersed in the story. Then they played the hangman game based on the same 10 words. Next they remembered situations related to the images and discussed them, while they told about similar lived or seen situations from their own context. Finally they wrote their life stories.	- To evoke social issues from own community through WLS - To tell about own social issues in context	- WLS

WRITING SECOND WLS - DATA COLLECTION
Mar 24th to Mar 27th 2015

STANDARS	OBJECTIVES	RESOURCES	DESCRIPTION	RESEARCH OUTCOME	INSTRUMENT USED
Discuto sobre temas que se refieren a costumbres en el mundo. • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas	-Write about their own experiences in context - Get second WLS from their own experiences	A real life experience from their own context	First students read, copied, comprehended and analysed a life story about two girls fighting. Then they did an inferential reading and there was a discussion about implications, beliefs, thoughts around the social issue immersed in the story. Also they told about other stories from the same issue in their own context. Finally each student wrote their own experience.	- To reconstruct social issues from own community through WLS - To tell about own social issues context - To analyse implications around a social issue	- WLS

Graphic No. 5 Pedagogical Intervention Schedule

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Chapter 5

Data Analysis

This chapter presents the results of the data interpretation, which is categorized as: **Witnessing violence: Students as sensitive social beings.** From this category two subcategories emerged: - subcategory one: **Students' Emotional dimension: I felt fear, sadness and / or guilty,** and - subcategory two: **Students' Positioning related to agency: So, I decided because I learned…** First, the process of data analysis will be described. Second, the main category and the two subcategories will be defined and illustrated with excerpts from the data, followed by my interpretation.

In the following paragraphs, I will describe the process of data analysis, which led me to identify the categories of data analysis. In the initial stage of the process, the students were introduced to the literary work of *Oliver Twist.* Ninth graders analysed their own contexts and related them to the *Oliver Twist* story. Through *the introspective process* of reflection, they wrote a first life story about meaningful moments in their experiences. I collected 280 WLS. Each WLS was based on the students' real life experiences (Connelly and Clandinin, 2009). These experiences disclosed a particular context that represented their world (Kramp, 2004).

I then read and analysed them based on Barkhuizen's (2008) model (see Figure 6). This model helped me to analyse each WLS. In keeping with Barkhuizen, I used the three questions that he proposed: WHO, WHERE and WHEN. I condensed information in a matrix (See Annex #4) which shows all the positions that students wrote in their WLSs. The matrix helped me to analyse stories from the perspective of narrative. Each WLS was indexed according to theme classification. Each theme in the story was then underlined differently and the WLS number

appeared in the matrix. Each line was given a number, such as WLS 52 L3-5, to codify the themes and organize the information. I found different positions in the context of violence, which the ninth graders experience in this community. Their narratives had to be real-life stories about their positions on the ten social issues mentioned in the first pedagogical intervention. Thus the WLSs are the result of the reflection. According to the above criteria, I selected only 26 WLS out of 280. Finally, I focused on the positions of the students who were the authors of the 26 stories regarding violence in their contexts and involving people they knew. These positions were indexed and codified across participants, an action which led me to identify inductively some preliminary themes in the data: Bullying, Kinds of Violence, analysed by "*The National School Safety Centre"* (NSSC), Social Issues, Personal and Social Awareness, (Greenberg et al. 1996), and Positions (Davies and Harré 1996).

To continue the process described in the last paragraph, I wrote a WLS that was based on an event experienced in the classroom. I discussed and analysed my WLS with the entire class. The students reflected on my WLS and then produced a second WLS of their own, paying attention to what had the greatest impact on them. I collected 280 WLSs from the students. After reading all of them, and using the same criteria described above, I chose only 32 WLS, taking into account the two pedagogical implementations, the authors and relevant social issues according to the research. The preliminary themes were summarized on Awareness, Bullying, Violence, Teachings and Positions.

Besides, Barkuizen analyzed stories from the content story, which is the social context that is structured for three lines such as: **When** refers to time the story is framed, **Where** refers to a place where the story is developed; and **Who** refers to the protagonist or actors implied in the story. . . (See Figure No. 6). **Why** is over there in each moment in the story, including a as a

reflection on social issues. A short story gets constructed in interaction that takes place in a context. This means that a story is disclosed in a school context as a product of human interaction in context. This model helped me to analyze WLS' data, understand my participants' experiences, look for declarative statements and lead my participants' reflections towards the positioning they adopted, according to what they learned as a life lesson, through semi structured interviews. At the same time, this interaction depicts a representation of their world (Kramp 2004) which I intend to find with this research. Thus the findings helped to answer my Research Question.

Considering this model, I read each of my students' WLS, selected the most relevant WLS and analysed them through this model. Each bit of information was organized in a matrix, where I included author, date, number and a classification of themes. Those themes were classified in order of frequency, which led to patterns.
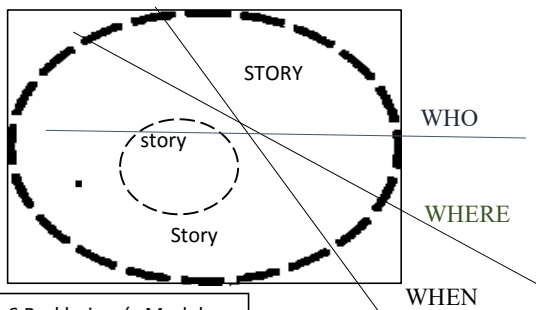
Graphic No. 6 Barkhuizen´s Model

This model covered not only a narrative analysis, but also a socio- cultural analysis from the stories' context. Thus, I could broaden my sight, considering implications instead in this country. In addition, I found Barkuizen's model to be the best way to analyze narrative. Barkhuizen (2014) perceives what is known and the way to analyze knowledge from a story. He distinguished three perspectives:

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The *first story* implies personal thoughts, insights and interactions from the author's story. The *second Story* with a capital S refers to policies in which the author has less power, and deals with a story in a context. The *third STORY* with capital letters from the biggest circle means laws of government from ministries or national policies. Although Barkhuizen analyzes teachers' stories, I adopted this model to interpret and understand the WLS of my students and measured the stories' significance at three levels: story as personal or individual; Story carried out within a context from the community; and STORY that refers to a deep significance within national laws (See Graphic No. 6).

The data collection process included WLS and interviews, which helped me to validate my interpretation of the students' WLSs. The preliminary themes were clarified through the data collected in semi-structured interviews. I asked participants about the reasons that they adopted some positions on a social issue they had experienced in their community. I planned to conduct thirteen interviews. Regarding ethical issues, I distributed the consent form (See Annex #2) to each potential interviewee. However, based on the number of forms returned with parental consent, I conducted five interviews. I used numbers to codify each WLS and the correspondent interview. Because each interview referred to a WLS, I included the WLS number, Pedagogical Intervention (there were 2 moments, so for the first moment it was **WLS** and for the second moment -- **SECOND WLS**), participant number, course number, lines number and date. In the following excerpt there is an example, in which **WLS 3** was the third WLS from the First pedagogical intervention; **P3** refers to Participant number 3; **915** refers to the course (the pedagogical intervention was applied to seven ninth grade groups, from 912 to 918); next appears the date when this WLS was written.

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1. One day some men were in the park were drinking wine and they lost
2. Consciousness. They said bad words then they fought. One
3. **Of them got out a knife and he killed the other one. I was**
4. **Watching that**. [sic]

WLS 3 P3 – 915 - FRIDAY, FEBRUARY 27, 2015

In the following excerpt the corresponding interview to this WLS appears, including the

information for this WLS and the corresponding lines, where the declarative statement is presented

(words underlined Line 3-4), where I focused the interview as well as the number of this interview

and the date and hour when it was applied.

T: Think deep about "**I was watching that**". Could you tell me where you were watching from?
And what were the circumstances around this event?
S: Well we were in a shop, but there was not, we had to go to another one, we were going to travel
to Melgar. It was 10:00 a.m.

THIRD SEMI-STRUCTURED INTERVIEW – WLS3 – P3 – 915 - L3-4 –

May 26, 2015 at 8:00

From reading and analysing each WLS, I concluded that some themes were common to all

of them. Therefore, I synthetized the following patterns: first, being aware of a context situation

that affected the students; second, different types of violence emerged from the context situations;

third, the students felt affected regardless of the context; fourth, they adopted positions in response

to the violent situations. There were four patterns, *bullying* was codified with the colours blue and

yellow; *violence* was codified purple and white; *awareness* was codified green and white; and

positions codified grey and black (see Attachment No.4).

The theoretical framework used to analyse the data was *The Position Theory* proposed by

Davies & Harré (1990). The positions were based on the social issues that the participants wrote

about in their WLS, which they had seen and/or experienced first-hand at home, school and in their

neighbourhood. The theme that was mentioned the most often was bullying, which included

different kinds. One theme was school or student violence, where bullying is the most common.

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These positions indicated that there are people who are bullied and people who are bullies. To provide support against school violence, there is a joint program between the United States Departments of Education and Justice, which is known as the "*National School Safety Centre"* (NSSC).The NSSC provides assessment to prevent school violence. They analyse types of scholar violence according to the teenagers' behaviours and classify them according to these behaviours. I classified my students' positions according to the kinds of violence that they wrote about: burglary, Weaponry, alcohol-related, verbal, physical aggression, and vandalism. Two kinds of bullying were presented: verbal abuse bullying and physical attack bullying.

Furthermore, I found an awareness process that included two kinds of awareness: personal and social awareness (Greenberg et al., 2008). I adapted this concept as Collective Awareness in the present analysis. This means the awareness process was included in the writing process and generated reflection on the part of the participants, which led to positioning.

A main category emerged from the data analysis, **witnessing violence: Students as sensitive social beings.** This category emerged from the participants' final process after they compared, analysed, and reflected on a social issue that both affected themselves and was immersed in the community, such as bullying. Those positions were classified into two subcategories: subcategory one-- **Students' Emotional dimension: I felt fear, sadness and / or guilty,** and subcategory two-- **Students' Positioning related to agency: So, I decided because I learned…**In the following excerpts I give examples of the main category and the subcategories.

Because of the language level of the students, the majority of them wrote their stories in Spanish, so in that sense their language boundaries did not let them express calmly their deepest life experiences but the data would be trustworthy in Spanish. So, I translated them. I included WLS excerpts and the semi- structured interview that corresponded to those WLS, and I asked the

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participants about the declarative statements in their writing. In these excerpts, I define the teacher (T) and the student (S). In the following chart (Figure No. 7) the main category and the two subcategories that emerged from this research process are named and defined.

Main Category
Witnessing violence: Students as sensitive social beings
This category emerged from the participants' final process after they compared, analysed, and reflected on a social issue that both affected themselves and was immersed in the community.

Subcategory One	Subcategory Two
Students' Emotional dimension:	**Students' Positioning related to agency:**
I felt fear, sadness and / or guilty…	**So, I decided because I learned…**
The participants felt affected regardless of the context experiences. Those affections were expressed in feelings.	The participants adopted positions in response to the bullying situations that led them to make decisions from a life lesson learned.
e.g. "I got the idea that I was guilty of he had died" L8- WLS 1 – P1- 912 – March 7, 2015	**e.g. "I would try to help him" – "Don't let him go"** FIRST SEMI-STRUCTURED INTERVIEW – WLS1 – P1 912 – September 25, 2015

I also exemplify each one with declarative statements such as that from Participant 1 (P1) from his first WLS and his correspondent positioning towards his life lesson learned from his semi-structured interview. It is necessary clarify how it supported the main category and its subcategories. Through this research and life experiences, I have learned that after a human being has had a bullying experience it leaves a scar on her or his mind and, in turn, feelings emerged, then positioning was adopted which led to decision-making and finally a person acts. Therefore the feelings are directly connected with positioning. Feelings are causes for positioning and in turn positioning is a consequence of feelings. That is why the findings on subcategories are reported by

the participant and his/her correspondent WLS and semi-structured interview. Next, I summarize

findings with an example, as such: **Participant 1 – 912 -WLS 1 – 1ˢᵗ Interview**

Main Category--Witnessing violence: Students as sensitive social beings

This category emerged from the participants' final process after they compared, analysed,

and reflected on a social issue that both affected themselves and was immersed in the community.

The first excerpt concerned was a difficult situation experienced by Participant 1 (P1). P1 had

experienced a complicated situation related to his friend's death. P1 wrote his meaningful

experiences. They were amazingly relevant to the purpose of this research. Although I followed

ethical requirements, received the signed consent form from his mother, and set up the semi-

structured interview three times, P1 did not attend. However, I did not insist. And four months

later, P1 asked me for the interview. This means he adopted a position: P1 wanted to express

himself. This was a clear positioning according to Davies & Harré (1990) and I considered that his

words to be extremely valuable to understand his WLS. Finally, I included his experiences. P1

became aware of a social violent situation that caused him deep pain, which supported the main

category: **Witnessing violence: Students as sensitive social beings**. Afterwards P1 reflected on

the events and concluded that everything would have been different if he had taken another

decision at that moment.

1. One day four years ago, a friend went to my home, he was saying he had fought with his
2. Mother and he did not want to return home. He asked me if I would let him to stay at my
3. House. And **I was sure that my mother would be bothered**, so I said no that he had to
4. Solve his own troubles, so he became went a little angry. The next day
5. I heard that he had been stabbed in an alley and he had died. Apgparently
6. After I told him that he could not stay at my home, he did not want
7. to return to his house, and he was walking at night. He got into an alley and
8. he was murdered there and since that moment **I got the idea that I was guilty of**
   END. [sic]

WLS 1 – P1- 912 – L 1-8 - March 7, 2015

9. Un día Hace 4 años un amigo fue a mi casa diciendo que había peleado con su

10. madre y no quería volver a casa, me pidió que si lo dejaba quedarse en la mía
11. y yo sabiendo que mi madre se molestaría le dije que no, que el tenia que
12. arreglar sus propios problemas entonces se fue un poco enojado, al día siguiente
13. supe que lo habían apuñalado en un callejón y que había muerto, al parecer
14. después de que yo le dijera que no se podía quedar en mi casa no quiso volver
15. a la de el y anduvo caminando en la noche hasta que se metió en un callejón y
16. **allí lo habían asesinado y desde entonces quede con la idea que por mi culpa**
17. **el había muerto** FIN. [sic]

WLS 1 – P1- 912 – L 1-7 - March 7, 2015

In the interview, P1 confirmed the following:

T- Think deeply about "**I got the idea that I was guilty of he had died**". Can you explain to me why you wrote this?
S – Well, because after my friend left my home and I did not let him stay in mine, eee well he went to another place and well he died there. If I had let him stay at my home. Nothing would have happened. [sic]

FIRST SEMI-STRUCTURED INTERVIEW – WLS1 – P1- 912 – September 25, 2015

T: Ahondemos sobre "**quede con la idea que por mi culpa él había muerto**". Puedes explicarme porque escribiste esto.
S: pues porque después de que mi amigo salió de mi casa y pues porque yo no lo deje quedarse en la mía, eee pues se fue a otro lado y pues allá murió si yo lo hubiera dejado quedarse en mi casa no había pasado nada de eso. [sic]

FIRST SEMI-STRUCTURED INTERVIEW – WLS1 – P1- 912 – September 25, 2015

Next excerpt was from Participant 1 – 912 – SECOND WLS 2 – 1st Interview, where P1's second WLS again described bullying events but this time at school.This was also a difficult experience between mates, which was caused by intolerance. The urban culture "Emo" was a way for teenagers to express themselves. Teenagers adopt clothing styles, and they are distinguished by their sensitive, shy and introverted behavior. They also adopt some practices related to depression, such as self-harm and suicide (Solomon, 2007). P1's physical appearance is according to this Emo urban culture, so he appears to be one of them. In his Second WLS, he wrote the following:

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1. Three years ago, I had a friend called O. He studied at another school and he said me that other boys
2. Bothered him a lot, most of all a chap named K. They bothered him because he was emo and he had
3. Wounds on his arms. K bothered him too much and he hit him too. One day, O was offended because
4. Of that annoyance and said to K that he was going to wait for him in the park near the school. He went
5. with two more friends and O went alone but he had a knife, O finished leaving the 3 chaps with
6. Stab wound in their bodies. The three chaps were taken to the hospital and O was taken to
7. Psychiatric clinic because of his anger and depression. Finally, I learned that **if someone bothered you**
8. **Just ignored it and do not stab him** [sic]

SECOND WLS 2 – P1- 912 – March 24, 2015

9. Hace 3 años, tenía un amigo llamado O, el estudiaba en otro colegio y me decía que lo
10. molestaban mucho mas que todo un tipo llamado K. Lo molestaban porque era emo y tenia
11. cortadas en los brazos. K lo molestaba demasiado y también le pegaba. Un día O se arto de
12. que lo molestaran y le dijo a K que lo esperaba en el parque cerca del colegio K fue con dos
13. amigos mas y O fue solo pero tenia una navaja, O termino dejando a los 3 tipos con
14. puñaladas por todo el cuerpo los 3 chicos los llevaron al hospital y a O lo llevaron a una
15. clínica psiquiátrica por ataques de ira y deprecion al final aprendí que **si alguien te molesta**
16. **solo ignóralo y no lo apuñales** [sic]

SECOND WLS 2 – P1- 912 – March 24, 2015

Although P1's appearance resembles that of an Emo teenager, he likes English class. His

interest, participation and achievement are outstanding in this course. Therefore, I was surprised

because it was an unexpected behavior given the idea that I had about the trends of urban teenagers.

This means that P1 was different. He adopted a positioning according to Davies & Harré (1990).

When I became aware of his achievement, I was very impressed.

The following excerpt from participant 2 – 913 -WLS 2 – 2nd Interview, refers to the **Main**

Category--Witnessing violence: Students as sensitive social beings, where P2 mentioned a

position on a community social issue, which supported this category. In the following excerpt, P2

describes a difficult social issue that he had experienced, and he became aware of underlying

difficult conditions

1. Then the paramilitary arrived and my sister and her friends were among it
2. and me. But I came from a shop where I was buying something when I saw them, they were running.
3. They took aim at me with a gun called AK-47.Since that day I come and go
4. with the utmost caution. From then on, I have been thinking that the same day could arrive
5. again, so I came to Bogotá. **I was no afraid any more,** and I met a lot of people
6. just now nothing has happened to me, and that is my thought.
7. I feel so well with my friends [sic]

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WLS 2 – P2- 913 – L 1-7 – March 6, 2015

8. entonces llegaron los paramilitares y en medio de eso estaba mi hermana sus amigos
9. y yo pero yo venía de la tienda de hacer un mandado y cuando yo los vi salí corriendo y
10. me apuntaron con un arma llamada AK-47 y desde ahí yo salía con mucha precaución y
11. a la venida también y desde ese tiempo yo sigo pensando que ese día puede llegar de
12. nuevo entonces, yo me vine para Bogotá. **Deje de sentir miedo** y conocí mucha gente
13. que hasta hoy no me ha pasado nada y por eso y pienso que con los amigos que tengo
14. me siento muy bien [sic]

WLS 2 – P2- 913 – L 1-7 - March 6, 2015

In L5, the declarative statement, **"I was not afraid any more" ("deje de sentir miedo")** indicates the results of a decision taken by the participant. In the second interview, the P2 clarified reasons to include those words:

T: Think deeply about "**I was not afraid anymore".** Can you explain to me why you wrote it?
S: Because that happened in real life, and since that time I was scared
T: Could you tell me about that moment?
S: I was scared at that moment; I just thought to run away and that's it
T: They were threating you, weren't they?
S: Yes, ma'am
T: You ran away. You hid yourself inside your home
S: Yes, I defended myself in my grandma`s home
T: You came to Bogotá, and you wrote "**I was no afraid any more"** Could you explain your feelings? How have you felt?
S: Well, much better I felt sure and I cannot live in danger. [sic]

SECOND SEMI-STRUCTURED INTERVIEW - WLS2 – P2- 913 – L 1-7 - March 6, 2015

 T: Ahondemos sobre "**deje de sentir miedo**". Puedes explicarme porque escribiste esto.
S: Porque esto pasó en la vida real, y entonces yo quede asustado.
T: Quisiera que me contarás un poco como fue ese momento
S: Yo tuve miedo en ese instante, lo único que pensé fue en correr y ya
T: Es que te estaban amenazando
S: Sí señora
T: Tú corriste te resguardaste, te metiste en la casa
S: Si me resguardé donde mi abuela
T: Te viniste para Bogotá, y escribes "deje de sentir miedo". Me explicas, después de ese día como te has sentido
S: Pues mejor por lo que ya estoy más seguro y no puedo vivir como en peligro [sic]

SECOND SEMI-STRUCTURED INTERVIEW - WLS2 – P2- 913 – L 1-7 - March 6, 2015

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

I analysed the experience narrated in WLS2. It was developed within a rural context. P2

felt afraid in response to a dangerous social event in which he could have lost his life. He was not

only a witness of violence, he was also a victim.

Another WLS from Participant 2 on the Second moment on the Pedagogical intervention

in which participant refers to the **Main Category--Witnessing violence: Students as sensitive**

social beings. P2's WLS 40 was about bullying violence in school, where P2 was also a witness

and supported it.

1. A long time ago in Buenaventura we were on a sport week. there was a
2. bully boy. He enjoyed doing it. Then a new boy arrived and the
3. bully boy went and offended another, he did not do anything, he just told the teacher.
4. But the teacher did not say anything.The bully boy again ofended the new boy, who did not like
5. it he again mentioned it to the teacher. But she did not say anything, then he stood up and
6. punched the bully. Then the teacher said go to principal and they did not say no
7. **They wanted to suspend him** and the bully boy stopped bullying since and now he is
8. A nice person to talk with. People love him and he has friends. [sic]

SECOND WLS 40 - P2 - 913 - March 26, 2015

9. Hace mucho tiempo en Buenaventura estabamos en semana deportiva habia un
10. niño que le gustaba cansar a la gente entonces dias despues llego un niño nuevo y el
11. niño que cansaba lo fue y lo molesto y el no hiso nada entonces le dijo a la profe
12. pero la profe no dijo nada y canso al niño y como al niño no le gustaba que lo
13. cansara le dijo a la profe no le dijo nada sigui cansando entonces se paro y le pego
14. un puñetazo y entonces la profesora dijo bamos donde el rector y no le dijeron no
15. **lo ivan a suspender** y el niño que cansaba dejo de cansar desde ahí y ahora es
16. buena gente y se habla con todos lo quieren como amigos. [sic]
SECOND WLS 40 - P2 - 913 - March 26, 2015

In this case, the participant described some occasions when the teachers did not listen to

the student. The teachers paid attention only when there was a conflict between the two boys. Only

then did they look for solutions. He adopted a positioning according to Davies & Harré (1990).

The following excerpt relates to P3 – 915 – WLS 3 – 3rd Interview, in which is present

the **Main Category--Witnessing violence: Students as sensitive social beings.** P3 wrote his

story about his real-life experience in English and it refers to the context of neighbourhood.

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

    1.One day some men were in the park were drinking wine and they lost
    2. consciousness. They said bad words then they fought. One
    3.Of them got out a knife and he killed the other one**. I was**
    4. watching that. [sic]
             WLS 3 P3 FRIDAY, FEBRUARY 27, 2015 at 9:15

This extremely violent event made the student aware of the effects of bad habits on

human beings. In the following excerpt from the interview, he explained**, "I was watching... "**

T: Think deep about "**I was watching that**". Could you tell me where you were watching from? And what were the circumstances around this event?
S: Well we were in a shop, but there was not, we had to go to another one, we were going to travel to Melgar. It was 10:00 a.m.
T: Did you tell your family what were you watching?
S: Well do not, but they realized after. And they said that I did not talk, because that people was dangerous
T: When did it happen? And what did you learn?
S: It was a long time ago, last year. I learned that **vices do not lead to anything** because they **had also taken** drugs and they were drunk; that is why they were out of their minds. They were unconscious. I was very difficult to witness.
T: What did you learn from this experience?
S: **Vices do not lead to anything,** do they?
   THIRD SEMI-STRUCTURED INTERVIEW – WLS3 – P3 - 915 – May 26, 2015 at 8:00

T: Ahondemos sobre "**I was watching that**". ¿Puedes contarme de donde estabas mirando y las circunstancias de este evento?
S: Pues estábamos en la tienda, tocó ir a otra porque no había y ya íbamos a viajar para Melgar, ya eran las 10:00 a.m.
T: ¿Le comentaste a tu familia lo que estabas viendo?
S: pues no pero ellos se enteraron después y dijeron que no hablara, porque esa gente era peligrosa
T: ¿Cuándo fue esto? y ¿Qué aprendiste?
S: ya hace harto. Eso fue el año pasado, aprendí a que **los vicios no llevan a nada**, porque **ellos estaban drogados también**,
T: Ellos metían droga y estaban tomados, por eso estaban fuera de sí, estaban inconsciente. el problema más grande es testificar.
T: ¿Qué aprendiste de esta experiencia?
S: **los vicios no nos llevan a nada.** No profe
   THIRD SEMI-STRUCTURED INTERVIEW – WLS3 – P3 - 915 – May 26, 2015 at 8:00

In this interview, I perceived from the context the family's feelings about the violent situation.

They advised him: 'Do not talk about that event because it was dangerous'. It was a finding for

collective awareness (Greenberg et al., 2008). P3 and his family became violence witnesses.

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Considering the Second WLS from the same participant 3 – 915 – SECOND WLS 65 – 3rd

Interview, I might add that P3 refers to the Main Category--Witnessing violence: Students as

sensitive social beings.

P3's second WLS affirmed the following:

1. One day a cousin came to visit me, and then I talked with him. He picked up me from
2. school. Then they threw a stone and almost they hit us: and they began hitting with a machete,
3. a stick and a knife. We ran back to get into a shop and closed the door.
4. Well, **my cousins and my aunt are alived. Thanks to that**
5. **shop, today I am alive** as well as my cousins and my aunt. I give thanks to God for that. [sic]
SECOND WLS 65 - P3 - 915 – April 4, 2015

1. Un día un primo vino a visitarme y entonces yo hable con el entonces él fue a recojerme al
2. colegio entonces tiraron una piedra y casi nos pegan con ella y se empesaron a dar machete
3. palo – cuchillo entonces nosotros alcansamos a devolvernos y entramos a la tienda y pues
4. la serraron o sino pues **yo y mis dos primos y mi tia no estubieramos vivos gracias a esa**
5. **tienda hoy estoy con vida** y mis dos primos y mi tia por eso le doy gracias a dios. [sic]
SECOND WLS 65 - P3 - 915 – April 4, 2015

P3 became aware of a dangerous situation related to a violent context (conflict) in his

neighbourhood. It was a finding for individual awareness according to Greenberg et al. (2008). P3

explained the situation in the following excerpt from the interview:

T: Could you tell… what happened?
S: Well the thing is my cousins had arrived, and then I said to them, I wanted them to pick me
up at school. We were going to came back home, and we decided to change the route. Then **a
gang came from one side and another gang from another side and they threw stones** and we
almost get hurt. We ran away and found a shop and went in. So bad.
THIRD SEMI-STRUCTURED INTERVIEW – SECOND WLS 65 – P3 - 915 – May 26, 2015

T: ¿Podrías contarme... lo que sucedió?
S: Pues es que mis primos habían llegado, entonces yo les dije a ellos que fueran y me
recogieran con mi tía, ya íbamos para la casa, nos dio por meternos por otro camino, entonces
venía una banda por un lado y otra por otro lado y tiraron piedras y casi nos pegan se
vinieron, nos tocó salir corriendo, ahí encontramos una tienda. Y si no llegáramos ahí si paila
[sic]
THIRD SEMI-STRUCTURED INTERVIEW – SECOND WLS 65 – P3 - 915 – May 26th 2015

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

This excerpt clarified events. There was a conflict between two gangs and P3 and his cousins were caught in the middle of it. This event supports the main category, **Witnessing violence: Students as sensitive social beings**.

Analysis

Subcategory One--Students' Emotional dimension: I felt fear, sadness and / or guilty…

In these lines, I perceived that P1 respected his mother. In L3, he said, ¨**I was sure that my mother would be bothered**¨ "sabiendo que se molestaría", and he adopted a position regarding his friend and his troubles. He adopted a positioning according to Davies & Harré (1990). P1 did not want troubles with his mother; so he did not ask her. Nevertheless, an unexpected situation happened and changed everything. P1 did not help his friend who then died. Then, P1 **felt guilty**. In L8 and L9, P1 said **"I got the idea that I was guilty of his death"** ("desde entonces **quede con la idea que por mi culpa el había muerto").** This declarative statement supports subcategory one: **Emotional Dimension: I felt guilty.** He adopted a positioning according to Davies & Harré (1990). Although P1 was not involved in his friend's death, he felt guilty because he did not help his friend by letting him stay in his house.

Subcategory Two--Students' Positioning related to agency

Next, P1 reflected on the deep meaning in his life experience and learned a lesson from it. He learned about solidarity and friendship and that it is important to listen to someone who needs help because time does not return. P1 was repentant because he could not save his friend's life. However, P1 did not help him look for another solution and in this context, this unfortunate event changed him. This experience supported subcategory two: **Positioning related to agency:** P1 learned to help friends and decided to show more solidarity because we do not know what can

happen. P1 made sense of his life experience and adopted the positioning of friendship and solidarity with human beings (Davies & Harré, 1990). Although P1 did do not mention his neighbourhood, I could infer that it was dangerous. Violent human behaviour does not respect life, so innocent people suffer and die, which is a manifestation of Bullying in his neighbourhood. I inferred that P1 also learned that he must stay at home at night because we do not know what can happen outside.

Analysis

Subcategory One--Students' Emotional dimension: So, I decided because I learned…

I had to adopt a different position because of what I thought about teenagers' trends. I learned a professional life lesson that legitimized my discourse learned as teacher. I adopted a positioning according to Davies & Harré (1990). Therefore, each time he did well in my class, I was pleased with him. P1 reflected on what he had learned from this experience based on his responses and its correspondent data analysis. **He felt valued and recognized**. Besides, considering he practiced self-injury and his "Emo" physical appearance, he had no acceptance into the group. But he has a sufficiently developed personality that comments from other mates do not affect him. He just ignores them. He expressed on line (7-8) "**if someone bothered you just ignore it and do not stab him**". Therefore P1 underwent this process because he became aware of the effects of violence caused by intolerance between his mates O and K. From his lines, I inferred that although P1 is an Emo and was bullied by his mates; he does not allow himself to be affected. On the contrary, he looks for other possibilities to solve bullying events and, as such, P1 overcame potential injuries. He adopted a positioning according to Davies & Harré (1990).

Subcategory Two--Students' Positioning related to agency

Furthermore, his words **"if someone bothered you, just ignored it and do not stab him"** **("si alguien te molesta solo ignoralo y no lo apuñales"),** indicate what he did when mates annoyed him because of his own condition. P1 learned a life lesson about intolerance and the consequences of O's and K's behavior. This experience supported subcategory two: **Positioning related to agency: So, I decided because I learned…** I asked him about the lines he wrote in his second WLS:

T: You wrote here "**if someone bothered you, just ignore him and do not stab him**". Can you explain to me why you wrote it? Is that a conclusion you came to?
S: In other words, it is just a way to say if someone bothers you, just only ignore him. **Don't take drastic decisions** like that, but maybe it takes a development. I mean, **look for another option** and talk with a teacher or your mother or another person.
T: Is it just to solve the problem. Don't take action on the matter.
S: Yes, that is it
T: Have you ever had a complicated situation like O's?
S: Eee well yes in the courses. Yes, but I have never reached thoses extremes. If I just ignore it, I do not reach thoses extremes
T: Have you solved them by another means?
S: No, I just ignore it and that's it
T: What would be the most convenient attitude in this kind of situation, in order to avoid things like that?
S: Well if the other chap, who is bothering me is very annoying, I must talk with a teacher or his mother or my mother.
T: You mean to find a solution between them and not you.
S: Yes, don't be obliged to do other things.   [sic]

<center>**FIRST SEMI-STRUCTURED INTERVIEW – SECOND WLS 1 – P1- 912 – September 25, 2015**</center>

T: Tú escribes aquí "**si alguien te molesta solo ignóralo y no lo apuñales**". Puedes explicarme porque escribiste esto, es como una conclusión a la que tú llegas.
S: O sea es como una forma de decir que si alguien te molesta solo hay que ignorarlo. **No no tomar decisiones drásticas** como esa, sino de pronto dejar que siga un desarrollo o sea **buscar otra opción** y hablar con un profesor o la mamá o cualquier persona.
T: Para que simplemente salga del problema. No tomar como, como cartas sobre el asunto
S: eso.
T: Alguna vez te has enfrentado a situaciones complicadas como las de O
S: eee pues si en los cursos. Si pero nunca nunca he llegado a esos extremos si solo lo ignoro no llego a esos extremos
T: has tratado de solucionar por otros medios
S: No, solo lo ignoro y ya

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EFL Ninth Graders' Positionings about Bullying through Written Life Stories

T: ¿Cuál crees que sería la actitud más conveniente en este tipo de situaciones? Para no tener que hacer como esas cosas.
S: Pues si ya el tipo que lo molesta es demasiado fastidioso, tocaría hablar con un profesor, con la mamá de él o la propia mamá de uno
T: Para que entre ellos solucionen y no tú
S: si, no tenga que hacer como otras cosas. [sic]

<center>FIRST SEMI-STRUCTURED INTERVIEW – SECOND WLS 1 – P1- 912 – September 25, 2015</center>

Throughout the interview, I understood P1's feelings and his position regarding the bullying situation he experienced every day. He avoids violence and looks for a person who has authority over the bullies in order to solve a complicated situation. He adopted a positioning according to Davies & Harré (1990). Then P1 ensured, "I never take drastic decisions" but looked for other options. He reiterated that violence is no way to solve a bullying situation. In both stories P1's position on violence led to a deep life lesson learned: violence is not the way.

As I mentioned before, Barkhuizen (2004) analysed narrative according to three levels. In terms of WLS 1 a meaningful experience, the **story** refers to what P1 and his mother experienced and learned. At first, it seemed to have affected two families. However, when we analysed the impact this experience could have on the community, it became **Story**. If burglary bullying (defined by NSSC) affects two families, it also affects everyone who lives there because no one can stay outside at night. Such as other human beings do not respect life; perhaps because of drugs, alcohol, vice or gang violence in the community (I learned about this social issue through WLS). Burglary bullying in the community is present not only in this zone. Therefore, it became **STORY** because violent acts affect the society in this city and in the country. Burglary violence causes several social issues in Colombia.

In regard to Second WLS 1, the **story** refers to a school bullying experience that affected some students in connection with a particular event. Although violence acts provoke fear, anxiety or even dread, some mates and students run to look at the scene. It seems they are thirsty for

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violence. These stories are present day by day in the school. Bullying affects communal school living because if a student does not feel emotionally well, he cannot study. This situation becomes worse in regard to academic performance and dropping out, which affects, in turn, this school community that is **Story.** Finally, those Stories from different schools in the city and in the country become a very serious social issue. In other words bullying is nowadays a very common subject to research, such as **STORY.** As I found on NSSC, the definition of bullying is a violent manifestation which hurts self-integrity verbally, emotionally and physically, and according to SUIVD findings different kinds of bullying are apparent in this community. This is an evidence and cause of emotional self –affection in adolescent's behavior and, as a result, students have been dropping out from classrooms, modern urban culture trends have been appearing as an expression of adolescents. Thus those aspects influence the language learning process as Shepard (2008) argued.

As a conclusion, P1 expressed on WLS 1 his guilty feelings. Next he adopted a positioning towards his hard experience. Finally P1 made decisions about the deep life lesson learned. He became different in terms of solidarity, friendship, and cooperation. Besides Second WLS 1, he expressed between lines his positioning: Do not allow bullying to affect self.

This context experience happens day by day in this community. But it was different for P1, because of what I can evidence through this research process.

Subcategory One--Students' Emotional dimension

These feelings resulted from the collective awareness mentioned in the WLS 2. This excerpt supported the **Subcategory One--Students' Emotional dimension.** Based on that hard violent experience, P2 decided to migrate to Bogotá. P2's statement, "**I was not afraid any more**" ("**deje de sentir miedo**"), conveys an action that was taken in response to the first feeling.

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Subcategory Two--Students' Positioning related to agency

In this case, this fact supported the second subcategory: **Positioning related to agency,**

P2's position completely changed his feelings to "**I was not afraid anymore**" ("**deje de sentir**

miedo") because everything had changed and he felt safe where he is now living. P2's reflection

on life lesson learned is revealed in the following interview's excerpt:

T: What did you learn to appreciate, since that moment just today?
S: **I learn to respect me and to value everything.** Whenever I could met a mister…
T: You decided to come to Bogotá. Do you think that it was the best decision? Why?
S: Because I felt protected, when someone took aim at me. It did not happen anymore.
T: I was observing you and realized you **are so serious**. You are doing your things. **You avoid trouble.** In spite of the fact that there are bothered boys, your **attitude is to be so responsible**. It does not matter if there are other boys bothering, **you are in class**. It pleased me, I have noticed. You say I will do that and you just do it, and that's it. You are firm; you don't let yourself be convinced by other bothered boys or bullies as you told. This attitude makes me happy. How do you see yourself as regards what I am saying?
S: Maybe yes, but **I come here willingly to study**, I am doing my academic Jobs. But when they continue bullying, **I stopped them**. [sic]

   SECOND SEMI-STRUCTURED INTERVIEW - WLS2 – P2- 913 – May 26, 2015 at 8:00 a.m.

T: ¿Qué aprendiste a valorar en tu vida, desde ese momento hasta hoy?
S: Yo **aprendí a respetarme** y a **tener mayor sentido de las cosas**. En cualquier momento puedo encontrarme con un señor…
T: ¿Tú decidiste venirte para Bogotá, Piensas que esa fue una buena decisión, Por qué?

S: Porque así yo me siento más protegido, de que no me pusieran… que no me pasara todo eso.
S: Yo he visto que tú eres diferente, yo he notado que tú **eres muy serio**, tú estás como en tus cosas y **no te metes en problemas** porque aquí hay chicos que son muy cansones. Yo he notado que **tu actitud es muy responsable**, no importaba que los otros estén por allá molestando, tu estas en clase, y eso a mí me encanta, me gusta mucho, yo he notado que tú dices voy a hacer esto y lo hago y ya no pasa nada. No te dejas convencer o llevar de esos otros muchachos que son cansones, que son montadores, como lo dicen ustedes. Esa actitud me encanta. ¿Cómo te ves tú, con respecto a lo que te estoy diciendo?
S: Talvez sí, pero **yo vengo aquí con ganas de estudiar**, haciendo mis trabajos. Pero cuando ya siguen molestando **yo los paro**.

   SECOND SEMI-STRUCTURED INTERVIEW- WLS2 – P2- 913 – May 26, 2015

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

In response to that experience, his position was to assume a positive attitude about life. He was able to legitimize his own discourse. My purpose was to look for the students' positions in their experiences. He adopted a positioning according to Davies & Harré (1990). I realized this research really was a part of a real process in human beings.

I also include a context analysis based on Barkhuizen's (2008) model. The model refers to a **story** that happens in a personal or familiar context. This WLS tells the story of a situation which P2 experienced in his grandma's home far away from the city. P2 then included another circle with the word story first capitalized as **Story** that reflects a dangerous situation that affects the community; besides, the lack of respect for human life is a serious rural social issue which generates migration to large cities. Finally, he introduced the title with the word story in uppercase as **STORY**, which refers to a situation that affects the country. This situation has happened in Buenaventura, Colombia. These experiences have affected many people in different rural regions around the country. According to DANE data, migration to big cities in Colombia is a social phenomenon, which experiences an increase year after year. "*Colombia conserva el deshonroso titulo del Segundo país con más desplazados*" *"*Colombia retains the dishonourable title of being the second country with more displaced people", according to an article published by Semana (2015).

Analysis

Subcategory One--Students' Emotional dimension

P2 expressed in Second WLS40 injustice just when he said between lines that **He felt valued** when the teacher listened to him. His answers in the interview were definite:

T: Think deeply about **"They wanted to suspend him"**. Can you to explain to me why you wrote this?

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

S: Because that bully offended me, and when I told the teacher, she did not pay attention. This boy was always bothering us. The boy went to the coordinator. They wanted to suspend him but just applied a punishment.
T: They talked with him and agreed to a solution?
S: Yes, but he continued bullying.
T: You said that he stopped to bother and finally talked with all his mates.
S: Well, after a boy punched him.
T: Do you think that bullies need stricter punishment?
S: Yes, because people must learn to respect others.
T: Is it as you experienced?
S: Yes
T: What would be your attitude if you experienced a similar situation?
S: Well, I would tell the coordinator in order to improve his behaviour and to change him.
T: Have you ever felt injustice in your life? Have you ever experienced that no one paid attention to you or your words, and have you not found results?
S: If the bully boy continues bothering me, I would talk with him or I would punch him. He must learn. [sic]

SECOND SEMI-STRUCTURED INTERVIEW- WLS40 – P2- 913 – May 26, 2015

T: Ahondemos sobre "**lo iban a suspender**". Puedes explicarme porque escribiste esto
S: porque ese niño siempre nos estaba molestando y uno le decía al profe y como no le paraba bolas, un niño le fue a decir a la coordinadora y lo iban a suspender y casi le ponen matricula condicional.
T: Dialogaron con él y llegaron a acuerdos
S: Sí, dialogaron con él, pero siguió molestando.
T: Tú dices que el dejo de molestar y se hablaba con todos.
S: Pues si, después que llego un peladito y lo dejo en su puesto
T: ¿Consideras que estas personas que se burlan y ofenden a otras, necesitan un castigo más severo?
S: Sí, porque las personas deben aprender a respetar
T: ¿De pronto como lo que viviste?
S: Sí.
T: ¿Cuál sería tu actitud si te enfrentas a una situación similar?
S: Pues yo le digo al coordinador y le digo haber si lo corrigen y lo ponen en su puesto
T: ¿Has sentido alguna vez injusticia, que no te escuchan? Que hay una injusticia, has sentido que no te atienden, que tú dices y dices no hay resultados?
S: si me sigue molestando yo le hablo o le pego para que ponerlo en su puesto. [sic]

SECOND SEMI-STRUCTURED INTERVIEW- WLS40 – P2- 913 – May 26, 2015

Subcategory Two--Students' Positioning related to agency

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

P2's answers led me to understand how he derived the second subcategory. He adopted a positioning to be a pacifist and looked for communicative options to solve the conflicts. This means a positioning according to Davies & Harré (1990).

However, when he felt that the teachers did not listen to him, he had to adopt another positioning to solve the conflict. He learned that he had to be violent anyway because he had to accuse the bully.

Interpretation

P2 had lived a so difficult violent event in life that it provoked panic in him. But he expressed his deep life lesson learned such as P2's positioning revealed his decision to become a pacifist because he felt the panic generated by this kind of bullying. This meant avoiding violence as soon and often as he could.

Analysis

Subcategory One--Students' Emotional dimension

This analysis supports the first subcategory, **we felt it was dangerous.** P3's family wanted to protect him. In turn, from that experience, P3 learned about bad habits. Hence, the position of P3's family indicated support in subcategory one in terms of the collective feeling implied by **we felt fear.** P3's declaration, **"vices do not lead to anything" ("los vicios no nos llevan a nada"),** implied his position about a social issue from which he derived a life lesson learned about bad habits related to the effects of hallucinogenic drugs and/or alcohol on human beings. He adopted a positioning according to Davies & Harré (1990).

Subcategory Two--Students' Positioning related to agency

Furthermore, P3's personal position was not to fall into that degrading practice, which supported the subcategory two; hence, P3 decided do not succumb to these practice because of a life lesson learned.

Analysis

Subcategory One--Students' Emotional dimension

This conflict caused P3 to fear that he would die, which confirmed the subcategory one, **I felt fear.** This feeling was expressed in the statement that this feeling obliged them to look for a refuge inside the store.

This event verified the second subcategory, **Positions related to agency: So, I decided because I learned.** In the interview, P3 clarified the following:

> T: What did you learn to value through this experience?
> S: My family, **do not stay on bad things** because boys were fighting for girls many times, always always with a knife
> T: What advice would you give to someone who you saw with bad friends or people on drugs or alcohol?
> S: **I would say to get out of that that is bad, this does not lead to anything that does not serve anything.**
> T: What would be your goal?
> S: Do not get into trouble. It is better to study. I don't like troubles
> T: Thanks a lot

> **THIRD SEMI-STRUCTURED INTERVIEW – SECOND WLS 65 – P3 - 915 – May 26, 2015**

> T: ¿Qué aprendiste a valorar a través de esa experiencia?
> S: a la familia, **a no estar en cosas malas** por que en muchas veces se agarraban por las niñas, siempre, siempre   y se daban cuchillo
> T: ¿Qué consejos le darías a una persona que tú la veas con malas amistades o que está en los vicios?
> S: **Que se salga de eso, que eso es malo que eso no le lleva a nada, que eso no sirve para la vida**
> T: ¿Cuál sería tu meta?
> S: No meterse en problemas. Es mejor estudiar. No me gustan los problemas

T: Muchas gracias.

THIRD SEMI-STRUCTURED INTERVIEW – SECOND WLS 65 – P3 - 915 – May 26, 2015

Subcategory Two--Students' Positioning related to agency

P3 learned to value his family and his position was to avoid bad things by being resilient. His advice to another person would be to help others become aware of his deep life lesson learned **"that is bad" ("eso es malo"**). Furthermore, when P3 mentioned his goals, he did not want troubles. His solid positioning was to study and avoid trouble. He adopted a positioning according to Davies & Harré (1990) which supported the purpose of this research.

P3's stories described violence in the community where he lived. By first analysing the stories, I concluded that the violent behaviour of some people affects innocent people, such as P3 and his family, who witnessed violent events. Although they wanted to protect children, P3 was a witness of a violent event. It was inevitable and P3 witnessed the effects of bad habits on human beings. These violent events affected this community. This is an example of daily events my students described in their WLS. Bad habits cause a disorder of behaviour that increasingly creates and maintains social violent issues in society. This would be the second analysis- **Story.** However this Story does not stop there. Nowadays all Colombian families are affected by alcohol, hallucinogenic drugs and other bad habits that induce violent behaviour and result in consequences for society of this violence, which supports the third analysis, **STORY.** This is evidence that verifies data provided by SUIVD; also, P3's positioning facing bad habits revealed ways to build resilience according to Shepard (2008) and legitimize discourse.

Participant 13 – 914 – WLS 13 – 8ᵗʰ Interview

Main Category--Witnessing violence: Students as sensitive social beings

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Another excerpt from a WLS supported the main category. This WLS was by P13. She

also witnessed bullying behaviour within her family:

1. One day, my cousin was living with his mother, his father and his brother, who was the son
2. Of his father his brother was so agressive. My cousin's father has a workshop and he always
3. saw them fighting, but he never paid attention to that, because he thought
4. It just was a sibling fight. One day my cousin went to work for a weekend with
5. His father and his brother; they really hated each other. That day when the father saw them
6. Fighting he thought it just was a sibling game. One day they were
7. Alone and they were fighting. My cousin's brother hit him so hard
8. That he left several bruises. He always hit my cousin, threatening him, do not
9. Talk what was happening. When the parents are not that day at home, so my cousins's
10. brother had a party at home, because of parents' absence and my cousin said that when
11. They arrived, he was going to tell them. He hit him harder than ever before.
12. He always hit him, threatening that if he told them something
13. A strange thing would happen to my aunt. He always stole his meal money.
14. His parents never realized what was happening in my cousin's home
15. **He never took off his shirt because of the bruises caused by his**
16. **Brother.** One day he was going to put on his school clothes. He closed door but his
17. Mother entered the room carefully. He was shirtless, and his mother asked him
18. About those bruises. That day, many things happened.
19. His brother went into military service, and then he went to therapy and all problems
20. were solved. [sic]

<div align="center">

WLS 13 - P13 – 914 - MARCH, 9 2015

</div>

21. Un día mi primo el vivía con la mama, el papa y el hermano por parte de papa el
22. hermano era muy agresivo el papa de mi primo tiene un taller y el siempre
23. los veía peleando pero el nunca le prestaba atención porque el pensaba que sola
24. era peleas de hermanos un día mi primo se fue un fin de semana a trabajar con
25. su papa y el hermano ellos se odiaban mucho ese día salieron de pelea el papa
26. los vio como el pensaba que solo era juego de hermanos un día ellos estaban
27. solos y salieron de peleas y el hermano de mi primo lo golpeo tan fuertemente
28. que le dejo muchos moretones el siempre le pegaba a mi primo para que no
29. dijera lo que pasaba cuando los papas no estaban ese día el hermano de mi primo
30. hizo un fiesta en la casa los papas no estaban y mi primo dijo que cuando
31. llegaran los papas le iba a decir y el vino y le pego que nunca
32. le hubiese pegado así tan fuertemente el siempre que le pegaba le decía que
33. si decía algo le iba a pasar algo a mi tía siempre le quitaba la plata de sus
34. onces los papas nunca se daban cuenta de lo que pasaba en su casa mi primo
35. **nunca se quitaba las camisetas porque tenía muchos moretones que le hacia el**

36. **hermano** el un día se iba a cambiar para irse al colegio y el cerro la puerta y la
37. mama se le metió con cuidado y el estaba descamisado y la mama le pregunto
38. que si porque tenía varios moretones ese día sucedieron muchas cosas el
39. hermano lo llevaron al ejército y después fueron a terapia y se solucionaron los
40. problemas. [sic]

WLS 13 - P13 – 914 – MARCH 9, 2015

WLS 13 described an example of violent behaviour within a family. This father did not

pay attention to the violent behaviour of his son. Although he and his mother were not aware of

the violence, she discovered the bruises.

P13 knew about this situation because her cousin talked to her about it. Therefore, P13

witnessed bullying behaviour. P13 explained, "**He never took off his shirts because he had**

bruises caused by his brother" (**Nunca se quitaba las camisetas porque tenia muchos**

moretones que le hacia el hermano). Through the interview, I clarified the following:

T: Think deeply about the underlined words, **he never took off his shirt because he had bruises**
that were caused by his brother. Explain what was happening. What drew your attention to this?
S: That is… the truth is the brother couldn't… he said my cousin didn't take off his shirt because
his back had plenty of bruises, and he was so attached to his mother. Then he was a minor, their
mother wasn't the same, so his mother would protect him. Besides, the brother had a lot of vices.
He hit him if he didn't lend his laptop, tablet or whatever he had. Then he came and hit him, and
his mother suspected something strange was happening because he didn't take off his shirt.

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015

T: Ahondemos sobre las palabras resaltadas. **Nunca se quitaba las camisetas porque tenía**
muchos moretones que le hacia el hermano explícame que es lo que te llama la atención de lo
que estaba sucediendo.
S: Era porque la verdad es que el hermano no podía le decía que no se la quitara porque la espalda
la tenía llena de moretones entonces era muy apegado a su mamá. Entonces como él era el chiquito,
él no era hijo de la misma mamá entonces como que más se apegaba y aparte que el hermano tenía
muchos vicios entonces él le pegaba si él no le prestaba el portátil, la Tablet o algo que él tenía
entonces el venía y le pegaba que le hacía el hermano y a la mamá se le hacía muy raro que él no
se quitará las camisetas

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May26, 2015

Analysis

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Subcategory One--Students' Emotional dimension

This excerpt helped me to understand why this elder brother fought, threatened, and hit P13's cousin, I also clarified that this family was dysfunctional. The two boys had different mothers, but they had the same father. P13's cousin had many things that his aggressive step-brother did not have. Therefore, the stepbrother vented his anger on P13's cousin. This supported the first subcategory, **I felt angry.** She adopted a positioning according to Davies & Harré (1990). On the contrary, P13's cousin adopted the submissive position of victim. He adopted a positioning according to Davies & Harré (1990). The following excerpt supports this conclusion:

T: You say in your story **because he remains silent and supportive?** In other words, your cousin was kind, I noticed. What do you think?
S: The truth is my cousin is so tender, he is so sweet. Besides, the brother said, don't talk because something could happen to his mother. Could you imagine that!!! With a brother like him, because **he was scared to him**, because he thought that his mother was in danger. He was so kind: well I already know. Yes, because my cousin's mother is so sweet. She is a love. The father hit him a lot, he was so brutal. The father was so hard… it was like a reaction against the father. Because the father hit him so badly, they had several conflicts. Also, my cousin doesn't like his father. So she felt so bad and all. [sic]

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13-914 – May 26, 2015

T: Tú dices ahí en una partecita de la historia ¿**Por qué se callaba y soportaba en silencio?** O sea que tu primo es muy noble, o sea es lo que yo percibo. ¿Cómo lo ves tú?
S: La verdad mi primo es muy tierno, él es muy muy lindo. Y aparte que él le decía que no dijera nada porque le iba a pasar algo a la mamá, imagínate con un hermano así, porque **él le tenía mucho miedo**, porque yo sabía le pasaba algo a la mamá, por ser noble pues yo ya sabía. Si por que la mamá de mi primo es muy linda, Si ella es un amor. El papá le pegaba mucho, era muy brutal. El papá es muy duro…era como una reacción hacia el papá Porque el papá le pegaba muy feo, entonces tenían muchos conflictos y aparte que mi primo no gusta casi del papá. Entonces ya ella como que se sentía mal. Y todo. [sic]

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015

P13's cousin was terrified, her witness affirmed, **"He felt fear"** which is why he did not say anything about the bullying he was experiencing. **He also felt that his mother's welfare was threatened**. **He did not feel confident** in his father's reaction, so **he felt alone**. P13 was his

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EFL Ninth Graders' Positionings about Bullying through Written Life Stories

confidante and she became his refuge. P13 learned much from that experience as the following

excerpt shows:

T: What did you learn from that experience?
S: Uyyy!!! I learned so much because the truth is, I say to my mother, don't treat my brother differently. There are differences with him. My mother doesn't like that things and that. [sic]

<div align="center">EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015</div>

 T- ¿Qué aprendiste de esta experiencia?
 S-Uyyy!!! Aprendí demasiado porque la verdad así es que yo le que, yo le digo a mi mamá que no haga   diferencias con mi hermano. Hay diferencias con él. Mi mamá no le gusta que le hagan cosas y eso [sic]

<div align="center">EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015</div>

Subcategory Two--Students' Positioning related to agency

Through this interview, I understood that P13 has an elder brother and has experienced a

situation similar to her cousin's experience. However, she learned that differences between

siblings could affect behaviour. Therefore, she advised her mother as to how to regard her brother's

welfare in order ensure harmony in her family. This analysis supported the subcategory two.

Definitely, P13 learned about equality and became interested in her family's welfare. She adopted

a positioning according to Davies & Harré (1990).

Those were her words in the interview.

<div align="center">Participant 13 – 914 – Second WLS 76 – 8th Interview</div>

Main Category--Witnessing violence: Students as sensitive social beings

P13 also wrote about another bullying situation at school, which is described in the

following excerpt:

1. One day we were with all my classmates, The physical education teacher said, let's play
2. a match with another class group. We were just playing girls; well then
3. the girls in the other class were cheating because they were running with the Frisbee and
4. a girl was pushing to A. Well, class time was over
5. That day we had Promotion and they, the other girls were bullying and they almost
6. Fought, the girl came and wanted to fight with A. Then they agreed to
7. meet themselves at the sportive zone, but when they were going to fight, teachers arrived

8. And there were many persons there, so they moved to the lake of ducks
9. then they went to Science Building at back side and they hardly fought
10. A got scratched and the other girl was a guetto girl. She came with her gang and
11. They kicked her hard. The coordinador arrived and carried A, just as well.
12. They weren't thrown out. That's the end of the story. [sic]

SECOND WLS 76 - P13 – 914 – Friday, March 27, 2015

13. Un dia estabamos todos los del salon el profesor de educación fisica nos puso a jugar
14. ultimey con otro salon solo estabamos jugando las niñas bueno entonces las niñas
15. del otro equipo estaban haciendo trampa porque estaban corriendo con el frisbee y
16. una niña estaba empujando a A bueno entonces se acabaron las 2 horas de
17. clases ese dia nos tocaba promocion y ellas las otras niñas estaban molestando y casi
18. se agarran vino la niña y se quería peliar a A entonces quedaron de
19. encontrarse en la deportiva cuando se iban a agarrar con la china llegaron los
20. profesores y como habian muchas personas en la deportiva entonces se vinieron a los
21. patos de hay vinieron al edificio de Ciencias atrás se peliaron y se dieron muy
22. duro A salio aruñada y como la otra niña era ñerita vineron las amigas y
23. le pegaron severas patadas y vino el coordinador y se llebo a A menos mal
24. que no la expulsaron ese fue mi historia colorin colorado este cuento se ha acabado. [sic]

SECOND WLS 76 - P13 – 914 – March, 27 2015

In this case, P13 also witnessed fighting in the school. According to the story, the girls were looking for a place in the school where they could fight. It was a finding for individual awareness according to Greenberg et al. (2008). This WLS was a support for the main category. P13 became aware of a conflict between mates.

In the interview, she described the following:

T: Why did they put themselves out just to reach the objective?
S: They moved from place to any place they found where they solved their conflict hitting. I didn't want to get into trouble, but it was my friend. They moved from place to place **just to find a convenient place**
T: The fight took place anyway?
S: **Yes, because one didn't know when it would break out.**

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015

T: ¿Por qué se persiguieron hasta lograr el objetivo?

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EFL Ninth Graders' Positionings about Bullying through Written Life Stories

S : Se desplazaron por diferentes lugares hasta encontrar donde resolver su conflicto a golpes. Yo no me quiero meter en conflictos, pero era mi amiga contra los ñeritos, ellas se fueron de varias partes **hasta que encontraron el lugar propicio**
T: ¿La pelea todavía está casada?
S: **si porque uno no sabe cuándo se desate**

In this excerpt, **because one didn't know when it would break out (si porque uno no sabe cuándo se desate),** implied that she had to be conscious of whenever and wherever and for whatever reason a fight would happen. This supported the main category.

Analysis

Subcategory One--Students' Emotional dimension

P13's answers evidenced support for subcategory one

S: One didn't know when. It could began again at any moment. The truth is, I said no, I'm not going to fight and the coordinator said that if I fought, he would throw me out. She didn`t want fighting, that was stabbing. Then, I said just like that. I have never fought. That was fighting between my friend and a guetto girl and her friends. The truth is there were no reasons. No reasons. I want to fight with you and said her, why? Someone had told her that I was her bullier. But I was not.

S: no se sabe cuándo. en cualquier momento puede empezar otra vez. La verdad no yo dije yo no me voy a pelear y el coordinador dijo que si me peleaba me iba a expulsar. Ella no quiere pelea. Ella lo que quiere es apuñalear. Entonces. Yo dije: - como así. Yo no he peleado. Era una pelea entre mi amiga y unas ñeritas y las amigas de ella. La verdad es que No hay ni motivos. Ni motivos. Yo me quiero pelear con usted y yo le dije por qué? Alguien le había dicho que yo había sido quien la ofendió. Y yo no fui.

I do not want fighting, she said. This statement shows a real intention to not get involved in conflicts. P13 adopted this position to legitimize her discourse. Moreover, P13 learned another life lesson about friendship and loyalty. **Emotive positions: She felt threatened** by her mates. In

turn, **she felt betrayed** and mentioned that she could not believe in friends because suddenly

friends became enemies. She adopted a positioning according to Davies & Harré (1990).

T: You aren't a girl fighting girl, it doesn't make sense.
S: I don't, don't like it, we can talk
T: What did you learn from those experiences? How can you plan your attitude or your life in terms of school events?
S: Wow too much. First, I wanted Friends; now I believe **friends are the worst enemies.** The truth, the truth is one can´t trust on them. We were so united, the group was so united. They were more faithful to people that they met a month ago, instead of us who they had known for four years.
EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015

T: Tú no eres de peleas, no tiene sentido.
S: NO No me gusta, se puede dialogar
T: ¿Qué aprendiste de estas experiencias y como podrías proyectar tu actitud o tu vida con respecto a lo que sucede en el colegio?
S: Uyyy demasiado. Primero los amigos uy los amigos **yo creo que son los peores enemigos**. La verdad La verdad uno no puede confiar mucho en ellos, nosotros éramos muy unidos, toda la sección éramos muy unidos. eran más fieles con las personas que conocían de un mes, a cambio que nos habíamos conocido por cuatro años

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS 13 – P13 - 914 – May 26, 2015

Subcategory Two-- Students' Positioning related to agency

P13 adopted a position to respond to subcategory two. She decided to be careful with

relationships in order to avoid troubles. She adopted a positioning according to Davies & Harré

(1990).

T: Try to define a goal with regard to what you learned.
S: To be more careful. Thus if I see a problem where I am, I have nothing to do with it
EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015

T: Trata de definir una meta con respecto a lo que aprendiste.
S: Tener un poco más de cuidado. Entonces si tengo un problema en el que yo estaba y yo nada que ver

EIGHTH SEMI-STRUCTURED INTERVIEW – WLS13 – P13 - 914 – May 26, 2015

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Intra-familiar violence is represented in P13's WLS. According to Barkhuizen (2004), the analysis is at the level of story. However, this level is expanded because similar situations are common nowadays. Cases similar to that described by P13 were presented in several WLSs. Therefore, the analysis proceeded to the level of Story. Furthermore, human behavior is shaped by family, and it changes according to society. Regardless of whether the behavior is bad or good, it affects society. The country is affected by both kinds of behavior. This level of analysis is STORY. It is a sample of the bullying issue generated by dysfunctional families provided by SUIVD for this part of the city and also behavior consequences of these relationships among the same familiar core (Boyd, 1992).

Participants 17 and 21 – 912 – WLS 17 and 21; Second WLS 1 and 6 – 9th Interview
Main Category--Witnessing violence: Students as sensitive social beings

The subsequent data analysis was carried out at the school. All interviews were audio recorded but one particular interview was video recorded and analysed according to a matrix from two perspectives: dramatic behaviour & rhetorical register. I included this analysis because it helped me to understand signals and expressions from participants, and that gave me another view of their responses. (It was my final job for the seminar ´*Retórica y dramática en la vida cotidiana*´ [Drama and Rhetoric in everyday life]) (See attachment No. 4). From this analysis, I concluded that the participant did not intend to become an aggressor. Moreover, two participants, P17 & P21, wrote about the same bullying situation at school. They also wrote about the same theme twice. The first time, P17 & P21 wrote a brief narrative, but it was longer and wider than the first time; this is the excerpt:

1. One day we were JP, BC, CV, NY and me. Ten minutes later some mates
2. Arrived and began to bother a mate called BS
3. **They insulted and hit him, from time to time. They stopped bothering our**

4. **mate BS, they helped him in everything and they weren't as bad as before.** (sic)

<p style="text-align: center">**WLS 17 - P17 - 912 - Friday, February 27, 2015**</p>

5. Un día estábamos JP, BC, CV, NY y yo, después de 10 minutos llegaron unos
6. compañeros de clase y empezaron a molestar a un compañero llamado BS lo
7. insultaban y le pegaban, luego de un tiempo **ellos dejaron de molestar a nuestro**
8. **compañero BS le ayudaban en todo y no eran tan malos como antes.** (sic)

<p style="text-align: center">**WLS 17 - P17 - 912 - Friday, February 27, 2015**</p>

1. Four years ago in sixth grade, when I arrived at this school I saw several students attacked
2. by bullying in my room and thoughout the school, it was the first class day of clases. My
3. group was 6-19. That day I didn't meet anyone, but I listened and saw some insults made
4. to towards a person. I watched for a little while and I saw that a boy was
5. physically attacked once. At that moment I didn't know what to do.
6. On the second day of class I met some mates including
7. the attacked mate called BS, I asked him why they attacked him but he
8. told me that it was just a game, a game that I didn't believe it. One day I was with other
9. Mates and I observed the attack once more, but it wasn't words.
10. It was hits. After a year I thought everything would change with him, but
11. It wasn't like this. They attacked him more than they did before all that year.
12. Next year, I realized that one of the bulliers made up with B but the others
13. continued to bully him. After three months of attacks, they finally **became conscious and**
14. **they apologized for attacking BS. "Sometimes in life it isn't right to suffering to**
15. **others. Everyone must be treated as they want to be treated"** [sic]

<p style="text-align: center">**SECOND WLS 1 – P17 – Tuesday, March 24, 2015**</p>

16. Hace 4 años en sexto, desde que llegue a este colegio e notado varios agredidos por el
17. bullying en mi salón y en todo el colegio, era el primer dia de clases, mi salón era la
18. 6-19, ese dia no conocia a nadie pero escuchaba y veia varios insultos hacia una
19. persona, estube observando un rato y me di cuenta que en una un niño agredio
20. fisicamente a mi compañero y se fuerón, en ese momento no sabia que hacer.
21. Era el segundo dia de clases en ese diaconoci a varios de mis compañeros incluso al
22. compañero agredido que se llama BS, yo le pregunte que por que lo agredian pero el
23. me dijo que solo era un juego, un juego que no creia. Un dia estaba con unos
24. compañeros y obserbe que otra vez lo agredian pero no eran
25. palabras eran golpes. Después de un año pensaba que todo iba a cambiar con el, pero
26. no fue haci lo agredían mas de lo normal y haci fue todo el año escolar.
27. Al otro año, pude notar que uno de los agresores se disculpo con B pero los otros
28. **Seguían molestadolos. Después de 3 meses de agresiones por fin tomarón consiencia y**
29. **se disculparón con el agredido BS. "a veces en la vida no es hacer que todos sufran,**
30. **todos deben ser tratados como un quiere que nos traten"** [sic]

<p style="text-align: center">**SECOND WLS 1 – P17 – Tuesday, March 24, 2015**</p>

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

1. We were in a class and we were SB and me when they began to
2. Insult to BS and well then we weren't the best friends but we got along
3. **I defended him and from that day just today they don't bothen him**. [sic]

WLS 21 - P21- 912 - Friday, February 27, 2015

4. Estábamos en una clase y estábamos y eramos SB y yo cuando empiezan a
5. insultar a BS y pues nosotros no seremos los mejores amigos peo nos caemos
6. bien **me meti a defenderlo y desde ese dia no lo molestan**. (sic)

WLS 21 - P21- 912 - Friday, February 27, 2015

1. One day we were in a Spanish class and the teacher told us the final grades
2. When some mates began to attack others, I saw them and I become very angry.
3. When he kept silent and I said to him, Don't keep silent. It was my bad action
4. I didn't think in that moment and my friend S said the same and I reacted
5. I asked them, Why are you doing that?. They said to me, don't be snitch. They insulted me
6. I felt like him. I told the teacher and she said: No more. And they stayed
7. still for that year, but I said and he got angry. Finally I learned **if there are people, who**
8. **don't talk you any more, so you must defend yourself.** [sic]

SECOND WLS 6 - P 21- 912 - Tuesday, March 24, 2015

9. Era un dia estavamos en una clase de español y estaban dictando las notas definitivas
10. cuando unos compañeros empiezan a ultrajar a otro y yo los veo y me dio mucha
11. ravia cuando el se queda callado y yo le dije no se quede callado fue un mal acto mio
12. yo no pense en ese momento y mi amigo S le dijo lo mismo y yo reaccione y les
13. pregunte a ellos por que hacer eso ellos contestaron no sea sapo y me insultaron yo
14. me senti igual que el y yo le dije a la profesora y ella que no mas y se quedaron
15. quietos por ese año pero yo le digo y se pone bravo. **La reflecion fue que por mas que**
16. **no te vuelvan a hablar debes de defenderte.** [sic]

SECOND WLS 6 - P 21- 912 - Tuesday, March 24, 2015

I wondered why this event was narrated by both participants. P17 and P21 were friends of BS and the aggressors. They became aware of a bullying situation against BS. This event supported the main category, **Witnessing violence: Students as sensitive social beings**. This awareness generated anger and outrage in response to that injustice. I inferred that the authors' intentions were the same, and they had similar feelings about the same social issue.

Analysis

Subcategory One-- Students' Emotional dimension

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

I also perceive that they felt the same about BS, who was a victim from four stories. **They felt outrage**, **anger, deception, and solidarity** with BS's situation. In the interview, I asked them about their WLS content:

T: What could you add to what you wrote?
P21: No, teacher don't, don't do that to BS, he is an upright boy, teacher, he merits a place, I don't like it, mistreatment, bullying, a little bit of everything, if he doesn't bring something, they hit him, but no they hit him for everything, teacher, and he felt so bad. Eventually, God doesn't want a suicide.
P17: Well, the truth is so bad from the bulliers' side. He doesn't merit that, he is a very intelligent boy. The truth is if he doesn´t bring something, that is not a reason to hit him, Everyone merite the same respect. [sic]

NINTH SEMI-STRUCTURED INTERVIEW – WLS 17, 21 – P17, 21 - 912 – May 29,2015

T: ¿Qué podrías agregar acerca de lo que escribiste?
P21: No profe que no, que no le hagan eso a BS, él es un niño que es muy decente profe, él como todos se merece un campito, a mí no me gusta que le hagan eso, maltrato, buling, de todo, si no le trajeron algo, le pegan, sino, no, por todo le pegan profe y él se sentía mal, de pronto, Dios no quiera un suicidio.
P17: Pues, la verdad eso está muy mal por parte de los agresores, él no se merece eso, él es un niño muy inteligente, la verdad sino le traen eso no es motivo para pegarle, todos merecen respeto como lo que uno es. [sic]

NINTH SEMI-STRUCTURED INTERVIEW – WLS 17, 21 – P17, 21 – 912- May 29, 2015

P21 and P17 reinforced their mutual outrage about BS' situation. They also mentioned how BS's position was that of a victim. Because they were familiar with BS's situation, they were afraid that he might attempt suicide. They adopted a positioning according to Davies & Harré (1990). I asked them about possible solutions to this social issue. They answered the following:

T: What would be goals or a life lesson that you learned from that experience?
P17: The same teacher, maybe to create a foundation, just for victims and just to bulliers, because bulliers have to be conscious. And other persons helped them, and victims could have support from other persons or they could give them advice.
T: What do you say?
P21: Yes one, teacher, we can say bulliers don't attack others again because they could feel guilty, and at that moment, they don't feel tha same. That isn't good because they bullied and people could do it to them, and how would they feel?

NINTH SEMI-STRUCTURED INTERVIEW – WLS 17, 21 – P17, 21 - 912 – May 29, 2015

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T: ¿Cuáles serían como las metas o como las lecciones de vida que ustedes aprendieron de esta experiencia?
P17: Lo mismo profe, como crear una fundación, tanto para la víctima y tanto para los agresores, porque es que los agresores tienen que tomar conciencia y que otras personas los ayuden, y las víctimas como algunas personas que pues sean algo en donde se apoyen que les den consejos.
T: ¿Qué dices tú?
P21: si una, porque profe digamos los agresores ya no volverían a hacer eso, porque se sienten ya culpables, ya no se sienten igual y eso no está bien, porque a como ellos lo hacen a ellos también se lo pueden hacer y también se lo pueden hacer y ¿cómo se sentirían ellos?

<div align="center">NINTH SEMI-STRUCTURED INTERVIEW – WLS 17, 21 – P17, 21 - 912 – May 29, 2015</div>

Subcategory Two-- Students' Positioning related to agency

They mentioned the teacher several times, which indicated confidence. Potentially, they wanted to look for institutional support or experts who could guide and help the bullies. P21 expressed an insight about the human condition: they bullied BS, but they got bullied by other aggressors, and he wondered how they felt about that condition, although they did not express it in words. I inferred the positions of P17 and P21 being bullies or getting bullied. I concluded they were not aggressive. (See attachment 4) Therefore, they decided not to become bullies themselves. Because they are different, they thought of the possible consequences of the victim's condition. They adopted a positioning according to Davies & Harré (1990).

Based on the data analysis, I concluded that like all human beings, students have lived through experiences that are unknown to their teachers. This research project showed how important it is to know the students' context, to help them reflect on their experiences, and to guide them in developing positions in order to build discourse.

The next chapter summarizes the conclusions, answers the research questions, and discusses the implications of the findings for further research.

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Chapter 6

Conclusions and implications

Consider again the research question to this study: **What do ninth graders' written life stories portray about their positioning in regards to bullying as a social issue in their communities?** As a result the first response that emerged for this Research Question was the main category **witnessing violence: Students as sensitive social beings.** This category emerged from the participants' final process after they compared, analysed, and reflected on bullying experiences in their communities. After this process two responses emerged: First, the subcategory one that was **Students' Emotional dimension,** in which participants felt affected regardless of those experiences in their communities. Those affections were expressed by feelings with declarative statements as: "I felt guilty" from P1. Second, the subcategory two was Students' Positioning related to agency, in which the participants adopted positions in response to the bullying situations and that led them to make decisions from a life lesson learned. Finally, I was aware that students demonstrated resilience positioning in regard to bullying. They portrayed as much in their communities. And taking into consideration the sub question: **What positioning about bullying was built by EFL ninth graders in terms of discourse?** EFL ninth graders built and adopted a positioning of rejection or distaste to bullying manifestations, which legitimized their discourse. They were based on changes in self-appearance and migration (where they could feel sure), rejection of bad habits, equality between siblings or relatives, being pacifiers among a conflict. Finally, there was a concise positioning to continue with their academic engagement in order to build goals for life.

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In terms of Research Objectives, the first one attempted: **-To understand students' discourses to implement more appropriate pedagogical practices.** Definitively my pedagogical practices have been changing; they became more pertinent and appropriate according to what I have learned through this research. In regard to the reported reading process in the EFL classroom, it was evaluated by *Secretaria de Educación de Bogotá* and they gave me an incentive.

And also the writing process was a challenge, considering the language level. Therefore I felt satisfied because my first objective was achieved. And the supportive objective was:**-To look for students' positions in terms of bullying through semi-structured interviews.** Also, the supporting objective was achieved through the questions from semi-structured interviews. They reflected on those experiences and feelings to adopt their positioning and expressed as much in their responses and their behavior.

 After data analysis and interpretation, I am convinced it is necessary to look for meaningful experiences contexts from students in order to know them. Their WLS portrayed bullying, which they lived at home, at school, and in the neighborhood. In addition, questions from semi-structured interviews demonstrated participants' positioning about bullying in their communities. I think deeply about their Emotive Positioning and Agency Positioning which constituted the subcategories as result of the data analysis and answers to my research question. Those positions they adopted concerning bullying as a social issue in their community framed their own discourse and constituted their positioning.

In regard to implications for further research, I include some considerations. I have never thought that I have always been a researcher since I became English teacher. This means I have worked in private and public sector schools around this city. I have always done the same process,

but I have never written down anything. First, mapping this community helped me to understand my students' world and led me to look for ways to improve my pedagogical practices. Second, I opened my researcher eyes and became aware of teachers' power to change human beings' understandings. Third, I learned to analyse and interpret data by looking for hidden information between the lines, an action which revealed unknown background information that the majority of English teachers ignored.

This research project framed a pedagogical innovation, which impacted English teaching practices on this school because it is different in terms of knowledge relevance, meaningful content, curricular innovation such contexts, students as a resource, students' academic performance, context involvement between others.

I learned how important and relevant it was to know students' context in order to understand them. Indeed, I became aware of how pertinent it was to look for different ways to improve pedagogical practices. I also learned about students' stories and how everything in the process changed. I learned how important it was to create an appropriate environment where students could feel confident telling about themselves. In addition, transactional theory and adolescent literacy development were excellent ways to get authentic data, my students' WLS. Then I learned to analyse narrative through Barkhuizen's model. Finally, I could understand the causes of their behaviours and organize knowledge to make it more obtainable and significant to them.

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Annex #1

Survey to mapping the students to mapping the Community

De acuerdo con tu situación, escoge solo una.

1. Tú vives con:
a. Papá, mamá, hermanos
b. mamá o papá y hermanos
c. hermano/a, tío/a, abuelo/a
d. Otras personas

2. ¿Recibes apoyo de tu familia, para la elaboración de trabajos escolares?
a. Siempre
b. Casi siempre
c. A veces
d. Nunca

3. ¿Recibes apoyo de tu familia con los útiles escolares?
a. Siempre
b. Casi siempre
c. A veces
d. Nunca

4. En la reunión de Boletines, tu acudiente asiste
a. Siempre
b. Casi siempre
c. A veces
d. Nunca

5. Vivo en el barrio en estrato
a. uno
b. dos
c. tres
d. cuatro

6. ¿Cuánto llevó viviendo ahí?
a. De un mes a tres meses
b. De tres meses a un año
c. De un año a tres años
d. Desde siempre

7. Me gusta mi barrio
 No ☐   Si ☐
 Porque_____
_____
_____

8. Mi barrio es considerado ante la comunidad como:

a. Seguro y tranquilo
b. Inseguro en algunos momentos
c. Inseguro siempre
d. Muy muy peligroso

9. ¿Cuántas veces te han asustado, asaltado o robado, a ti o a tu familia?
a. Nunca
b. Pocas veces
c. Ya nos conocen y no nos hacen nada
d. Siempre, pero ya me acostumbre

10. Estando en el colegio te han robado
a. Nunca
b. Algunas veces
c. Todos los días
d. Ya me acostumbre

11. Entrando o saliendo del colegio te han asustado o robado, quien

_____.
a. Nunca
b. Algunas veces
c. Todos los días
d. Ya me acostumbre

12. Si tienes un problema con un docente, por algo que consideras injusto, acudes a:
a. Al mismo docente
b. Acudiente
c. Tutor
d. Coordinador

13. Sí un maestro te grita, te trata con grosería, te insulta, te hace sentir muy mal. Tú…
a. Te quedas callado
b. Le cuentas a tu acudiente
c. Le cuentas a tu tutor
d. Vas a alguna coordinación y cuentas

14. Si un maestro te llama la atención por algún comportamiento que contradice el Manual de Convivencia. Tú…

a. Caes en cuenta e intentas corregirlo
b. Te levantas y también insultas, aunque no tengas razón
c. Cuentas a tu familia, para que vengan a pelear
d. Inventas otra historia, para quedar bien, te quejas en coordinación.

15. Hay un compañero que te hace la vida imposible, te pega, te insulta, te amenaza, te ridiculiza, te quita la plata.
a. Te quedas callado
b. Le cuentas a tu acudiente
c. Le cuentas a tu tutor o a Carmenza
d. Vas a coordinación y cuentas

Escoge de 1 a 5 , 1 menor - 5 mayor en la escala que se encuentra al final
16. Te gusta la clase de Inglés con la profesora Yuricssan
17. Has aprendido a traducir por contexto.
18. Te gusta participar en clase
19. Te sientes importante en la clase
20. Te agrada que la profesora use tu nombre o el de tus compañeros y tus situaciones en la clase.
21. Comprendes cuando la profesora habla en Inglés
22. Puedes construir oraciones en Inglés y responder
23. Te gustaron las imágenes del texto
24. Te gusto la proyección de la película Cyberbully
25. Te gusta la evaluación de las firmas
26. Te gusta el quizz final
27. Te gustan las sopas de letras de vocabulario
28. Te gustó adivinar frutas y verduras
29. Sabes deletrear en Inglés
30. Te gusto el juego de ahorcado (Hangman)
31. Te agrado hacer la clase en el lago
32. Te gusta armar preguntas con papeles de colores

33. Te gustó buscar palabras pegadas en la pared
34. Te gusta trabajar en grupo
35. Te gustó cabeza y cola
36. Te parece pertinente la valoración de puntos extra por participación, para la nota final.
37. Te agradó cantar en Inglés
38. Te agradó ver a tus compañeros cantando en Inglés
39. Te agrada el proyecto de Spelling Bee
40. Te sientes agradado en clase de Inglés con la profesora Yuricssa

Annex # 2 **Consent Form to Parents**

COLEGIO I.E.D. INEM FRANCISCO DE PAULA SANTANDER DISTRITAL
DEPARTAMENTO DE IDIOMAS JORNADA B
9TH GRADE – TEACHER ALBA YURICSSAN LEON

NOTA DE CONSENTIMIENTO

Señor padre de familia:

Colegio I.E.D. INEM FRANCISCO DE PAULA SANTANDER – JORNADA TARDE

Día:___Mes:___Año: <u>2015</u>

Cordial Saludo

A través de la presente deseo informarle que bajo la autorización de Rectoría y la supervisión de Universidad Distrital Francisco José de Caldas, Facultad de Ciencias de la Educación, Maestría en Lingüística aplicada al Inglés; como docente titular de Inglés de su hijo/a y estudiante de tercer semestre de Maestría. Cordialmente le solicito concederme su autorización para usar unas historias de vida escritas por su hijo/a, las cuales serán analizadas con fines exclusivamente académicos e investigativos, y poder entrevistarlos; con el fin de recolectar datos, en el marco de la tesis de maestría que actualmente estoy desarrollando titulada "**EFL Ninth Graders' Positionings about Bullying in their Communities through Written Life Stories in a Public School in Bogotá**". "Posesionamientos sobre Bullying de los Estudiantes de Noveno grado en un colegio publico de Bogotá." Este proyecto pretende conscientizar a la comunidad de profesores de Inglés, hacia un reconocimiento de la labor educativa con una proyección más humana y social, entendiendo al estudiante como un ser humano que vive circunstancias particulares como adolesente en un medio, en el cual se presentan problemas sociales en las comunidades, que potencialmente se evidencian en su desempeño académico en el aula de Inglés, en donde soy responsable de responderle a usted por el proceso académico de su hijo en la lengua extranjera. Por esta razón y con el fin de optimizar las practicas pedagógicas con su hij@, solicito su autorización para la recolección de datos, pues es la etapa en la que va la investigación. Las historias de los estudiantes serán socializadas ante la comunidad de profesores sin detrimento de su identidad. Por tal motivo garantizo el anonimato, pues el nombre real de su hij@ no aparecerá en el documento final ni tendrá ninguna incidencia para la nota. Por tanto apreciaría en gran manera su permiso, su participación es muy importante y voluntaria para el proyecto. Por lo tanto la identidad de los participantes será de total confidencialidad , ellos se nombrarán con seudónimos, otros nombres o siglas concertados con su hij@. La recolección de datos se hará duante seis sesiones del primer periodo académico del presente año lectivo 2015. Agradezco de antemano su atención y valiosa colaboración en esta propuesta investigativa.

Yo:_____identificado   con   C.C.
No.:_____ de_____ . Si No autorizo a mi hij@, menor de edad para que participe en el proceso de investigación que adelanta la profesora ALBA YURICSSAN LEON docente titular de Inglés a cargo de grado Noveno, secciones 912 a 918. En caso de aclaraciones el número es 320 4279149 y /o correo electrónico: yuricita2112@hotmail.com

Nombre y firma del padre de familia: _____

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

COLEGIO I.E.D. INEM FRANCISCO DE PAULA SANTANDER DISTRITAL
DEPARTAMENTO DE IDIOMAS JORNADA B
9TH GRADE – TEACHER ALBA YURICSSAN LEON

NOTA DE CONSENTIMIENTO

Bogotá, febrero 10 de 2015
Señor:
JORGE PEREZ GUTIERREZ
RECTOR COLEGIO I.E.D. INEM FRANCISCO DE PAULA SANTANDER

Cordial Saludo
A través de la presente deseo agradecerle por el apoyo brindado durante el tiempo que he cursado mi Maestría en Lingüística aplicada al Inglés en la Universidad Distrital Francisco José de Caldas, Facultad de Ciencias de la Educación, como docente titular de Inglés de grado noveno y como estudiante de tercer semestre de la Maestría en mención. Cordialmente le solicito concederme su autorización para usar unas historias de vida escritas por los estudiantes, las cuales serán analizadas con fines exclusivamente académicos e investigativos, y poder entrevistarlos; en el marco de la tesis que actualmente estoy desarrollando titulada "**EFL Ninth Graders' Positionings about Bullying in their Communities through Written Life Stories in a Public School in Bogotá**". "Posesionamientos sobre Bullying de los Estudiantes de Noveno grado en un colegio publico de Bogotá".Este proyecto pretende concientizar a la comunidad de profesores de Inglés, hacia un reconocimiento de la labor educativa con una proyección más humana y social, entendiendo al estudiante como un ser humano que vive circunstancias particulares como adolesente en un medio, en el cual se presentan problemas sociales en las comunidades, que potencialmente se evidencian en su desempeño académico en el aula de Inglés. Por esta razón y con el fín de optimizar las practicas pedagógicas con los estudiantes, solicito su autorización para la recolección de datos, pues es la etapa en la que va la investigación. Las historias de los estudiantes serán socializadas ante la comunidad de profesores sin detrimento de su identidad. Por sugerencia de los maestros y siguiendo el requerimiento de las normas éticas garantizo el anonimato, pues el nombre real del contexto ni de los participantes aparecerán en el documento final ni tendrá ninguna incidencia para la nota. Por tanto apreciaría en gran manera su permiso, su participación es muy importante y voluntaria para el proyecto. Por lo tanto, reitero la identidad de los participantes será de total confidencialidad , ellos se nombrarán con seudónimos, otros nombres o siglas concertados directamente con ellos. La recolección de datos se hará durante seis sesiones del primer periodo académico del presente año lectivo 2015. Agradezco de antemano su atención y valiosa colaboración en esta propuesta investigativa.
Cordialmente,

ALBA YURICSSAN LEÓN OYOLA
C.C. No.39653028 de Bogotá
Cel. 320 4279149
Mail: yuricita2112@hotmail.com
ANEXO: Copia de Consentimiento a los Padres de Familia del Grado Noveno

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Annex #4 **Data Analysis Matrix**

WLS – Written Life Story No. _____ & IA - Informant Authors No.	WRITTEN LIFE STORY DATA	THEORETICAL FRAMEWORK TO DIALOGUE BETWEEN THEORY &
	Bullying – Social Issue Kinds of Violence – Social Issue Awareness S. Greenberg, C. Gutwin, and A. Cockburn, (1996)and S. Greenberg(2006)I. Liccardi, H. C. Davis, S. White, and H. S. O. Southampton (2008) Positions Davies & Harré (1996) Position Theory Domestic Violence retrieved by http://en.wikipedia.org/wiki/Domestic_violence	Violence & Bullying School Violence Weapons, crime &Bullying retrieved by www.nssc1.org on may 5th 2015 ...tp:// en.wikipedia.oestic_violence
WLS 1. - IA1 friend mother, Bad People IA1's home community Who? IA1, IA1's Where? IA1's When? Four years ago	**2nd WLS 2 – IA1** Who? IA1, IA1's friend called O,A guy called K another boys Where? IA1's another school Near that school When? Three years ago	Burglary Violence (WLS1 L5,8) Positions to scape from conflict (WLS1 L1-3,6-7) Positions to advise about a conflict (WLS1 L3-4) Positions to be guilty from a conflict consequence (WLS1 L8-9)	Verbal & Physical Attack Bullying (2nd WLS2 L1,2,3) Take defense positions Have to stop it (2nd WLS2 L3,4,5) Weapon Violence (WLS1L5,6,7)
WLS 2. - IA2 grandmother, people in conflict, IA2's family, IA2's friends Grandmother P2's home, IA2's community Supposed at countryside Long Time Ago Who? IA2, IA2's Where? When?	**2nd WLS 40 – IA2** Who? IA2 as narrator IA2's mates IA2's teacher Principal Where? IA2's school When? Long time ago	Thugs & paramilitar Violence (WLS2 L1,2,3) Positions to feel victim and fear to died (WLS2 L3-4) Positions to protect and defense self (WLS2 L5-7) Positions to scape from conflict (WLS2 L7-9)	Verbal & Physical Attack Bullying (2nd WLS40 L2-6) Positions talking (2nd WLS40 L3,4,5) Positions from teacher and principal (2nd WLS40 L6-7) Positions to overcome (2nd WLS40 L3,4,5)
WLS 3. - IA3 people are drinking, one of them become killer, Park, IA3' home, IA3' community Who? IA3, Where? When? One day	**2nd WLS 65 – IA3** Who? IA3, IA3's cousin, IA3's aunt, bad people Where? IA3's school, neighborhood When? One day	Alcohol Violence (WLS3 L1,2) Verbal Violence (WLS3 L3) Aggressive Violence (WLS3 L2-3) Social Awareness (WLS3 L3,4)	Vandalism Violence (2ndWLS65 L2-3) Positions to scape from conflict (2ndWLS65 L3-4) Workspace Awareness (2ndWLS 65 L4-5)
	2nd WLS 45 – IA4 Who? P4 as narrator P4's mates P4's teacher Where? IA4's school When? Once	Verbal Abuse Bullying (2nd WLS45 L1-2) Aggressive Violence (2ndWLS45 L2-5) Positions from mates to solve conflict (2ndWLS45 L5) Positions to continue conflict (2ndWLS45 L5-6) Positions from teacher (2nd WLS40 L6-7) Positions to overcome (2nd WLS40 L7) Teaching (2ndWLS 45 L8)	

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

Annex #5 **Matrix from the interview**

DRAMATIC BEHAVIOUR / RETHORICAL REGISTER	PROXEMICS	KINETICS	EMPHATIC	
CORPORAL	The Corporal proxemics is very close because in spite of them feeling uneasy due to the video shoot, they expressed themselves in a clear way. They feel enough confidence not only to express their feelings of worry, about the situation that they mention, but they also propose solutions and a sincere commitment and true interest toR improve the situation. Some distancing is also evident with those who they call attackers, who are other two boys who grew up with the participants, one of the interviewees refers to a far proxemics, and It seems that when they decided to defend BS, they did not talk with him anymore. That is why they agreed to be interviewed and To witness against them and their attitudes, which were considered reprehensible. Participants do not accept the bullies' attitudes.	It is dynamic. One of participants frowns, showing his interest and attention. They look at me that shows sincerity through visual contact with me. At the beginning they look at each other as a sign of mutual agreement. They also laugh and look around the room, to get place appropriation. At the end they laugh because of the jitters and the camera, they make a signal with their thumbs in order to show confidence and security between themselves, and maybe showing a nervous state. When one of them talks the other move his head as a sign of agreement..	This exercise is the final step, after they wrote their life experiences twice. This means on two pedagogical interventions they wrote about the same bullying event. It was written four times. On the video they showed a real interest expressed in the look in their eyes with their interviewer and their facial expressions. They also emphasize their dislike for the attackers, maybe because the other boys were not their friends anymore, because the participants defended BS. It is a real annoyance for them.	completely ope because comm flows in a calm This means the feel obliged or answer questio know what the talking about, about this topi speak with cor That is becaus as they listen t question they answer and ex with the intent being heard ar their sincere in They express t because they v listened. This s **positioning** wh accepting to be interviewed, be expressing the towards their who is a bullyi and their inter report the atta were also thei before.

EFL Ninth Graders' Positionings about Bullying through Written Life Stories

LEXICAL	It is very close because they express plenty of confidence to express themselves, especially when using the word **teacher**, the words they use to witness against the attackers.	The dynamic is very evident because they answer immediately. They do not stop to think about the answer, but give it as soon as the question is asked. They complement the interventions.	The emphasis is stressed by the solidarity towards BS, his classmates express that he is noble and does not deserve what is happening to him. They propose solutions.	denotes tranqu confidence to t life stories. The confidence to c their life exper which are in fa meaningful to an open fluxio
ACOUSTIC	The tone is calm because of the situation report. However, there is one student who raises his voice, which is a sign of outrage or anger. The other student uses a softer tone. They seem offended in their interventions through the tone they use.	They are concentrated on the conversation, because they finish the teacher's incomplete sentences to complete the written text idea orally. It is like they could continue the written idea from WLS to the oral answer. This shows authenticity and sincerity on the report against bullies.	Definitely the emphatic evident is a feeling of discomfort and of no acceptance towards bullies' attacks, they feel that bullies are stealing identity to BS, they do not let him be himself, they assure that bullies hit him for any reason. They are offended because of the aggression and show indignation.	conversation f calm way, but interventions s there is anger. a open manner they express t with clarity and intention of re those friends t longer talk to c difference in th behavior. .
SCOPIC	Participants feel identity appropriation for their institution, they are wearing their uniform. This confirms a proxemics close to the school rules and to their identity as students of this institution in particular.	One of them has his jacket closed while the other has it open. This means that the first student's parents are more vigilant of their son. On the contrary the other one lives a different situation, because his mother just went thru surgery, which means he must to be more autonomous due to his family's circumstances.	They agree to rules, and the annoyance is evident because of the bullies' behavior. They express security in their gestures when they report. They agree do not stay quiet. They also show a nervous laugh, one of them looked at the floor, another one at roof.	fluxion is open they feel ident the uniform th gives them inst identity and at time confidenc and express th fluently. They v rights and duti communicatin events they dis and wish to im Besides they sl confidence wit teacher.