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The Development of Lexis and Critical Thinking through Movies and Task-Based Descriptive  
Writing

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Research Report submitted

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Master in English Language Teaching – Autonomous Learning Environments

Directed by Ph.D. Liliana CUESTA MEDINA

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### Declaration

I hereby declare that my research report entitled: The Development of Lexis and Critical Thinking through Movies and Task-Based Descriptive Writing.

- Is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
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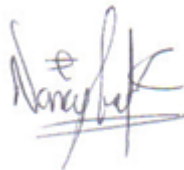
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From the research project team:

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### **Abstract**

This qualitative study is aimed at improving students writing and critical thinking skills in three groups of students from the Cundinamarca School (Bogotá, Colombia) through the implementation of the task-based approach and the use of movie-clips. The population selected for this study includes three different courses (third, sixth, and eleventh graders) with different language levels, however, all of them belonging to A1 according to the Common European Framework of reference for languages (CEFR). As students of a bilingual institution, the participants have acquired some abilities to communicate ideas, express their feelings, and understand instructions in English. Notwithstanding, in the needs analysis stage, difficulties in the students' writing process and critical thinking skills were identified, revealing thus substantial problems when constructing statements and when conveying meaning. For these reasons, this study has been considered as an action research due to the fact that it is intended to look for improvements in order to contribute in the language level process of the students. Consequently, in the pedagogical implementation, movie-clips were used within the context of task-based lessons to develop critical thinking and writing skills for effective communication. The results obtained from surveys, rubrics and artifacts in the data analysis stage evidenced the positive effects task-based lessons using movie clips gave to the development of writing productions in students. Participants' developed of writing skills was shown by two relevant aspects: lexicon improvement and the development of higher-order critical thinking skills. Additionally, extrinsic motivation was identified as a meaningful aspect that benefits students' writing process.

*Keywords:* writing as a process, lexical development, movie-clips, task-based lessons, self-directed learning, extrinsic motivation, critical thinking.

## Resumen

Esta investigación cualitativa pretende mejorar el desarrollo del pensamiento crítico y la escritura en tres grupos de estudiantes del Colegio Cundinamarca a través de la implementación del enfoque basado en tareas y la utilización de videos cortos de películas. La población seleccionada para éste estudio incluye tres cursos con tres diferentes niveles de lengua: tercero, sexto y onceavo grado. Sin embargo, todos ellos pertenecen al nivel A1 de acuerdo al Marco Común Europeo de referencia para las lenguas (MCE). Como estudiantes de una institución bilingüe los estudiantes han adquirido ciertas habilidades para comunicar sus ideas, expresar sus sentimientos y entender instrucciones en la lengua inglesa. Sin embargo, se han identificado dificultades en el proceso de escritura de los estudiantes y en las habilidades del pensamiento crítico, particularmente en la construcción de oraciones y su significado evidenciadas durante la etapa de análisis de necesidades. En consecuencia, en la implementación pedagógica se usaron cortos de películas para el diseño de clases basadas en tareas, con el fin de desarrollar habilidades de pensamiento crítico a través de la escritura y así lograr un proceso de comunicación efectiva. Los instrumentos empleados para la recolección de datos fueron: talleres, rúbricas y artefactos (muestras escritas).

Los resultados obtenidos después de la fase de análisis de datos, evidenciaron los efectos positivos que las clases basadas en tareas utilizando cortos de películas dieron al desarrollo de las producciones escritas de los estudiantes. Los participantes desarrollaron sus habilidades escritoras mostrando dos aspectos relevantes: El mejoramiento lexical y el desarrollo de las habilidades de pensamiento de orden superior. Adicionalmente, la motivación extrínseca fue identificada como un aspecto significativo que beneficia el proceso de escritura de los estudiantes.

*Palabras clave:* Proceso de escritura, desarrollo lexical, cortos de películas, lecciones basadas en tareas, aprendizaje auto-dirigido, motivación extrínseca, pensamiento crítico.



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## **Chapter 1: Introduction**

### **1.1 Introduction to the study**

Today, the use of communicative skills has become a challenge for both English teachers and students in Cundinamarca School I.E.D. (Institución Educativa Distrital) located in Bogota, Colombia. The main reason for such a challenge is associated with the bilingual project that the institution has developed since 2008. Through this process, the learning and teaching process has required that the educational community is able to reflect upon new practices and strategies to support the appropriate use of the foreign language. Nevertheless, factors such as studying habits, traditional methodologies to guide lessons, and lack of support from parents, have negatively affected the learning process, as reported in a series of analyses made by faculty in the last three years.

Some of the difficulties identified deal with problems related to the development and use of communicative abilities in writing which allow students to transfer and produce their knowledge. Besides, the objective of bilingualism at Cundinamarca School looks for the use of English language in real settings where students can interact and share knowledge related to their own culture and the one presented from the target language.

Accordingly, the development of cognitive advantages in terms of meaning constructions constitute the development of critical thinking. Nevertheless, this particular group of participants has presented some difficulties to fulfill the objective mentioned above. In this sense, students' productions reveal problems when moving from the receptive use of English language to the productive use of English Language. In this way, students will be involved in a bilingual

environment where they are going to acquire specific lexical corpus and then, they will work on different sets of task-based lessons using movie clips. At the end, students' writing texts will be assessed according to the level of lexical development and critical thinking skills involved by the students in the process.

Correspondingly, this research study attempts to provide support for students' writing difficulties presented in their English language learning process in order to achieve the Bilingual Plan objectives traced by the school.

## **1.2 Rationale of the study**

The teaching of English at Colegio Cundinamarca I.E.D. is intended to contribute to the development of autonomy from the perspective of a quality education founded on the development of communicative competencies and critical thinking in both Spanish and English language. This aim is established by the bilingual project the school has been sponsoring since 2008, framed upon the Colombian National Bilingualism program. Considering the principles established in the mission and vision of the institution, this study intends to encourage students' communicative skills through the implementation of writing activities which emphasizes the development of lexis in their communicative exchanges, thinking skills and autonomy development evidenced in the students' outcomes. With this in mind and after recognizing several drawbacks that can hinder the strengthening of foreign language learning, a pedagogical intervention was designed, aiming at giving both students and teachers a new perspective to increase the construction of written productions through the use of authentic materials suitable for students.



### **1.2.1 Needs analysis and problem statement**

The needs analysis was implemented as the preliminary source to identify students' difficulties in writing as a communicative skill. Information was gathered through a preliminary survey and documentary analysis, which provided enough evidence to propose the research questions and objectives.

The survey was based on fifteen questions divided into three types: multiple choice, yes / no questions, and open questions. Through this instrument, researchers examined students' strengths and difficulties when writing in simple sentences and texts in English.

As a result, the analysis of data revealed that learners had significant difficulties in grammar when constructing meaningful sentences; also, students tended to overgeneralize grammar rules transferring from L1 to L2 and other grammar issues related to the misuse of verb tenses, word order, and the lack of using linking words to construct complete ideas. (Appendices C1, C2, and C3).

Another aspect identified was the use of personal information in their writings influenced by the colloquial style. It was caused, perhaps, by the new linguistic codes they handle to establish personal relationships and the interference of their mother tongue. Johnson (1995) points out that second language students acquire different ways of talking and communicating when they enter school, but their linguistic skills and communicative styles are unappreciated. Some of the patterns resulting from the analysis were related to:

*Overgeneralization.* The use of Spanish grammatical rules when writing in English are generalized. For example; the incorrect use of plural in adjectives and word order.

*Short sentence constructions.* Students write isolated words when trying to construct short sentences. In the majority of the cases, cohesion it is not presented in the statements.

*Semantic considerations.* Students include personal information in their writings, therefore students' productions are influenced by the informal way of writing about themselves. In consequence, students must be guided in the use of linking devices and particular expressions to help them express their thoughts and feelings in a simple but adequate style.

In the case of sixth graders, surveys showed that they have serious problems with grammar, spelling, and a lack of knowledge to write compound sentences (Appendix C1). Furthermore, this group of participants demonstrated difficulties related to spelling when writing some words as these sound in their mother tongue L1. In terms of grammar, students do not feel confident using grammar structures in L2 to express their ideas through simple sentences.

On the other hand, although third graders are highly motivated, and their attitude towards the class is positive, it is noticeable that learners had difficulties when constructing and understanding sentences. Indeed, they tend to write sentences without considering that cohesion between words affects the meaning of the phrase. It is highlighted that grammar is still not achieved at this development stage. On the contrary, learners generalize the rules when constructing written texts. This aspect is specifically revealed in the use plural words, word order, and collocations, even though students were previously trained in the construction of short sentences (predictable structures) (Appendix C3).

Taking into account the analysis of these writing difficulties, students need to work on writing to improve the communicative usage of this skill. Under those circumstances, the need

analysis revealed that writing development and its difficulties are focused on a traditional instructional teaching of the foreign language. In this way, instruction offers an interesting perspective where teaching is focused on grammar and also used to generate writing proficiency as a tool to encourage the expression of ideas. Nevertheless, this method presented difficulties in the development of authentic texts.

The term *form-focused instruction* is defined as “pedagogical events which occur within the meaning-based approach to second language instruction, but in which a focus on language is provided in either spontaneous or pre-determined ways” (Spada, 1997, p.73). Consequently, when teaching grammar structures, even though these can be conceived as easy to understand, it is fundamental to provide meaning through context-based activities and meaning-based negotiation. By means of these concepts, the meaning of words are mediated through the use of images and realia, which help learners to make meaning connections. Notwithstanding, in students’ written productions, spontaneous texts do not predominate due to the established grammar structures students are used to write through the instructional teaching they received.

Moreover, the preliminary survey revealed an enthusiastic attitude and interest about the use of movie clips in English lessons. This information was useful to frame the pedagogical implementation. It is relevant to take into account students’ likes and interests in order to set a friendly environment which motivates and inspires students to communicate their ideas. For that reason, a question regarding students’ interests was included in the initial survey. In this instrument, students wrote about their favorite movie in English. This document was designed to identify possible influences that audiovisual media had on students’ interest and how movies could generate motivation as authentic material to be used in the implementation of the research study.

Hence, student interest and reactions about the possible use of movie clips in the classroom coincide with previous literature claims that reassure the value of films in so that they portray authentic life situations where the language is used naturally. According to Berk (2009), “students want real-world applications to see the relevance of what they are learning. Videos can furnish very graphic, explicit examples of a wide range of content” (p. 11).

This project was conducted with three different groups of students from the same school. Although students were from different academic levels and development stages, their difficulties in writing were similar. In this regard, form and meaning are the main difficulties presented in students’ writing outcomes. Apart from that, the lack of paragraph structures and completion of ideas are problems that may be tackled through the development of the pedagogical implementation in order to support students to communicate by complete writing and accurate texts that can communicate their thoughts.

### **1.2.2 Justification of problem’s significance**

The analysis of students’ writing development shows that changes in the pedagogical approach in learning and teaching should be urgently traced. Two main premises should lead such scenario. Firstly, the conception of writing as a process should foster the development of English language interaction across levels (third, sixth, and eleventh). Secondly, students must increase their control over effective writing by carrying out a sequential process in which meaning-making prevails. Thus, not only will the educational community develop awareness of efficient teaching practices, but also, the findings derived from this project should prove beneficial for other EFL practitioners interested in developing further practices and discoveries in the fosterage of writing and critical thinking development.

This study contributes to the development of different pedagogical strategies through the activities proposed which can be adapted according to the students' levels and an important aspect: their interests. In this sense, the impact that causes this kind of activities can be implemented to motivate students to work in a different way.

### **1.2.3 Strategy proposed to address the problem**

Considering all of the above outcomes, writing difficulties in terms of form and meaning might be addressed through the planning and development of task-based lessons. These provide the basis for language development. Task-based lessons can be focused on writing as a process to use it as a vehicle to express their thoughts and feelings, and construct knowledge. According to Ellis (2003), the activities of this implementation can be focused on the involvement of students in “comprehending, manipulating, producing, or interacting in the target language” (p. 4) in such a way that writing practice can be emphasized in meaning encouraging critical thinking.

On the other hand, three different sets of task-based lessons based on movie clips were designed to foster writing based on a lexical corpus that was communally built (students and teachers). The corpus is a set of vocabulary which guided writing constructions in terms of patterns that established possible schemes to texts (McEnery, 2001). With this strategy, students are expected to tackle their difficulties in writing.

The pedagogical implementation attempts to reinforce a writing strategy to guide students to write as a process. In this sense, students will also be able to reflect about their writing process observing their difficulties and strengths and improving their writing composition through prewriting, editing and rewriting activities.

The task-based activities proposed for the three groups of participants follow the same sequence: pre – while and post stages. In the pre-watching stage, students are prepared for the input, watch the movie clip and do short activities related with it. Then, during the while-watching stage, students receive the input (corpus) to prepare their writings and work on the clip in detail. Finally, in the post-watching stage, students work with different instruments such as peer-feedback, self-assessment activities and rubrics which help them to improve their products following a writing process and foster their critical thinking skills.

Considering the ideas expressed above, we state the following question and objectives:

### **1.3 Research question and objectives**

- How might the use of movie-clips and task-based descriptive writing in EFL classes affect the development of critical thinking and written production in different-level students?

#### *Research sub-questions*

- What does students' writing production reveal about their writing development when working with movie-clips and task-based descriptive writing?
- To what extent might the usage of movie-clips and task-based descriptive writing in the language classroom lead to the effective usage self-directed learning strategies?

#### *General objective*

- To examine how the use of movie-clips and task-based descriptive writing in EFL classes affect the development of critical thinking and written production in different-level students.

#### *Specific objectives*

- To identify learners' actions that unveil the development of their critical thinking skills through the use of movies in EFL classes.
- To analyze the effects of task-based lessons using movie clips on students' descriptive writing.
- To determine the possible effect of the use of movie clips on the fosterage of self-directed learning.

#### **1.4 Conclusion**

As discussed above, the improvement of students' writing progress might be guided by the design and implementation of task-based lessons that could offer learners the challenge to make significant advances on the productive stage of writing development. The execution of these lessons is expected to be set in a meaningful, familiar, and friendly environment for students. As such, the use of movie clips arises as the suitable environment to facilitate not only language awareness but to encourage the development of writing.

Therefore, this research is based on task-based lessons conducted to foster communicative writing progressively where students might have the possibility to edit, refine, and reorganize their texts. According to the aforementioned aspects, movie clips offer an attractive and useful alternative to support learning settings in which learners are prompted to express their feelings and interests and draw on previous and new knowledge effectively by using a foreign language.

## **Chapter 2: Theoretical Framework**

### **2.1 Introduction**

This study attempts to increase critical thinking skills in students' writing productions when using movie clips in the English lessons. Its aim is to design a suitable environment to assist learners with the increase and improvement of critical thinking skills in writing development based on Bloom's taxonomy (1956) and Anderson (2002) update of Bloom's proposal. For this reason, this collaborative action research project considers writing development and its learning process as the key construct that attempts to support the implementation of writing strategies to overcome students' difficulties revealed so far.

Furthermore, the improvement of higher-order critical thinking skills looks for the enhancement of the semantics dimension (Nation, 2008) that is evidenced in students' written texts. On the other hand, it is relevant to revise the use of movie clips in the EFL classroom in previous research studies to evaluate its incidence in the process of knowledge construction and to determine what strategies would be applicable in the context of the study; these aspects would support the development of the construction of the task-based lessons and their implementation in this research study.

### **2.2 Definitions**

#### **2.2.1 Writing as a process**

The process of writing as stated by Piaget (1953) involves different stages of development depending on age and language level. Also, it is affected by educational purposes in which the learning process takes place. For academic purposes, writing deals with accuracy and professional



language. Notwithstanding, the process must involve learners in natural language settings to be useful and meaningful (Brown, 2007). Therefore, this research reflects on writing as a bottom-up process in which learners connect knowledge and express ideas using language.

Writing is considered by Graham (2008) one of the most important communicative skills that second language students need to accomplish to convey their ideas effectively. The author remarks that the principal characteristic of writing is that it allows people to contact regardless distance and time. Accordingly, a proficient writer can maintain an effective communication with the world. Thus, enhancing learners' writing skills is associated with increasing students' abilities to involve effectively in the different dynamics of the world.

Writing development is considered in the English teaching and learning process as a communicative skill that is more than a mere graphic representation of thoughts. According to Brown (2007), when developing writing, a set of competencies is required to be present in a process of "thinking, drafting and revising procedures that require specialized skills that not every speaker develops naturally" (p. 335).

Nevertheless, a variety of writing practices are concerned about writing as a product. In this case, texts are assessed by the way of how the writing looks like according to standards that establish the success of the text as stated by the Role and Reference grammar (Van Valin, R.; & Randy, L 1997). Contrastingly, in this research paper, different strategies were implemented to look for teaching dynamics to foster writing as a process to help students' difficulties presented so far. These participants have experienced writing through methodologies that evaluate the final text

rather than the process in order to understand and interact with students' mental processes to be materialized in writing as a mean of communication.

In this sense, the pedagogical intervention creates an environment where students can understand writing as a process to be improved. As stated by Nation (2008), in order to establish writing as a process, it is necessary to consider seven sub-processes which guide and support the development of writing through feasible procedures. Regarding these seven sub-processes, Barnett (1989) named the stages as: prewriting, writing, and rewriting. Inside of these subcategories, students are able to: develop their goals as writers, think about the model of the reader, find the suitable way to gather ideas, organize the information into a drafting process to turn their thoughts into a written text and finally, and review what has been written and edited to make the adjustments required (Nation, 2008). With the help of the process described before, students can develop better writing pieces. Murray (2012) claims for process and preparation as the key for good quality writing. The author states there are stages which allow learners to prepare a text: brainstorming, making notes, and building the ideas into a "well designed plan" (p. 72).

Conversely, it is relevant that inside the sub-processes presented when the writing procedure is guided, meaning and language learning became central aspects of the process of writing texts. Nation (2008) highlights the importance of how meaning and language learning usage is improved through the implementation of writing as a process. Apart from, writing process gives two important advantages to learners; firstly, the identification of organization and self-awareness about mistakes and secondly, learners can develop through the process of writing, semantic and linguistic progress that may be evidenced in prewriting, editing and rewriting stages.

When writing is mediated by meaning-focused writing, receptive knowledge processes are involved in the construction of text to arise productive usages from vocabulary development (Nation, 2008). In this way, macro and micro levels of vocabulary knowledge will determine the way students use the vocabulary to convey meaning in ideas and progressively create them into a set of paragraphs which will build a complete text.

Macro levels of vocabulary knowledge are determined by the receptive use of vocabulary which is used to represent the ideas to produce a full text. This receptive use is explained by Henriksen's (1999) description of the three dimensions of vocabulary knowledge in terms of three continua: "1) the partial precise knowledge dimension, 2) the depth of knowledge dimension, and 3) the receptive-productive dimension" (p. 308). Moreover, the author argues that one of the most relevant skills learners should develop when learning to write, is a semantic network building where learners must link their prior information about a word in the target vocabulary they are receiving. Some characteristics of prior information students can use for the receptive process includes looking for morphological, syntactic, and collocation similarities.

Likewise, the use of the language is seen productively in speaking and writing productions. By this mean, reading and listening processes influence the productive development of writing. For that reason, the preparation given in the writing process offers students the possibility to interact with a variety of sources of information which allow them "to be local experts of the topic" (Nation, 2008, p. 113). In the case of this research study the usage of movie clips through listening and reading exercises will set the environment for students to develop the receptive process of vocabulary knowledge.

As per vocabulary acquisition, Webb (2009) presents learning vocabulary as an effective way to increase productive knowledge. In this way, the writing process fosters the productive learning of the language, allowing students to develop skills which are needed for writing.

For Nation (2008), the parts of the writing process that help students to develop writing skills are based on sub-processes which regard on lexical considerations. These are related to vocabulary knowledge and semantic variation. The author states several points which indicate the ideal development of the writing process. For instance, the sub processes should occur in a continuous cycle, but not all the students should follow the order suggested because it depends on their learning styles. In addition, the sub process can help students and teachers to be aware of the difficulties presented in writing. This identification can also improve elementary students' writing because texts are not conceived as a final product but as an ongoing process to examine what kind of strategies participants have used to come up to the text. To conclude, Cameron (2001) evidences the improvement of writing as a process through the consideration of the word unit and word frequency. These factors provide the way to encourage vocabulary learning to start producing a text in a new language.

As the participants of this research study differ in age, analyses will be made based on a series of variables that affect effective written development (age, word unit usage, word frequency, and semantic structure). According to Cameron (2001), children's writing process should foster scaffolding activities that correspond to the writing process. They would start by writing a word, then a sentence and finally write a text level about fiction, poetry, and non-fiction. Besides, children need to face the inclusion of explicit teaching of writing through model compositions and corpus lists that can guide the construction of the text. We believe that the

writing process should also pay attention to lexical matters since students need the vocabulary equipment to construct comprehensive texts and even short sentences and paragraphs.

### **2.2.2 Higher-order critical thinking skills**

Our vision of learning is based on what students need to learn to improve writing as a process. For this intervention in the English lessons, students needed to know how to interact meaningfully with the foreign language while learning to write. In this way, learning through task-based activities to develop critical thinking skills involves the ability to interact with the information that is received every day by learning to make critical judgments. When students learn to express what is happening in their heads with the input they receive, the critical thinking learning is activated, and the learning activity goes beyond the simple action to reproduce knowledge.

Writing as a process involves the development of semantic elements; in this case, the research study wants to foster the development of critical thinking skills as a way to show writing development. Paul (2006) defines critical thinking as “the art of analyzing and evaluating thinking with a view of improving it” (p. 4).

The process to develop critical thinking skills is closely related to the sub-processes described by Nation (2008), which can be fostered through the inclusion of elements of thought along such sub-processes. In the following figure, a relation is displayed between the elements described before. Note the relations made among critical thinking and writing process.

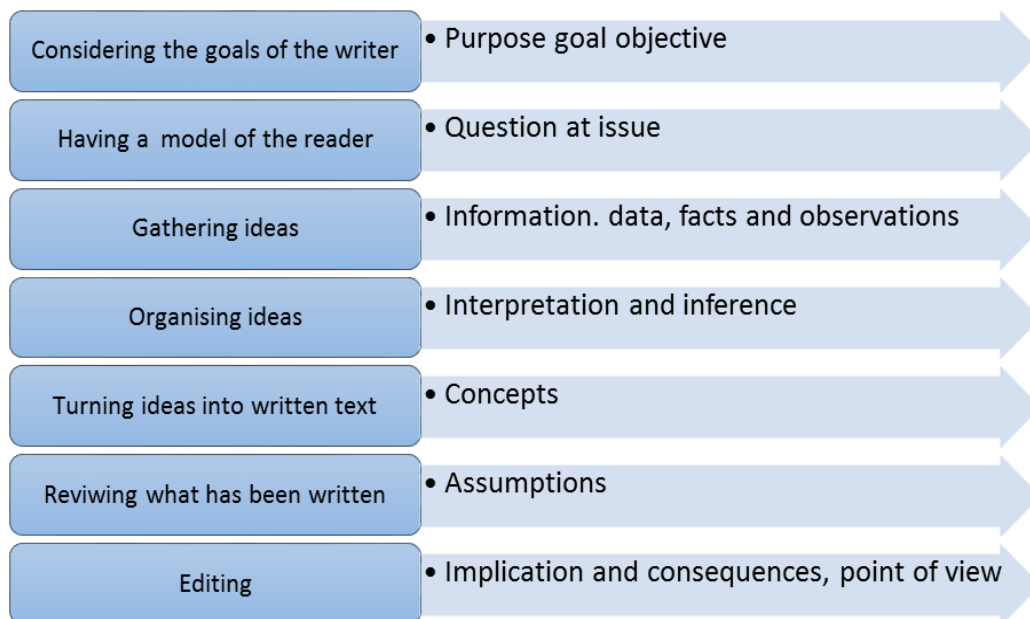


Figure 1. Association of critical thinking and writing process. Relation between parts of the writing process and elements of thought. (Laverde et al., 2015)

In this sense, we hypothesize that critical thinking and writing development are interdependent. Brookhart (2010) defines higher-order thinking as standards and classroom learning objects. Those learning objects can be classified as “transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem solving” (p. 3). From these three perspectives, the learning objects fostered in the pedagogical intervention are established as transfer. In agreement with Anderson and Krathwohl (2001), transfer promotes retention in a meaningful learning process where students make sense of what they remember from learning in order to use it. This classification of higher-order thinking is based on the cognitive dimension of Bloom’s taxonomy.

As stated by the Bloom’s taxonomy (1956), people learn into three domains: the cognitive, the affective, and the psychomotor. Nevertheless, in this research project, we emphasize the cognitive domain in our students’ intellectual writing outcomes when learning English as a foreign

language. Thus, the taxonomy of educational objectives that was stated by Bloom provides educators with definitions of categories which determine the development of higher-order cognitive thinking. Even though, Anderson (2002) clarifies and renamed the categories keeping their original hierarchy.

- Knowledge renamed as remember
- Comprehension renamed as understand
- Application renamed as apply
- Analysis renamed as analyze
- Evaluation renamed as evaluate

Besides, Anderson (2002) calls these categories as cognitive processes to be closer to the educative objectives which are commonly based on these processes. Additionally, those changes pretended to update Bloom's considerations for being used in "educational goals, objectives and standards as an organizational structure that gives a commonly understood meaning to objectives classified in one of its categories" (p. 218).

For the purpose of the pedagogical intervention of this research study, it is relevant to list the descriptors which define the cognitive process students may improve through the advancement of writing as a process. In this sense, the following figure illustrates the actions that can be involved in students' written productions which facilitate the transfer of information.

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

Figure 2: Bloom's taxonomy. Oregon State University (2004). The taxonomy table.

To measure students' writing outcomes, it is important to use the descriptors (see figure 2) that illustrate the development of knowledge from its different dimensions. Hence, the task-based activities objects proposed will be framed upon the target dimensions and corresponding actions.

### 2.2.3 The use of movie clips in the EFL classroom

Movies are part of the authentic materials which show students facts, cultural elements, a variety of accents, and different perceptions of the world. These features offer learners the opportunity to identify, compare, contrast, assimilate, and accommodate new language based on their prior experiences. Accordingly, the range of possibilities that movie clips put forward to connect the target language are huge. In fact, different topics of study can be adapted to create a highly motivating environment for learners. Despite their language level, movie clips provide closely related information to their lives and culture. In consequence, the use of this type of information allows learners to interact with the language even during their first stages of learning.



Myles (2002) suggests that “writing skills must be practiced and learned through experience. Writing also involves composing, which indicates the ability to tell or retell pieces of information in the form of narratives or description” (p. 20). Thus, learners’ written outcomes can give an account of both their linguistic skills and their understanding of language in context.

Additionally, their feelings and points of view can be exposed through writing because students can connect easily the situations portrayed in the movies to their lives. In fact, Gardner (1985) claims that social factors influence language acquisition. In his socio-educational model, four aspects of L2 are integrated: The social and cultural surroundings, learners’ differences in connection to linguistic aptitude and motivation, language setting, and learning outcomes. These are motivated by individuals’ needs to use language to integrate into a specific group or community.

Regarding the aims of this study, researchers such as: Bruner and De la Torre consider that the acquisition of linguistic competencies when writing about movies can generate effective communicative skills. Hence, the topics of study are integrated around learners’ interests and realistic situations through which they can convey meaning and reach understanding. In this context, it is important to refer to Bruner’s work in regards to feelings and thoughts of human beings with their own perception of the world. According to Bruner (1996), movies might have a significant relevance in the language classroom. Movies bring an artificial world that connects thoughts and creates a set of feelings (fear, anxiety, dreams) in which each person is an agent who interprets and adapts messages in different ways according to personal needs, wills and desires.

In agreement with Bruner (1996), De La Torre (1996) states that movies are an exceptional didactic resource for teaching a foreign language given that they transmit values. Certainly, movies recreate life situations which aim to transmit constructive messages and encourage values since these portray how to face difficulties efficiently and how to relate with others positively.

Conversely, taking into consideration that participants of this study are third, sixth, and eleventh graders, the activities implemented will depend on the students' level of English language and their particular needs. In this sense, Berck (2009) stands out three sets of criteria to consider in this selection: "(a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure. In the first case, it is important to take into account age, grade level, gender, ethnicity and language dominance of the students" (p.7). The second case refers to the categories mentioned before and irrelevant content. "A student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. The interpretation of messages and images depend on the students' values, beliefs and principles" (Berck, 2009, p.7).

For that matter, regarding the structure of the video, Berck (2009) refers to length, context, and action/visual cues as key features to adapt movies that promote the use of authentic everyday language. For this reason, the adaptation of the movie will be based on clips taken from the original movie that contain the pedagogical elements needed to develop the lesson. In the same way, the video clips are classified by genre categories. Videos that contain action, adventure, comedy, drama, science fiction and so on can arise the interest and curiosity of the students considering the selection of age- appropriate. The genre selection will depend on the purpose of the lesson and students' interest and needs as well.

#### **2.2.4 Self-directed learning**

One of the student-centered learning features that this research process attempts to foster is self-directedness, viewed as a support for the improvement of autonomous learning and its constant development. It is relevant to mention that this construct is related to an institutional value that Cundinamarca School has established as one of the main goals of education. For this reason, this pedagogical intervention will enhance the development of self-directed learning as a suitable method to enhance lifelong learners.

Nonetheless, as supported by Benson (2013), the complexity of the understanding of autonomy and its diverse points of view challenges teachers to consider the different contexts in which the learners are immersed to determine the way autonomous learning should be encouraged. In this case, task-based approach fosters the improvement of self-access learning (SDL) as part of the development of autonomous learning (Nunan, 2003). This approach introduced *self* as one of the characteristics that students require to increase their autonomy. Benson (2013) claims on the relevance of the *self* as an individual and collaborative sense on the construction of autonomy. In effect, self-directed learning and its subcategories contribute to the development of writing process as a main characteristic that guide the process.

In fact, the relation to writing process and SDL indicates the responsibility that students acquired when taking decisions that respond to reasons, places, characteristics, and times. These reactions consider the stages they go through when writing. Therefore, the stages of SDL described by Benson (1992) correspond to the process that learners follow when writing critically. Identify, select, use, evaluate, redefine, and define are some of the actions that learners carry out when planning, editing, peer assessing and rewriting their texts. This recognition supports

students' writing process because self-regulation is an essential competence of students' learning that might shape the expected writing outcomes of students.

As stated by Little (2006), autonomous learning solves the constraint of lack of motivation in learning. The author relates these two concepts explaining that the intrinsic motivation is presented when the students are aware and accept their responsibilities about their learning process. Furthermore, intrinsic motivation states the process of self-awareness of learners' strengths and difficulties that mark the effectiveness in the use of learning in real context. Besides, Zimmerman (2000) presents the self-regulation learning process as a way students can orientate their personal learning goals. As a consequence, the author defines self-efficacy as the autonomy element that allows students to be motivated in regards to their outcomes related to choices, persistence, and emotional responses.

Consequently, autonomy, as stated by Holec (1981), is viewed as "the ability to take charge of one's own directed learning" (p.3). Such approach highlights the existence of students' awareness about extrinsic and intrinsic motivation as the way to foster self-awareness. In this way, we believe that the English lessons supported by task-based writing activities and adapted to tackle learners' needs, expected outcomes and interests, can generate an ideal learning environment which motivate language usage. Besides, these lessons might allow the fosterage of self-directed learning and critical thinking. Those students who undertake the development of a sequential writing development being cognizant of their needs and challenges, as well as the support sources available to meet the target requirements, are more likely to take ownership of their learning process and be able to succeed, both personally and academically.

Additionally, through the fosterage of self-directed learning, students' critical thinking skills will be positively affected because, in agreement with Oliver and Utermohlen (1995), students need to “develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes” (p. 67).

Addressing these challenges, it is necessary to identify the importance of the holistic view of the teaching and learning process. According to Miller (1999) “Holistic education is concerned with connections in human experience - connections between mind and body, between linear thinking and intuitive ways of knowing, between individual and community, and between the personal self and the transpersonal self”. This study attempts to focus on the learners ‘needs to involve the communicative and critical skills effectively to convey meaning. In this sense, many elements come together in order to guide learners in their writing process allowing them to consider their experiences as previous knowledge and skills that help them to evolve in their EFL process

### **2.3 State of the art**

In regards to movie clips and its use for pedagogical purposes, various research articles discussed proposals that foster communicative abilities in the foreign language. Currently, trends on education imply the implementation of real materials as TV programs, newspapers, and movies and the use of information and communication technology (ICTs) to set environments for students to improve the language learning. All of these materials foster students' motivation since they raise interest in learners and offer content that students acknowledge as real value knowledge.

In view of the above, the following research articles establish the background teachers and school communities have experienced when using movies, fostering writing development and promoting critical thinking issues to develop students' learning process. This section describes elements that can be taken into account in the development of the research project, taking advantage of the discussion raised regarding difficulties and positive effects found.

The first research study claims for the use of films as the material which foster the acquisition of listening abilities and encourage the reflection on culture and the identification of corporal language as the strategy to convey meanings. Kusumarasdyati (2004) explains that thanks to the visual support movies give to the undergraduate Indonesian students related in the research project, they can improve oral conversations regarding the topics of the films. Moreover, the author establishes a relationship between the use of movies and motivation with the positive effect on students' likes and interest. This last function is related to the objectives of this study in which motivation plays an essential role as learning technique to generate language awareness and autonomy in the classroom. The findings of this research paper suggest the effectiveness of using movies as a proper environment influenced by paralinguistic and cultural information that encourage learners to build knowledge from the notion of imaginative education. These notions were taken into account in the implementation of the present research study.

In the same sense, Ismaili (2013) considers movies as authentic materials that motivate students' likes and interests. In his study entitled "The effectiveness of using movies in the EFL classroom—a study conducted at South East European University", the author is concerned about the situation of teaching material development and its characteristics to accomplish the currently teaching and learning situation. In this research study, movies are adapted to be visual texts that

motivate learners to read classical novels. Consequently, he claims that the use of movies fosters learners to be active interpreters through the process of analyzing the movie characteristics such as characters, theme, plot, mood, and symbolism. Hence, this pedagogical intervention attempts to describe the effectiveness of the use of movies as visual text that motivates students to analyze novels. Some of the issues unveiled in this study were taken into consideration to design the present study implementation.

In another research study, Xhemaili (2013) used movies as supplementary tools for reading through its adaptation in the context of young undergraduate students from a multicultural language class. These students were divided into two groups: one experimental exposed to videos activities and a control group which receive the traditional lessons. As main findings, positives effects in active participations in the classroom were generated through movie activities because they provide opportunities to know English. Nevertheless, Ismaili (2013) states that the success of the use of movies in the classroom depends on how well teachers address movies to develop all the communicative skills. This premise is to be further analyzed in the context of this research project.

Supporting this claim, Xhemaili (2013) asserts the use of movies as an important aspect to be included in the curriculum because they offer students real language for its characteristics as authentic material that catches learning interest. In his research study, students reveal positive results in reading. The main finding of this study revealed the reading experience as more engaging and entertaining.

Accordingly, Stewart (2006) discussed the benefits obtained from movies to improve language skills. It is argued that movies integrate language skills progressively and they are not only useful to increase listening and vocabulary. Indeed, he maintains that subtitles and closed captioning (dialogue and other sound information printed across the bottom of the frame) can support students' increase reading speed. Another prevailing argument regarding the use of movies is the creation of content through appealing and context-based activities to encourage the practical learning of language. The author argues the relevance of the commercial films because these get students' attention and show them different worlds according to the movie context. In this way, the language in the movie is part of that world.

In the case of this research study, writing is expected to be motivating by the topics that movie clips evoke to students. Besides, movies are authentic materials that offer learners the opportunity to be close to foreign language culture to expand their thoughts and inspire them to reflect critically. In this sense, participants can compare and contrast situations presented in the movies with their life experiences. "Cinema presents a powerful influence that contributes to cultural change, coaching us to accept or reject aspects of our society, inspiring the way we dress, popularizing our expressions, shaping language and meaning, and persuading our self-image" (Education, 2003, p. 56).

In Colombia, regarding writing, some studies have been carried out to increase this skill. Clavijo (1999) used tales and short stories to provide young learners with a meaningful input to encourage them to express their understanding and develop narrative skills in a second language. The researcher also underscores the levels of grammar competence proposed by Cumming (2001)



who refers to micro and macro levels of writing development which involves three key aspects: text, composing, and context.

Another research study deals with autobiographical writing. According to Hernandez and Díaz (2015), context is fundamental to develop language skills. The author emphasizes on the great influence that social context has in the construction of narratives where the learners as writers are both authors and main characters of their compositions. In this study, it is worth highlighting the role participants have as active agents of their learning process.

Moreover, one of the research studies complies writing and critical thinking as mental abilities that promote writing improvement. Muñoz (2010) described the students' writing development when using materials which foster cognitive skills. In the results of this study students' development was based on their cognitive skill development and in their creative writing where they integrated prior knowledge and vocabulary elements of L1 and L2. Finally the author concluded that the materials used to motivate students' writing are displayed as a bridge between the language acquisition and the difficulties presented to facilitate the process.

On the international stage, some studies have examined the multiple advantages of films as a tool for learning. For instance, Bezuerro (2015) explains the use of movies to encourage the development of oral skills. The pedagogical intervention aimed to improve vocabulary and pronunciation using the songs presented in the animation movie *The Lion King*. Although the study points out how movies can be employed to explain learners how to solve challenging situations they can face in real life situations, this aspect was not explored along the intervention.

## 2.4 Conclusion

Considering the constructs defined before in this chapter, writing as a process is the transversal feature that determines the development of writing considering the improvement of lexis and its variations. In addition to that, the constructs that support this research proposal might foster the improvement of writing through a progressive plan where students can advance step by step in their writing texts. The improvement expected through the implementation phase of the study depends on three principal elements nurtured in the theory examined:

- Writing progressive constructions of the growing of vocabulary knowledge is mediated by the process of gathering ideas, drafting, editing, and rewriting (Nation, 2004)
- The semantic development of ideas and opinions is influenced by the analysis of cognitive domain levels of critical thinking.
- The fosterage of descriptive writing and self-directed learning pathways correlates with critical thinking levels.

Moreover, the use of movies has been focused to encourage the development of writing in terms of grammar competence to check understanding, to force learners to respond to specific questions to verify grammar usage, time tenses, and vocabulary among others. From this perspective, writing is limited and learners construct statements with predictable structures being previously instructed during different lessons. It is worth mentioning the importance of context background to generate better writing outcomes.

Considering the above, this research proposal explores, from an innovative perspective, the use of movie clips to generate knowledge construction based on functional grammar that benefits

the creative use of language and thinking skills, forcing learners to reflect upon, using writing to express ideas and create new concepts. In this regard, the insights of this study can contribute to the educational field to enhance the standards of teaching-learning practices at both national and international levels.

## **Chapter 3: Research Design**

### **3.1 Introduction**

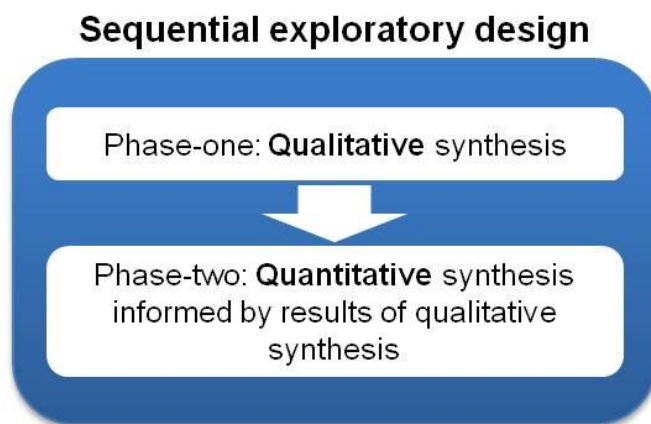
In this chapter, the research methodology is explained. Likewise, the section presents the description and rationale of the context, the participants, the role of the researcher, the ethical considerations, and the methods of data collection. Procedures for validity and reliability are also explained.

### **3.2 Type of study**

This research study was nurtured upon the reflection of a problematic situation, a phenomenon or a concern that emerged from the daily teaching practice in our educational institution. In this way, this collaborative qualitative action research aims at responding the main research query taking into consideration the following aspects. Firstly, this type of study allows the researchers to be closer to the data taken from three different levels: third, sixth, and eleventh graders. The groups were selected taking into consideration that researchers are guiding learning processes in these grades. This aspect allowed researchers to know in advance the difficulties this population had and provide a possible strategy to tackle this situation. Data analysis will unveil the learners' context and the interactions shown through their written productions. Secondly, this research is mainly focused on the qualitative approach because it works with human behavior and social facts in a particular context interpreting the observation results (Merriam, 1998).

Having in mind that this research proposal had the intention of examining critical thinking and writing development supported by the acquisition of lexis, a mixed-method design quantitative analysis was required. In this sense, the sequential exploratory strategy (Creswell,

2008) was used to examine collected data. This procedure allowed researchers to integrate data in the analysis stages (Figure 3). Consequently, participants' written compositions were explored from two different perspectives in order to validate the results obtained.



*Figure 3:* The three stages of the sequential exploratory strategy (Creswell,2008)

Furthermore, it is considered that the collaborative action research approach intervenes in the problematic situation that students have. The researchers intended to look for changes and improvements that can contribute systematically to the English learning process of their students. According to Kemmis and McTaggart (as cited in Burns, 2010, p.7), action research involves a cycle which contributes to study deeply the students' writing process and development. The four phases suggested are planning, acting, observing, and reflecting (see figure 4), which summarize the way to work on this research.

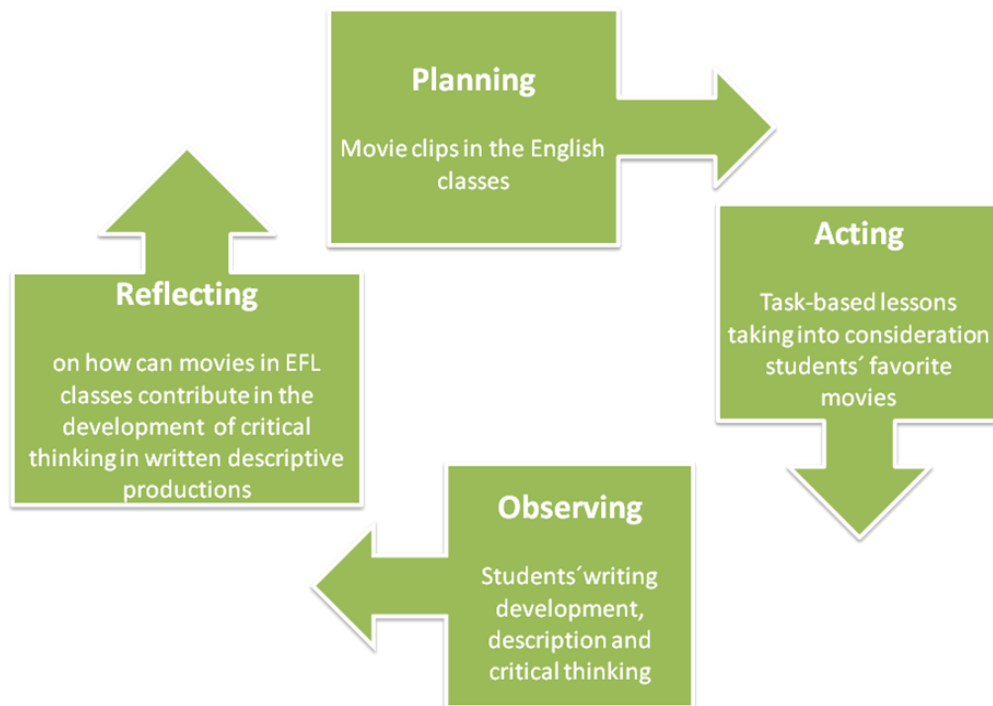


Figure 4. Four stage phases in our Collaborative Action Research.

This collaborative action research was planned to generate a big impact in the school because it explores and describes the strengths and weaknesses of three student groups and proposes a way to tackle those students' challenges.

### 3.3 Context

Cundinamarca Bilingual School is a public institution located in Bogota Ciudad Bolivar District, Galicia neighborhood. The school foundations are related to the human development, bilingualism process, and critical thinking. To accomplish the bilingual project, students take English classes 5 hours per week since the foundation of the school eight years ago. However, this has not been a steady process considering some aspects like new students, inexperienced teachers, and lack of motivation of some members of the school community.

With this in mind, English teachers and the bilingual coordinator have designed the curriculum and syllabus for the English classes taking into account the Common European Framework of Reference for Languages (CEFR), the Communicative Approach, the English standards established by the Colombian Ministry of Education and, most importantly, students' needs and interests. In this regard, at the beginning of each academic year, students take two diagnosis weeks where teachers analyze their weaknesses and strengths to adjust the syllabus of the English courses. This reflects the commitment and the importance of the bilingualism process in our school.

In Colombia, the Ministry of Education (MEN, 2006) together with the British Council has adopted a series of policies that attempt to foster the development of Second Language in Educational Institutions. The goals and standards for English instruction and levels of competence are determined by MEN in the bilingualism project: "Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: ¡El reto! - Basic standards for competences in foreign languages: English. Teaching in foreign languages: The challenge!" (Guerrero, 2008, p.28).

According to that, the school has been in charge of designing a bilingual project to contribute to the growth of Second Language in Colombia. In general terms, the policy states that:

Así mismo, los estándares de inglés constituyen una orientación fundamental para que los profesores de inglés, los directivos y los padres de familia tengan claridad sobre las competencias comunicativas que se espera que desarrollen los niños y niñas de los niveles

Básico y Medio, para ayudarles a lograr la meta planteada en el Documento Visión Colombia 2019. (MEN, 2006 )

In the same way, English language standards provides a crucial orientation for English teachers, directors and parents to be clear about communicative competencies are expected from children of basic and intermediate levels, in order to help them to achieve the goal set up in the Vision Colombia 2019 Document. (MEN, 2006)

Every year, the school is implementing changes according to the policies the government establishes in terms of bilingualism in Colombia.

### **3.3.1 Participants**

Three groups of learners with different English language level: third, sixth, and eleventh graders. According to the CEFR, the standard of the language of the groups that constitute the population is A1, A2, and some students can be classified into B2 but with different levels of grammar.

Third graders can recognize simple expressions of classroom language to participate, express ideas, and respond when they are asked. Also, they are to construct simple statements with predictable structures in written activities. They are familiarized with multiple choice answers, yes/no questions connected to classroom topics as well as the verb *like* to express their preferences for different subjects. This is related to the English exposure they have experienced since early stages of language learning. In this grade, 16 students were randomly selected, using their attendance list using uneven numbers, to determine their areas of difficulty and monitor their progress, handle data and determine how effective were both the pedagogical strategies and the



Task based lessons implemented during the intervention. It should be noted that this group represents a representative sample of the whole population involved in the study. In the other courses, focus groups were also selected using the same procedure.

The second group of participants (fifth graders) has passed through a similar experience in terms of language learning. They have been exposed to language input for almost four years, and they have been trained in the use of language expressions for longer. In consequence, they can identify a wider range of instructions and write longer (although predictable) statements. In this grade, 18 students were selected.

Eleventh graders have certainly acquired a higher level of language in both listening skills and grammar skills since they can understand even more complex instructions and construct more elaborate statements when working in writing activities. Notwithstanding, they still lack grammar skills to express ideas spontaneously or creatively. In this grade, 20 students were selected.

### **3.3.2 Researchers' role**

This collaborative action research suggests the existence of specific roles for all agents involved. Thus, researchers in this study are teachers-observers. They are active participants and observers of the problems they face every day. As stated by Burns (2010), "doing Action Research can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching" (p. 7).

### **3.3.3 Ethical Considerations**

Research ethics relates to conducting investigations in moral and responsible ways (Burns, 2010). To accomplish these aspects, the principal, the academic coordinator, the parents, and the participants involved in this research project were previously informed about their contribution as well as the confidentiality of the study (Appendix B). They were also notified about their participation in the pedagogical implementation which would be only under their authorization and the data collected would be confidential and used only for educational purposes. Researchers designed two consent letters that explained in detail that anonymity of participants that would be held in reserve by the new Children and Adolescents' Act (Ley 1098 de 2006).

Finally, when analyzing data and using samples of the participants, their anonymity was protected by using codes associated to their productions (letters and numbers were used, i.e., 11s.1, 6s.1, 3s.1, etc.). Data samples were organized in an excel spreadsheet where data was colored and coded with two letters to determine the different categories emerged from students' written productions.

## **3.4 Data collection instruments**

### **3.4.1 Description**

The data collection procedures in this study were organized in three stages and implemented in two cycles. Surveys, questionnaires, and rubrics were used in order to examine students' written productions and the development of critical thinking skills (Appendices C,D, E and F).

### ***3.4.1.1 Surveys***

Surveys are used to obtain information related to particular issues and may invite either factual or attitudinal responses (Burns, 2003). The surveys in this study were piloted and then used after the implementation. The initial survey contained fifteen questions: two multiple-choice, eight open and three yes/no questions (Appendix C1-C2 and C3). The final survey was adapted depending on the level of the students: third, sixth, and eleven grades. It contained questions about students' interest, perceptions, and understanding about the use of movies to learn English. The questions were written in Spanish to guarantee students' understanding, especially for third and sixth graders.

### ***3.4.1.2 Questionnaires***

Burns (2010) argues that questionnaires applied to students about their views on various aspects of language learning can provide researchers with positive sources of information. Now, according to Johnson and Christensen (2008), questionnaires consist of a series of questions for the purpose of gathering information such as thoughts, feelings, attitudes, beliefs, perceptions, etc. from respondents. Questionnaires were designed (Appendices D, E and F) to unveil learners' thoughts about working with type of task-based activities using movie clips.

### ***3.4.1.3 Rubrics***

According to Andrade, (2000) rubrics are teaching tools that support student learning and the development of sophisticated thinking skills. In this sense, the rubrics designed for this study had two different aims: Firstly, the assessment of students' writing texts taking into account the critical thinking skill and their lexical development regarding the use of verbs, linking words,

adjectives, prepositions, and articles (Appendices G, H, I). Secondly, this instrument supports the reliability of the task-based lesson being also assessed by the Wilcoxon test. This test is defined as a statistical and non-parametric method that will assist the researcher in contrasting the data from rubrics to study the changes and movements of students' development of critical thinking skills (Appendix J).

### **3.4.2 Validation and piloting**

Multiple types of sources were employed to compare and contrast data and to ensure reasonable validity and reliability. Triangulation is the best technique to know the validity and reliability of participants' outcomes. This term is defined by Sagor (2000) as "the use of multiple independent data sources to corroborate findings" (p. 5).

According to Meriam (1998) and Johnson and Christensen (2008), the trustworthiness of qualitative research depends on its external and internal validity. External validity refers to the applicability of the findings to other situations while internal validity refers to the accuracy findings have to describe the phenomenon investigated. The confirmation of findings by the use of triangulation (multiple data sources) can reduce the effect of the natural bias of the researcher. For this study, comparing and crosschecking data from multiple sources allowed the researchers to discover similar results. The conformability of these findings allows the researchers to evidence the consistency of the data (Patton, 2002).

In this project, reliability was established when the degree of the information produced stable and consistent results. All the information and the instruments designed were carefully planned to ensure a match between the objectives established in the intervention for the three

different students' levels. Moreover, reliability was ensured through the use of a statistical instrument that validated the effectiveness of the task-based lessons in regards to the fosterage (if any) of students' writing process. Hence, the use of the Wilcoxon test determined the degree and range of the effectiveness of the pedagogical implementation. From this statistical perspective, data supports the reliability of the instruments and methods used.

### **3.5 Conclusion**

The research design of this study allowed the researchers to gather and examine data from a myriad of qualitative and quantitative sources in order to determine the effectiveness of the pedagogical intervention, specifically in regards with the participants' writing process and its development. The mixture of methods and procedures allowed for an effective triangulation of results and also supported the study with consistent and reliable methods and strategies that proved effective in a study in which various phenomena were under analysis.

## **Chapter 4: Pedagogical Intervention and Implementation**

### **4.1 Introduction**

This chapter contains the explanation of the strategies selected for developing the pedagogical intervention. Task-based lessons are the base of the intervention through the use of pre-, while-, and post-activities. In this pedagogical intervention, five movies were adapted in short movie clips to provide the linguistic input required for the writing process. These movie clips were chosen according to students' interests and needs in order to support the development of the task-based lessons and motivate learners to gradually develop their critical thinking skills.

According to Richards, (2005) classroom activities should be a mirror of the real world. He argues that authentic materials provide information about the target language together with cultural trends contextualizing the learning process. Richards sustains those context-related materials "relate more closely to learners' needs and they support a more creative approach to teaching" (p. 20). In this sense, the use of movie clips not only integrates language to students' reality but it offers the opportunity of creating appealing and interesting activities to raise motivation levels and encourage language use.

### **4.2 Visions of language, learning, and curriculum**

#### **4.2.1 Vision of language**

For the purposes of the study, the development of grammatical competence is fundamental. Students were required to develop grammatical skills to accomplish certain linguistic goals and be able to express their ideas and feelings about movies critically. In agreement with Canale and Swain (1980), the communicative (or functional/notional) approach was organized

based on communicative functions (e.g. apologizing, describing, inviting, promising), which allowed the usage of particular grammatical forms necessary to express these functions appropriately.

Similarly, it was necessary to improve students' vocabulary usage. In this way, students could be equipped to convey meanings through complete sentences that helped them to produce accurate writing. Hence, language is used to establish communicative exchanges, to respond and participate in classroom activities and, when writing short texts to express their understanding, opinions and defend ideas.

#### **4.2.2. Vision of learning**

Learning is understood as a way to develop critical thinking skills. Students need to know how to interact meaningfully with others using a foreign language as a vehicle to establish communication. In this way, learning about critical thinking skills involves the ability to interact with the information that is received every day through the development of critical judgments.

It is suggested that the fosterage of students' critical thinking skills could benefit their learning by being aware of their own cognition. Students can efficiently reflect, react, and control their learning. According to Adams and Hamm (1996), "the ability to raise powerful questions about what has been read, viewed or heard is a dimension of thinking that can contribute to the process of constructing meaning" (p. 40). Hence, students were given the possibility to develop thinking skills when discussing, questioning, and arguing about the topics generated mainly by the movie clips. In this study, the activities planned for the intervention could guide learners to explore language self-sufficiently, when expressing their view to others, when sharing their drawings and writings and when reading their compositions. In this sense, language skills were

integrated to generate not only better outcomes in participants but to give English a functional usage.

#### **4.2.3. Vision of curriculum - Task-based approach**

The vision of curriculum of this research project is directly connected to the implementation of task-based activities, which are designed to foster the students' critical thinking through the development of their writing skills.

According to Willis (1998), "tasks are activities where the target language is used by the learner for a communicative purpose to achieve an outcome" (p. 23). Task-based activities help the students at all levels use language as a tool to carry out specific tasks. Willis (1998) also recommends six types of tasks, which stimulate critical thinking and are systematically organized from simple to complex. In this project, we took into account Willis' classification to design the activities:

- Creative: brainstorming, comparing, sharing personal experiences, fact-finding.
- Comparing: matching, finding similarities and/or differences.
- Sharing personal experiences: describing, explaining, giving opinions, narrating.
- Ordering and sorting: sequencing, ranking, categorizing, classifying.
- Problem solving: analyzing real or hypothetical events, reasoning, decision-making, giving advice.
- Listing: brainstorming, fact-finding.

In this way, the tasks proposed in this project give the students opportunities to work with different types of activities that include their real life events and motivate their learning process.



These tasks are also focused on three stages: pre-task, task cycle, and language focus. In the first stage, the teacher introduced the topic and the purpose of the task. In the second stage, the students developed the activities being monitored by the teacher. They planned and prepared a written report using the target language in order to achieve a real outcome. Finally, language focus allowed students a specific study of features that occur in the language used during the second stage. At the end, the scaffolding process through which participants explored and constructed language awareness when they completed the activities, allow them to revised their compositions and improved both their writing skills and critical thinking.

### **4.3 Instructional design**

#### **4.3.1 Lesson planning**

Researchers applied a set of lessons during 25 hours. Each lesson lasted 2 hours in average, delivered on three days every week. A lesson was a set of scaffolded activities to facilitate learners' understanding. Each lesson was planned to guide learners in the accomplishment of different tasks in order to enhance thinking and writing skills gradually. Materials such as movie clips, worksheets, and writing texts allowed students to progress step by step in the different levels of higher-order thinking skills. Each lesson plan included explicit reference to the task-based lesson approach. Furthermore, the lesson plan included the different stages and the pre-, while- and post-activities, framed upon a scaffolding scheme to foster writing development.

### 4.3.2 Implementation

Each set of two-hour lesson included: a warming up activity to draw participants` attention, a pre- watching activity to activate their background knowledge and while- watching and post- watching activities to verify their understanding and progress. Respectively, the stages are guided by a specific aim that complies with the levels of the high cognitive domain. Descriptions of activities are also provided.

Warming up: It starts with a ludic activity that introduces the vocabulary contained in the movie clip. For instance, some close and open ended questions and flash cards were to verify learners` comprehension and active prior knowledge. This stage is the first part of the pre- watching activity.

Pre-watching stage: Considering the task sequence that characterizes all task-based lessons, Willis (2008) suggests designing some mini tasks to start providing students with the exposure to the input. For that reason, in this stage of the lesson the trailer of the movie is shown, followed by a mini task that prepares students to receive the input. Third-grade students watched the trailers using subtitles as a source to support understanding. As per sixth and eleventh graders, they watched the movie without subtitles, and used listening strategies such as listening for the main idea, predicting and drawing inferences. After checking understanding through open and close questions the trailer was shown twice if necessary and students moved on to the productive stage in the activities proposed in the worksheet. Besides, students started the main writing piece from the worksheet.

While-watching stage: Willis (2008) explains that the target task is developed in this stage of the lesson. For this purpose, in this point, students received the vocabulary input that was necessary to start producing their writings. With the help of a vocabulary corpus, students

identified the vocabulary required to write the draft and to provide peer- feedback to their partners. In this while- watching stage, the writing process steps were developed through the use of the vocabulary recorded in the corpus (Appendix J). To exemplify, they had to describe their favorite character and/or respond questions about it to intervene in class debates. In addition to that, concordance was considered to organize and select the vocabulary used in the corpus construction to facilitate understanding and generate better written outcomes (O’Keeffe & McCarthy, 2010). Another example, recurrent verbs and adjectives which served to assist learners in the construction of descriptive texts. There was a corpus for each movie worksheet to provide students with a suitable model and elements for writing.

Post- watching stage: At the end of this stage, students carried out peer-feedback activities based on rubrics to improve and contribute to the individual and collaborative writing process. Later during the stage, students edited and rewrote their text taking into account the peer feedback and teacher assessment. In this stage, students revised and improved their compositions taking into account the suggestions provided together with the language knowledge acquired along the entire process. The final writings contained better constructed statements that unveiled students’ thought and feelings. Willis (2008) suggests some of the following post activities which can be used in this implementation to foster the writing development: “planning and giving a report of the task, reflecting & repeating the task with other partners, comparing recordings of task done by and noting useful words, phrases and patterns” (p. 6).

Moreover, during the pedagogical intervention, several artifacts and instruments were used in the three different students’ levels: surveys, artifacts, worksheets, and rubrics for peer feedback and self-assessment. The exploratory survey allowed the researchers to choose the movies and then design the corresponding worksheets. Additionally, the research team considered that science

fiction and animation movies could encourage learners` creativity and motivation, with comprehensible dialogues and vocabulary. As a result, third graders preferred *Shrek* and *Finding Nemo* Sixth graders chose *Back to the future* and *Big Hero 6* and eleventh graders chose *Avengers* and *Big Hero 6*. (Appendix C). Additionally, at the end of the while- stage, students worked with rubrics designed for each group of pupils. Rubrics facilitated the assessment of language and development of their critical thinking skills.

Finally, students could reflect on their writings taking into account the peer feedback and editing done in the last stage. (Appendixes N, O, P).Indeed, Participants` writings were guided through questions that aimed to enhance their reflective skills. Hence, the post stage of the intervention allowed learners to rewrite their texts and reach to conclusions.

#### **4.4 Conclusion**

The pedagogical intervention created a learning atmosphere in which learners could explore, experiment, and improve their writing abilities based on context-based topics. Such scenario generated effective language use and practical knowledge construction. Positively, the use of movie clips as an authentic material was seen as a source to support the development of thinking skills. Additionally, the way lessons are structured through pre-, while- and post- stages, allowed learners to monitor their progress constantly when editing and revising their compositions.

We hypothesize that the aforementioned aspects impact the improvement of lexis and cohesive writing skills, together with the fosterage of higher-order cognitive domain skills, these aspects will be further explained in the next chapter.

## **Chapter 5. Results and Data Analysis**

### **5.1 Introduction**

In this chapter the process of analyzing the data collected is described. This analysis was carried out using open, axial, and core coding procedures based on the Grounded theory approach to analyze qualitative research data. The analysis was based on a constant process where the information was reduced to look for patterns and findings regarding critical thinking skills stages, writing process development, and the improvement of motivation in students.

### **5.2 Data management procedures**

The synthesis of the data is focused on qualitative information collected from the students' productions. Under those circumstances, Burns (2002) recommended the use of two principal tools to examine the data. These are categorizing and analyzing practices through the process of inductive coding.

Simultaneously, the qualitative approach that guides the data analysis is based on the Grounded theory stated by Corbin and Strauss (2008). This method allows the research study to carry out three important aims. Firstly, through coding procedures, the emergence of categories and the comparison and contrast of the information is produced. Secondly, through the conceptualization of patterns and structures from the comparison of the data gathered, conclusions are reached and thirdly, the theory is built based on data triangulation to explain the phenomenon described.

In concordance with these three aims, data was classified and organized according to the indicators this process arose. Therefore, the analysis of qualitative information might evidence

relevant aspects about the possible development of critical thinking skills when student' writings are considered as a process. Ethical considerations regarding privacy, anonymity, and confidentiality are maintained (Cohen et al., 2007). Each artifact implemented in this intervention was accompanied by a rubric where participants peer-evaluated their writings. Additionally, to manage the emerging data, it was assembled in an MS Excel matrix that compiled each instrument used in order to have an organized way to classify and analyze the information (Appendix L). All data from participants were anonymously handled using specific codes (3.S1, 6.S1 and 11.S1). The first number represents the grade and the "S" last number identifies individual participants.

### **5.2.1 Validation**

Taking into consideration the principles of Grounded theory, the qualitative samples collected attempted to show observable consistency and reliable results supported by a methodological procedure to validate data (Strauss & Corbin, 1990). In this study, data was confirmed considering the interpretive validity which attempts to "catch the meaning, interpretation, terms, intentions that data have for the participants" (Cohen et al., 2007, p. 135). Validation was also supported by triangulation procedures that allowed examining data from different perspectives. In this sense, the triangulation method contrasted various sources of information to increase the level of confidence of this study (Cohen et al., 2007).

The Wilcoxon signed rank test was used for the analysis of data collected. This test is a non-parametric statistical method used to compare the distribution of independent but related paired observations from the same participants (Corder & Foreman, 2009). To ensure that this method gave a valid result for this study three assumptions were followed. Given that there were two phases during the pedagogical intervention, data concerning students' performance was

classified into categories. Then, a statistical analysis was run and information was merged. By means of SPSS Statistics 19 software, all critical thinking skills and lexis development variables were effectively transferred from the qualitative data analysis to the quantitative phase.

### **5.2.2 Data analysis methodology**

To conduct the data analysis methodology two phases were determined, supported by quantitative and qualitative methods to examine data. As claimed by Creswell (2008), mixed methods contribute to the development of an effective triangulation process, as these methods expand the understanding of the phenomena, moving from an exploration phase to an explanatory one.

#### ***5.2.2.1 Open coding***

In order to start analyzing raw data, color coding allowed us to look for patterns and even repeated information that pointed out particular pieces of data. Consequently, colors stranded out from the qualitative analysis of students' written productions taken from the workshops, rubrics, and questionnaires in this stage of the research study. Samples collected were organized taking into consideration the initial categories mentioned above. Equally, learners written samples were classified to examine the levels of critical thinking. Therefore, preliminary findings revealed students' ability to identify, describe, and organize information when writing.

The first concepts that emerged are presented in Table 1:

**Table 1.**

Initial codes after the open coding procedure.

<p>How might the use of movie clips and task-base descriptive writing in EFL classes contribute to the development of critical thinking and written production in multi-level students?</p>	<p>Writing process. (Corpus)</p> <ul style="list-style-type: none"> <li>• Linking words</li> <li>• Vocabulary (adjectives, verbs, nouns, articles).</li> </ul> <p>Critical thinking levels</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> <p>Motivation</p> <ul style="list-style-type: none"> <li>• Self- directed learning</li> <li>• Intrinsic motivation</li> <li>• Extrinsic motivation</li> <li>• Self-awareness</li> <li>• Self-monitoring</li> </ul>
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We established these as units of analysis, which indicate the phenomena that were discovered in the pedagogical intervention.

#### ***5.2.2.2 Axial coding***

In the first phase, students' writing outcomes were classified and analyzed to establish the axial coding process. The instrument that was used to assess student' writing process was a rubric in which lexical development and critical thinking skills were examined regarding levels of performance and complexity. Through this process, data was examined making use of quantitative means through the assessment of students' texts in numerical scales to be able to use the Wilcoxon signed rank test. Data was analyzed through the use of a rubric (Appendix J) where all the



students' writings were categorized according to the target critical thinking skills and lexis development features. In order to evaluate the students' performance, the statistician of this study suggested a specific percentage of the skills according to the level of complexity: knowledge 25%, comprehension 35%, application 40% and analysis 45%. In the same vain, each skill contained an analysis of lexical items such as verbs, linking words, adjectives, prepositions, and articles where students demonstrated the use of these categories into their writings. The test was run with 99% confidence in the software displaying positive results when evaluating the instruments of third, sixth, and eleventh graders implemented in the study.

Moreover, color coding allowed the discovery of preliminary units of analysis. After completing this phase, a subsequent analysis was made following the same mixed methods of data analysis. At the end, data of the two phases were compared in order to unveil information that responded the main inquiry of the study.

### ***5.2.2.3 Selective coding in the description of categories***

As the primary focus of this research study was to examine learners' written development fostered through the use of movie clips, writing as a process was analyzed through two subcategories in order to identify the core category: the first one was related to the lexicon development in written students' productions and the second one showed the higher-order thinking skills variations students presented when developing three main critical thinking skills levels, comprehension, knowledge and analysis.

The subcategories resulted from the preliminary analysis of data were organized on the basis of how task-based lessons affect critical thinking skills through the writing process, as illustrated in the Figure 5.

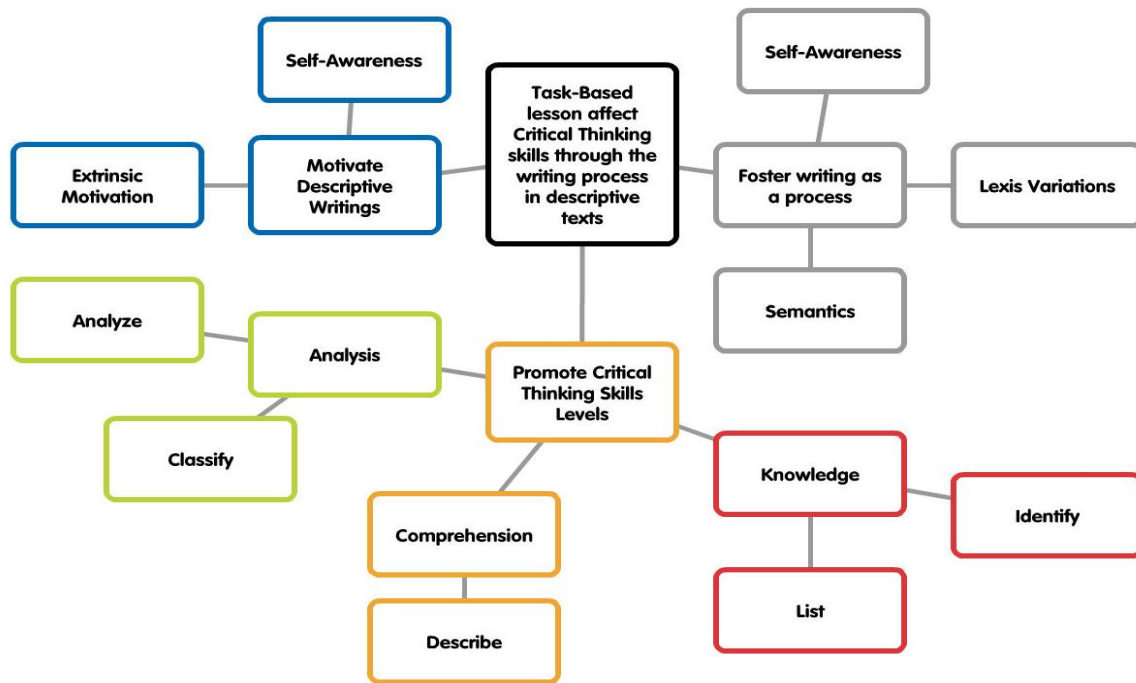


Figure 5: Preliminary categories and subcategories after the axial coding procedure.

## 5.3 Categories

### 5.3.1 Introduction

Three methodical procedures were followed to identify and decide on the main categories, subcategories and the final core category in this study (Corbin & Strauss, 2007). The analysis of data is based on a constant process where the information was reduced to look for patterns and findings of critical thinking skills and writing development in students. In this regard, the synthesis of the data is focused on qualitative information gathered from the students' productions.

These are categorized and analyzed through the process of inductive coding based on preliminary units of analysis and categories (Corbin, 1990).

This inductive coding was led by the use of Grounded theory because it gave us the possibility to work in a collaborative analysis considering that this population comes from three different groups of students with different levels. Grounded theory supports the analysis of diverse groups' data sets and increased the reliability of the theory built. Data was compared and contrasted taking into account conceptual similarities and differences.

#### **5.3.1.1 Category mapping**

After analyzing and reducing the data through the color coding process, the axial and selective coding stages led to the final categories identify and integrate the response into this research study. As observed in figure 6, the inductive coding determined the identification of the main category colored in green and the four subcategories that represent the reduction of data in the axial coding procedure.

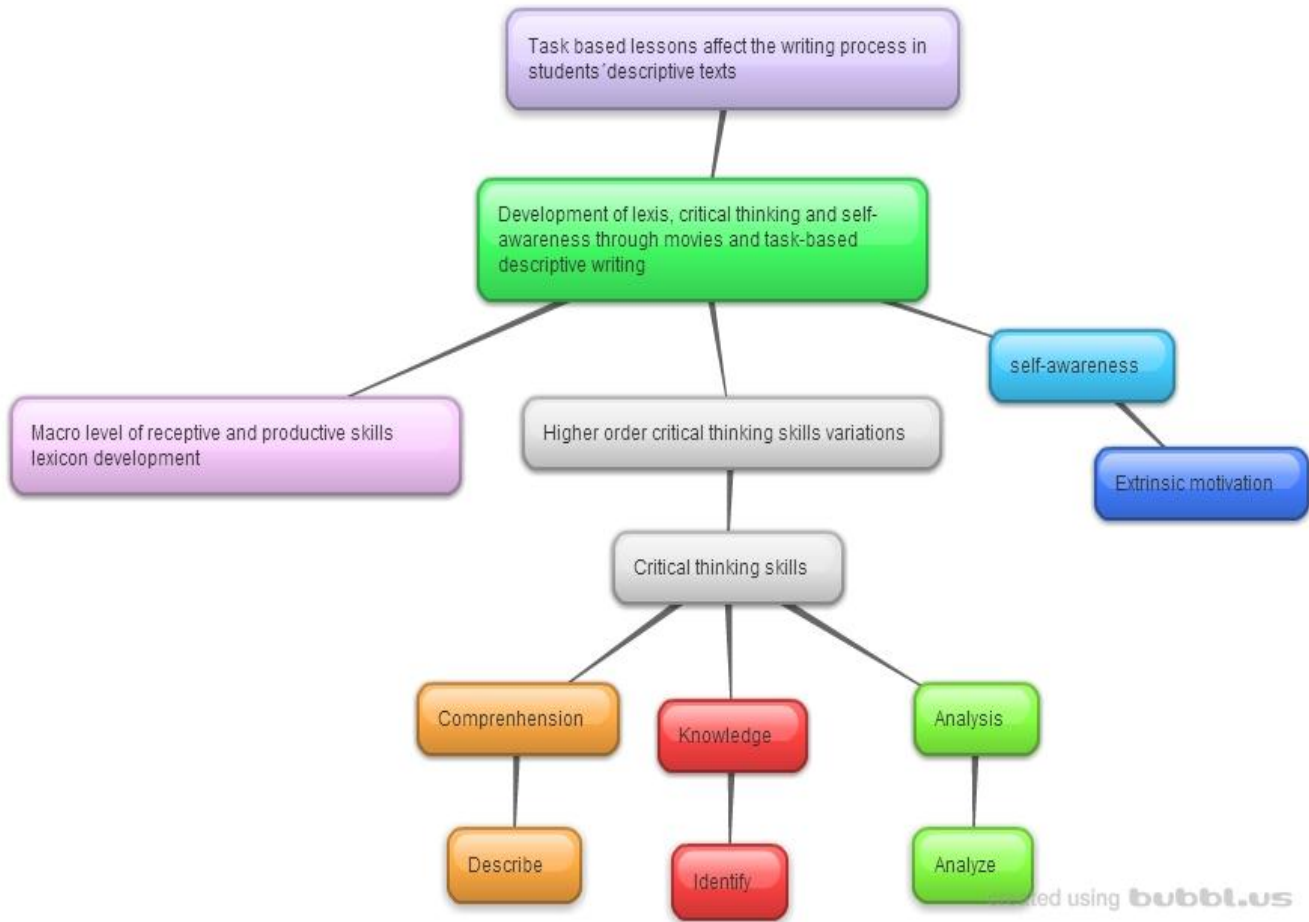


Figure 6: Final categories and subcategories after the selective coding procedure.

The categories and the relations with the core category will be explained in the following section.

### 5.3.1.2. Identification of core category

After considering patterns in data about students' lexical attainment, aspects regarding to motivation and critical thinking skills levels emerged. These trends became sub-categories that were closely related to the writing development identified through the grounded analysis.

The core category emerged from the patterns related to the writing process followed in the task-based lessons. These exposed the way students' text started developing descriptive characteristics.

The core category was named as development of lexis, critical thinking and self-awareness through movies, and task-based descriptive writing. The emerging sub-categories were macro level of receptive and productive lexicon development, higher-order critical thinking skills variations, and self-awareness. These categories served as the bridge to answer the research question of this study.

Task-based lessons were an effective approach to lead students' writing as a process. Writing progression was demonstrated through the macro level of receptive and productive lexicon development which according to Nation (2008) is part of the sub-processes and sub-skills developed through writing training. Its principal objective is to help students to improve writing productions. Additionally, as initially posed by Zheng (2012), the development of writing happens when students move from receptive to productive writing. This process was determined by the lexicon developed and the increase of the amount of words students used to construct their formal writings. In this sense, these were focused on descriptions, identifications, understanding, and analysis as a part of the semantic development based on the use of higher-order critical thinking skills.

### **5.3.2 Analysis of categories**

### ***5.3.2.1 Description of categories***

As the primary focus of this research study was to examine learners' written development fostered through the use of movie clips, writing as a process was analyzed through two subcategories: the first one was related to the lexicon development in written students' productions and the second one showed the higher order thinking skills variations students presented when developing three main critical thinking skills levels, comprehension, knowledge, and analysis. On the other hand, motivation to write was evidenced in students' responses where self-awareness and extrinsic motivation evolved as important factors along the writing process.

#### ***5.3.2.1.1 The macro level of receptive and productive lexicon development.***

According to Barnett (1989), writing as a process is understood as the way students express their thoughts, also used as a means of communication. Besides, it assists the development of mental processes since, while drafting, editing and rewriting, cognitive activity occurs. Henceforth, the implementation of writing about movie clips sought to foster writing as a process instead of writing as a product.

Data analysis revealed that the lexical development was the first sub-category found. We consider that the use of an annotated corpus (McEney, 2001) was beneficial in the three student groups in order to analyze their written productions. The lexical corpus was built based on sampling and representativeness criteria (Sinclair, 2004) (Appendix J). Furthermore, it showed the learners' written development in terms of sentence building, paragraph constructions, and lexicon progress mediated by vocabulary modeling.

After the implementation of corpus linguistic in the pre-, while-, and post-activities of the lessons, students increased the scope of the vocabulary and its corresponding development of sentences and paragraph enlargement.

In the first cycle of the implementation, learners wrote short sentences and implemented peer- building strategies to form a list of possible vocabulary they could use to start composing their ideas in written way. These sentences were short in the average of 10 to 15 word-length and with limited use of adjectives or verbs. Besides, the intervention aimed to generate thinking skills and evaluate the written outcomes depending on the language level. As it is shown in the Tables 2, 3 and 4 from left to right, the corpus analysis about students' draft compositions evidenced the used of different kind of word units and its corresponding quantity

**Table 2**

Corpus analysis first cycle 3<sup>th</sup> grade. Movie: Shrek

Group from 3s.1 to 3.s.16	Verbs	Linking Words	Prepositions	Articles	Adjectives	Number of Words
Draft	2	0	10	2	11	15

**Table 3**

Corpus analysis first cycle 6<sup>th</sup> grade - Draft 1. Movie: Back to the Future 1.

Group from 6s.1 to 6.s.18	Verbs	Linking Words	Prepositions	Articles	Adjectives	Possessive Adjectives	Number of words
Drafts 1-2	3	1	2	1	1	1	10

**Table 4**Corpus analysis first cycle 11<sup>th</sup> grade. Movie: Avengers

Group from 11.s.1 to 11.s.20	Verbs	Linking Words	Prepositions	Articles	Adjectives	Number of Words
Draft	3	2	4	2	2	10

As observed in the tables above, when the first fragment was examined during the first cycle of the pedagogical intervention, the results showed that students displayed limited use of vocabulary in the three levels.

The samples below (Samples 1, 2 and 3) were spontaneous writings which expressed students' general inferences about the movie trailer they watched in the pre- watching stage of the lesson. As noted, students used some sequence sentences and verbs presented in the corpus built and given in the input part of the lesson.

The dragon is dangerous and big, it is strong and fast.

*Sample 1. 3. S 3. First cycle writing-draft 1. Movie: Shrek*

Yes, it is possible because the technology now. I am curious.

*Sample 2. 6. S 2. First cycle writing-draft 1. Movie: Back to the future*

The movie is about group the avengers fight for protect the world of invasion the aliens

*Sample 3. 11. S 1. First cycle writing-draft 1. Movie: Avengers*

It is important to remain that the first cycle was accompanied by the corpus construction and writing technics that guided students to the writing process. Then, in the second cycle students



were able to put into practice the corpus enrichment through the development of peer -feedback and re-writing activities.

Consequently, at this stage, an analysis of the corpus role and usage looked for qualitative and quantitative data that showed the possible increase in the scope of the vocabulary in first place. Regarding qualitative characteristics, the exploration of the data determined the use of the word units generated from the corpus. These were built in a collective work in the classroom because all students contributed to complete the corpus using their previous knowledge and the vocabulary learnt in the writing process. Furthermore, linking words, prepositions, articles and adjectives supported students' critical thinking skills because these provided a wide range of possibilities to write complete paragraphs in function of describing, explaining, exemplifying and analyzing their ideas in a coherent way.

In second place, quantitative analysis of the use of the corpus as a writing support allowed data to evidence the enhancement of the vocabulary in the corresponding cycles.

The analysis (measures) of these samples indicates that the lexical richness is determined by the use of a variety of vocabulary. According to Nation (2007), measures help to figure out the state of vocabulary knowledge of a learner and its progress. Identically, the analysis of the data gathered through a corpus, indicates the skills students started developing about vocabulary knowledge and word unit usage.

It is relevant to consider that *word unit recognition* was a main strategy learners used to develop thinking in a foreign language. According to Cameron (2001), the recognition of word

unit and word frequency encourages students to start producing a set of words in the new language.

In the second writing, students' samples evidenced an increase in the usage of adjectives, verbs, and linking words. Besides those vocabulary elements, the majority of the writers were able to express their point of view. In this way, as stated by Murray (2012), an effective paragraph structure requires the use of a sequence of arguments developed logically in accordance with the thinking process. Certainly, in students' productions these logical steps were determined through the use of the corpus and the peer- assessment they did in the lesson. Tables 5, 6 and 7 from left to right showed the quantitative and qualitative elements which were analyzed in the corpus usage from the two cycles in the three different levels.

**Table 5**

General results corpus analysis first cycle 3<sup>th</sup> grade. Movie: Shrek

Group from 3 s.1 to 3 s. 16	Verbs	Linking words	Prepositions	Articles	Adjectives	Number of words
First version	2	1	0	2	11	15
Final version	12	5	2	2	9	30

**Table 6**

General results corpus analysis first cycle 6<sup>th</sup> grade. Movie: Back to the Future

Group from 6 s.1 to 6 s. 16	Verbs	Linking words	Prepositions	Articles	Adjectives	possessive adjectives	Number of words
Draft	3	1	2	1	1	15	15
Final version	9	5	6	4	19	35	47

**Table 7**General results Corpus analysis first cycle 11<sup>th</sup> grade. Movie: Avengers

Group from 11 s.1 to 11 s. 20	Verbs	Linking words	Prepositions	Articles	Adjectives	Number of words
Draft	3	2	4	3	2	15
Final version	12	9	6	5	20	52

Therefore, Henriksen (1999) analyses three dimensions that determine how the lexicon development can be examined. “1) The partial precise knowledge dimension, 2) the depth of knowledge dimension, and 3) the receptive-productive dimension” (p. 24). In the analysis of the students’ written development, it is possible to examine the receptive- productive dimension according to the vocabulary size. Webb (2009) defines the knowledge of receptive vocabulary as the ability to recognize the form and definition of a word to look for some other words as synonymous. In addition, at this phase of the students’ writing process, it is observed progress in terms of productive abilities in writing. These allows learners to use the word meaning of linking words, sequence sentences and prepositions to write complete ideas in a comprehensive paragraph. The following samples illustrate the way students started following a logical development of their writings by planning, editing, doing peer feedback, and rewriting their paragraphs. The logical development was provided by the task-based lessons through the use of receptive vocabulary established in the corpus.

Shrek is about friendship , shrek is about loving and solidarity , shrek is about amability, responsibility and generosity that princess fiona ... and shrek and donkey, is about tolerance ... is about loyalty.

*Sample 4. 3. S 5. First cycle writing-final. Movie: Shrek*

Yes, because if anticipate the future or the past we could improve some things they passed or may pass.

*Sample 5. 6. S 1. First cycle writing-final. Movie: Back to the Future*

My father is my ordinary hero because he works as a police officer. First, he is very special for me because he works every day and protect people that he doesn't know. Finally, He is my best hero and is a model because I want to study for be a police too.

*Sample 6. 11. S 18. First cycle writing-final. Movie: Avengers*

The individual analysis of each student evidences lexicon development from a receptive process in which the use of a corpus and peer-feedback guided students to increase their use of vocabulary. Then as observed in Table 8, students started developing a productive process when they wrote their final paragraph including more vocabulary and focusing on meaning-making.

**Table 8**  
Individual analysis first cycle 11.s18. Movie: Avengers

Individual # of words	First Writing	Second Writing	Draft	Final
11.s18	9	12	34	49

It is worth to mention that third graders followed the writing process of prewriting, editing and rewriting in a different way than the sixth and eleventh graders regarding their English learning level. Indeed, they were scaffolded by the teacher in the writing assessment through general discussions, feedback, and classroom interaction. In addition to that, the rubric managed to peer-assess was explained and used by the tutor to examine students' written productions.

In the second cycle, students' written production was characterized by the presentation of macro level of vocabulary knowledge. This was done by analyzing the entire group of words written, as well as the different uses the students used to construct a detailed paragraph. In the second movie, participants improved their productions in both length and quality. In the sample below, data revealed that the student has reached a better level of improvement in his writing process and displayed a more appropriate organization of the statements to communicate the writer's ideas. In general terms, the participant employed sequence words (coded in red) to make the transitions when retelling the story. Indeed, the use of the sequence was spontaneous and accurate in the construction of the final statement. Lastly, the student made use of the verbs given in the corpus and employed the target conjunctions to express consequence.

First, Coral is dead *Marlin is sad because Coral is dead*. Next ,capture a Nemo ,Marlin go to find Nemo and Marlin is Make plan with Dory the accompany a marlin to find Nemo, after that is meet wiht the sharks and after is meet with the turtles and the sharks is not eat and is return friends. Finally, is encounter a nemo one day, next day Nemo go to school DE

*Sample7. 3. S.4. Second cycle writing-final. Movie finding Nemo*

Moreover, the use of rubrics for peer- feedback demonstrated their effectiveness to assist students in being aware of the vocabulary elements they included (or not) in their writings. Moreover, rubrics allowed them to improve their writings as a mechanism for editing and evaluating their receptive writing process (Appendices G, H and I).

In the following table, the number of words used by the students in the pre-, while-, and post-writing of a paragraph are displayed taking into consideration the arrows as a reference to evidence the level of word usage and the kinds of word unit students wrote.

**Table 9**  
Corpus analysis cycle2 11<sup>th</sup> grade

Group general	Sequence statements:	Verb	Modals	Linking words	Prepositions	Articles	Adjectives	Nouns	Number of words
1st writing	↓ 0	→ 19				↓ 10	↓ 4	→ 19	↓ 8
Draft	→ 15	→ 20			↓ 4	↓ 10	→ 12		↑ 31
	sequence statement	Verbs	Modals	Sequence and consequences	Adjectives			Point of view	Number of words
Final	→ 12	→ 20	→ 19	→ 20	→ 13			→ 19	→ 39

Students remained in the controlled productive state of the receptive dimension because they made use of the corpus given to enrich their learning process, acquiring new vocabulary and peer correcting their writings. In this sense, the corpus provided students with a model of reference that guided the writing strategies developed through the lessons. In this strategy, students' outcomes followed a process in which the receptive writing evolved into the productive one. The sample below shows how the lexicon development improved regarding the use of writing strategies in the pre-, while-, and post -writing activities. This finding is closely related to Zheng's (2012) analysis of the uses of degrees of receptive mode dimension to the productive one. He states the importance of how the receptive vocabulary can be active and become into productive vocabulary.

My robot must explain me mathematics, my robot must be teacher of mathematics. my robot must do the homework for me and the robot can understand my real teacher. my robot must not pay attention to the distractions in class and must not talk by phone in class.

Sample 8. 11. S.6 Second cycle writing -draft. Movie: Big Hero 6.

I think, my robot must explain me mathematics because i have problems. For that reason my robot must be teacher of mathematics. Besides, my robot must do the homework for me and the robot can understand my real teacher. Finally, my robot must not pay attention to the distractions in class and must not talk by phone in class. He should pay attention for me.

Sample 9. 11. S.6 Second cycle writing -final. Movie: Big Hero 6.

For example, in the second cycle of the implementation, students worked on the movie “Big Hero 6”. In the first part, students improved their writings by means of the use of a variety of verbs, linking words, prepositions, articles, and adjectives. Some of the students included in their ideas possessive adjectives and demonstrative pronouns. In the first draft, the average of words is from 13 to 15, in the second draft, from 12 to 14, and in the final part they wrote from 14 to 16.

**Table 10**

Corpus analysis second cycle 6<sup>th</sup> grade-draft 1-2 and final.

Group from 6s.1 to 6.s.18	Verbs	Linking Words	Prepositions	Articles	Adjectives	Possessive Adjectives	Demonstrative Pronouns/Adverbs	Number of Words
Draft 1	4	1	1	1	3	1	1	15
Draft 2	4	1	2	1	2	1		12
Final 1-2	5	1	2	1	2	1		13

At the end of the implementation, students wrote about a robot and described some of his/her characteristics. Clearly, students demonstrated improvement in terms of construction of the sentences and the use of the target lexical elements. They clearly followed the stages required for effective writing: planning, revising and editing, giving peer-feedback. In the lesson, there were activities where students practiced on the structure of a paragraph and the corresponding input to be included in their writings. Additionally, in this stage, students included vocabulary that was suggested by them, which was registered in the corpus. This suggested that they put in action the prior knowledge students had about the movie and were able to transfer information effectively

from the first movie clips. Along this process, students improved the use of the vocabulary to express their ideas in a complete paragraph rather than in simple sentences.

Correspondingly, in third grade, students had to describe their favorite character in the two cycles of intervention. Two corpora were organized and provided (see appendix J) to encourage writing process in students. The excerpt below displays a more structured fragment. On it, the participant used three different verbs, two adjectives and the conjunction *because* to explain his point of view regarding his favorite character. The learner could not only identify but also classify the vocabulary studied to use it into the written text. In addition to that, this fostered the increase of vocabulary usage as it can be observed in the sample below.

Dory because she is good and accompain to martin in the adventure to find Nemo, she is generous  
*Sample 10. 3. S 7. First cycle writing-draft. Movie: Finding Nemo*

**Table 11.**  
 Corpus Analysis First Cycle 3<sup>th</sup> grade.-Final. Movie: Shrek

Group from 3.s.1 to 3.s.16	verbs	linking words	prepositions	articles	adjectives	number of words
First version	2	1	0	2	11	12 to 34
Final version	25	5	2	2	19	31 to 54

**5.3.2.1.2 Development of higher-order critical thinking skills.**

The use of movie clips as one of the sources that facilitated writing gave learners the opportunity to develop comprehension, knowledge, and analysis skills based on the topics



presented in the clips. These processes are related to Anderson and Krathwohl's (2001) taxonomy approach to higher-order thinking as transfer factual knowledge. The authors explain how meaningful learning is showed by the process of transfer information through analysis, comprehension, and knowledge. This approach is closer related to Bloom's taxonomy where these processes are stated as the cognitive domain.

For the purpose of analyzing how critical thinking skills affect students' writing, the analysis technics were based on the statistics analysis done using the Wilcoxon test and qualitative results examined through the use of the assessment rubric, the word unit usages to imply meaning and the students' performance interactions in the peer assessment experienced when writing is considered as a process.

#### **5.3.2.1.2.1 Comprehension**

In the data analysis of students' writings, the color coding technique was used to determine the levels of critical thinking skills that were developed. The yellow color evidenced the comprehension level where they demonstrated understanding of facts describing, comparing, contrasting, interpreting, and stating main ideas using short statements.

Initial stages of the critical thinking process were revealed in students' written productions. Movies were a useful task to generate writing in students and activate prior knowledge. For example, in third grade, for the last activity prepared for the movie *Shrek*, students had to write about the core message of the film (see sample 21). Finally, the statement "and I like for Shrek is Kindness for donkey" reveals a certain level of comprehension when the learner activates prior

knowledge and uses the word like to express his feelings and ideas instinctively based on prior experiences and the use of context-related information.

Shrek is about...Kidness...shrek and donkey is friends and shrek is generosity for donkey and princess Fiona, and the dragon love the donkey and I like for shrek and Fiona get married.

*Sample 17.* 3. S 5. First cycle writing-draft. Movie: Shrek

Additionally, in the above sample, the comprehension level emerged. It shows how students were able to identify and reflect upon the values presented in the movie, which reveals thinking skills involved in the construction of the paragraph. According to Benk (2009), the use of movies provokes potential outcomes in the students, and in this particular case, results coincide in so that they “foster creativity, deeper learning and provide an opportunity for freedom of expression” (p. 2). The excerpts below also display how learners conceive and express the idea of what a superhero represents. Students transferred the information they comprehended from the movie clips to write about the general topic of the movie and it was proved that movie clips were appealing for their likes and interest.

what my superhero does is: try that nothing bad happens to anyone.

*Sample 18.* 6. S 5. Second cycle writing-draft 1-2. Movie: Big Hero 6

the movie is about of a group of mens that use the power for save the city of a invasion aliens caused for the brother of Thor

*Sample 19.* 11. S8. First cycle writing-draft. Movie: Avengers.

### 5.3.2.1.2.1.1 Description

Data revealed that description was the main source in the comprehension level that students use the most when improving their writings. Through it, characteristics and properties were used as a proper way to structure their texts. An important fact of comprehension (renamed as understanding by Anderson and Krathwohl, 2001) is the students' capacity to process and construct meanings through functions as describing to exemplify, classify, summarize or explain. Through descriptions and other strategies such as intensive listening and skimming strategies, students could transfer the information presented in the movie clips to understand the situations and complete the fragments appropriately.

I like Dory because she is small and funny , I don't like Darla because she is bad and dangerous

*Sample 20. 3.S 6.Second cycle writing-draft. Movie: Finding Nemo*

As presented in the Sample 20, the student exemplified and explained the character's features to describe his or her favorite character. In addition to that, the text in this sample was analyzed through the assessment rubric (see appendix J) in which the descriptors related to descriptions were higher than the others.

Additionally, in sixth grade, participants were able to describe robots and used listing and parallelism as pre-writing strategies. They also used possessives and adjectives to construct adequate statements to express their inventions.

-My robot is low. -My robot is not fat. -My robot is black and white. -My robot has big hands. -My robot has small feet. -My robot is of battery. - My robot has tv.

*Sample 21.6.S11 Second cycle- final. Movie: Big Hero 6*

In the case of eleventh graders, descriptions evolved from the simple sentences constructions with noun, verb, and adjective to complete descriptions which exemplify, explain, and summarize their point of view in a complete paragraph as show Sample 22.

We think our robot is smart, it is tall and blue. Besides, it likes going to dance, reading, drawing and playing soccer. After that we conclude our robot functions are: he should be intelligent and clean, good looking and he must study and finally, he must be inventor.

*Sample 22. 11. S 3. Second cycle writing-draft. Movie: Big Hero 6*

Hence, in the three levels, students developed their descriptive skill by using several lexical units to describe a person or an object as seen in the quantitative analysis of lexical development. Moreover, descriptions were different and evidenced students' creativity and comprehension from different points of view. For instance, third graders exemplified their characters using concrete adjectives which were superficially mentioned in the movie clips. Nevertheless, sixth and eleventh graders used more abstract attributes to describe or exemplify their point of view about the characters. Results from the Wilcoxon test validate this finding given that the development of critical thinking skills happened progressively in accordance with the different stages of thinking development proposed in the literature. For the same sample regarding comprehension, the instruments demonstrated effectiveness with a value of 0.01 in the upper limits of the lateral asymptotes with 99% reliability where most of the differences are positive when comparing the two cycles of intervention.

#### **5.3.2.1.2.2 Knowledge**

As stated by Judge, Eales-Reynolds, et al. (2009) critical thinking is the skill that allows students to reflect on their own thinking to help them to identify strengths and difficulties to

rethink to improve knowledge. In this way, knowledge was presented in students' writing as the main tool used to express their understanding of the movie clips. In the sample below, the learner was able to define, identify, and match adjectives to construct a descriptive paragraph to write about his/her favorite character.

Gingy , it is intelligent, gingy has sweet in the body , it is cookie, it is weak , it is delicious, the color is brown , it is small.

*Sample 23. 3. S9.First cycle writing-draft. Movie: Shrek*

Sixth graders also showed that previously learned material was used by remembering facts, terms, basic concepts, and answers (Bloom, 1956). They demonstrated the first level of critical thinking (Level 1 Knowledge) when they defined, identified, matched, named, recalled, stated, and re-told features and facts associated with the context in which writing was facilitated. The following sample shows that the student was matching and comparing the idea of “dreaming” as a way to travel through time to attend a special historical event: “El Bogotazo”.

Do you think it is possible to travel along the time? If possible, where would you like to travel and why? Is the past a 1948 9 april a Bogota Colombia.

*Sample 24. 6. S9.First cycle writing-draft. Movie: Back to the Future*

Moreover, in the analysis of the text through the assessment rubric evidenced the higher quantity in the descriptor related to knowledge.

In the case of eleventh graders, knowledge and identification were related to the development of meaning in their paragraph construction process. Through the identification of primary and secondary ideas, students knew relevant aspects expressed in the movie clips.

The movie is about the superheroes, they fight with the brother of Thor because Loky brings monsters of other planets but finally the avenger saved the world.

Sample 25. 11. S17. First cycle writing- draft. Movie: Avengers

Additionally, the peer- assessment process and the use of rubrics allowed students to identify potential difficulties they and their partners had in their texts. In this part of the process, learners used the input received to identify relevant criteria to improve their writings. As suggested by Andrade (2000), students used the rubric descriptors to identify what aspects they needed to improve in their texts and responded well to the interaction and feedback generated with one another.

Critical Thinking Knowledge	It is difficult for me to generate ideas for writing. 8.S	I identify and describe key figures, places, or events in a particular context. 6.S	I recognize or locate basic facts, ideas and concepts.	I generate ideas, describe events, and reorganize concepts.
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Sample 30. Second cycle. Rubric 1. Movies: Back to the future - Big Hero 6.

Accordingly to the statistical analysis, in the case of knowledge, when comparing the two cycles of pedagogical intervention, with a sample of 15 subjects from third grade, 19 from sixth and 19 from eleventh grade, knowledge development displayed a significant difference for positive ranks demonstrating efficiency with 99% reliability between the first and second cycle of intervention. This is supported by a value of 0.005 in the upper limits of the lateral asymptotes. These demonstrate the stability of the data.

### 5.3.2.1.2.3 Analysis

Analysis as a subcategory, arises when students communicate their thoughts, breaking into parts the ideas to organize attributes and illustrate them by creating their point of view. In this view, third graders were able to produce texts with an admissible amount of words and suitable word order patterns (Richards, 1983). Students also connected their personal experiences and build meaningful statements that conveyed meaning effectively as presented in the following samples:

The message of the movie is, I think is accepting the differences of others because Marlin accepting differences of Dory

*Sample 26.* 3. S.6. Second cycle writing-final .Movie: Finding Nemo

I like return the time since my father shoot himself in the head for help he and stop for that he and star for that he didn't do it.

*Sample 27.* 6. S.11. First cycle writing-draft. Movie: Back to the Future.

As well as that, eleventh graders, during the analysis phase accompanied by the peer assessment rubric, they associated their real life and context with the topics of the movie. Indeed, this analysis allowed students to produce complete paragraphs where they expressed their point of view upon a topic of interest. In the second writing cycle, learners presented descriptions with similar structure and ideas. However on them, the analysis' productions were diverse and offered a myriad of judgments generated along the process.

An ordinary hero is a person who serves the people. For that reason, all the people who serves the people are ordinary heroes. Professions as: doctor, fire fighter, police, militar, teacher are ordinary heroes because they serve to the improve other's lives.

*Sample 28.* 11. S.12. First cycle writing-final. Movie: Big Hero 6.

Because when you learn by means of didactics media such as movies, our brain can store data in a better way, we are more concentrated when something draws our attention.

*Sample29. 6. S.6 Final questionnaire. Question 1.*

In regards to the statistical analysis, when comparing the corresponding data cycles in regards to the analysis skill, most of ranks were positive demonstrating an effectiveness with a value of 0.04 in the in the upper limits of the lateral asymptote. Despite this value growth in regards to the last comparisons, this does not affect the reliability of 99% of the instrument.

As a support to evaluate the students' process, statistical analysis was run displaying the totality of the results in the three levels. All in all, after contrasting data collected during both cycles of intervention, positive ranks were superior in most participants, with a value that moves from 0.01 to 0.344 with 99% efficacy of the instruments employed to assess students' compositions. In the comparison of totals according to the weighing established for critical thinking skills (knowledge, comprehension, application and analysis) the effectiveness of the instrument with a final value of 0.01 in the upper limits of the bilateral asymptotes and 99% reliability with a majority of positive ranks (14 positives -5 negatives) . The graphic of the first cycle displays that most participants are over the 50<sup>th</sup> percentile with a median of 2.3 in third grade and 2.07 in eleventh grade. The percentile represents the descriptors of the rubric (Appendix J) used to assess participants considering their performance levels: low, basic, high, and superior. In the second cycle, the median increased to 2.9 in third grade and 3.48 in eleventh grade, revealing a significant improvement with an increased regularity in the distribution of data which illustrates a general progress in the development of thinking skills, particularly in the skill with higher weighing (analysis).



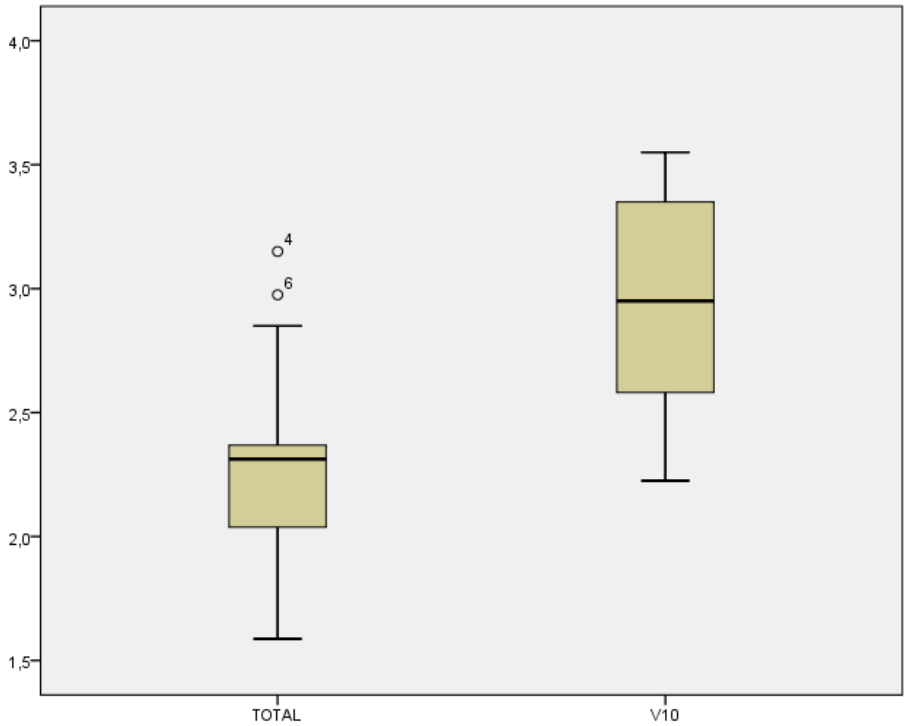


Figure 7. Third grade – Wilcoxon signed rank test total statistical results

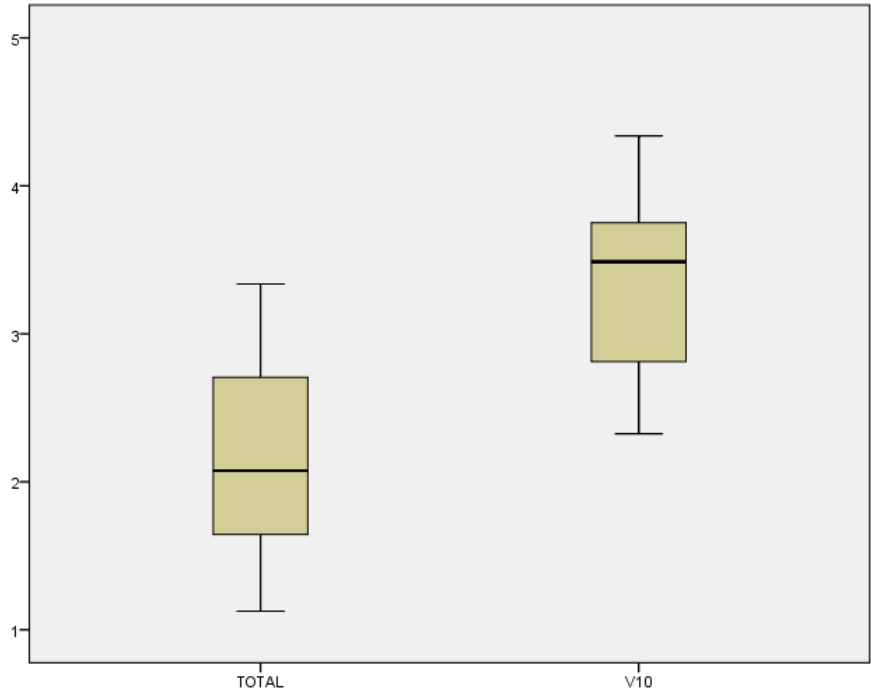


Figure 8. Eleventh grade – Wilcoxon signed rank test total statistical results

In contrast, in sixth grade, when comparing the results and in accordance with the weighing of the four thinking skills, a significant quantity of negative ranks was found with a value of 0.344 which evidenced that data collection instruments need to be reformulated to evaluate the participants' progress appropriately. The graphic illustrates that in the first cycle, most of the students show a result below the 50<sup>th</sup> percentile with a low distribution of data and an upper limit with a median of 1.9. This value indicates that differences among students' results were reduced but their progress in thinking skills was not evidenced. Therefore, the instrument needs to be revised in terms of weighing, emphasizing on the application skill. The test revealed that the instrument requires adjustments since the results obtained were similar, being superior the positive ranks only for one unit. This is supported by a value of 0.570 in the upper limits of the bilateral asymptotes. In the same vein, when comparing the totality of the results and in accordance with the weighing of the four thinking skills, a significant quantity of negative ranks was found with a value of 0,344 which evidenced that instruments need to be reformulated to evaluate to participants' progress appropriately. This analysis suggested that the language level of the instrument was estimated to be above the level corresponding to their real skills.

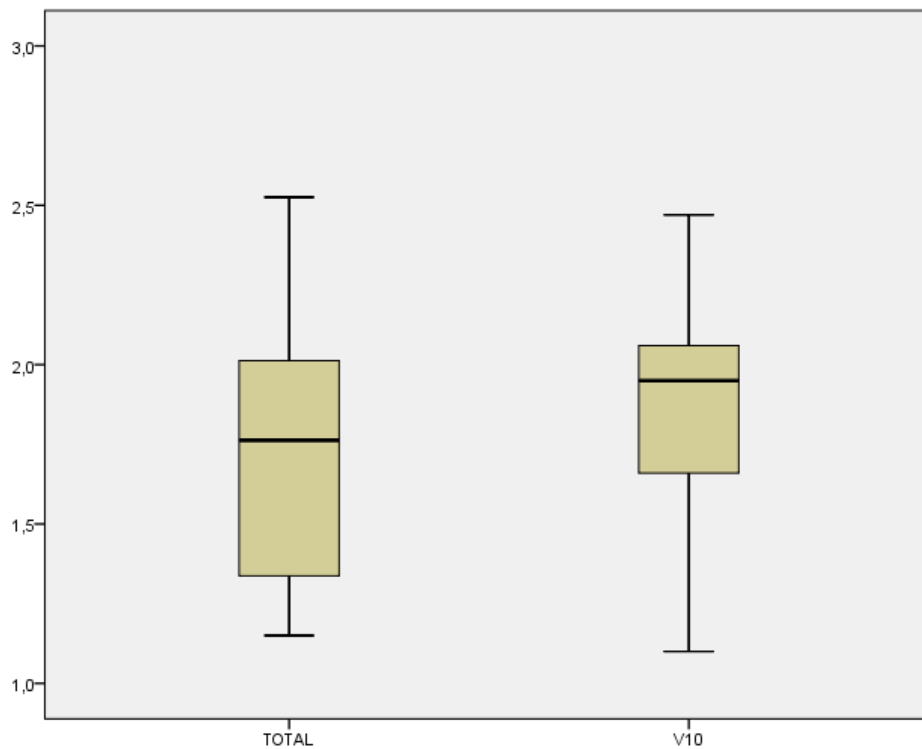


Figure 9. Sixth grade – Wilcoxon signed rank test total statistical results.

### 5.3.2.1.3 Self-awareness

Writing as a process through task-based lessons fostered self-awareness actions in students. They felt extrinsically motivated to write, and they could reflect on their progress that motivates them even more to complete the goal to write a full paragraph that expressed their ideas. Bruner (1990) states that routines and scaffolding activities allow students to be interested in the task. In this case, the writing process provided students with a suitable learning routine that helped them to be motivated to improve their writings. Besides, as the writing process was presented step by step, the goals were easier to lead and fulfill. When students realized the quality of their productions, they feel motivated to continue writing. Thus, two different subcategories related to motivation evolved in this analysis. These will be further explained.

Additionally, the results displayed the increasing of motivation in students. In the case of sixth graders, at the beginning of the activities, some of the students commented that the movie “*Back to the Future I*” was an old film. They proposed other options taking into account their interests in recent productions. However, when the teacher focused on the objective of the lesson and explained the activities they were going to develop, their attitude changed and they were eager to start. According to Wexler (2014) the best way to increase students’ motivation is to spark students’ interest at the beginning of each lesson. We believe educators need to make it explicit to be able to cater to students’ attention and interest.

Students’ motivation also increased when they were gradually gaining understanding of the story of the movie, the role of the characters, the relationship between them and of the specific situations showed. Even when tasks were not compulsory, students demonstrated interest in doing them as independent work. Henceforth, in agreement with Ryan and Deci (2000), students expressed that writing had an instrumental value that led them to get other outcomes related to their English learning process: “Extrinsic motivation, refers to doing something because it leads to a separable outcome” (p. 55). As it is supported by the following samples: 30, 31 and 32

“Por qué las películas me enseñan palabras para aprender inglés para ser buen estudiante y sacarme buenas notas....Porque son divertidas y puedo sacar un resumen de lo que sucedió en la película”  
 “because movies teach me words to learn English , to be a good student and get good grades....because they are fun and I can summarize what happened in the movie”

Sample 30. 3. S.5 Final questionnaire. Question 1-2

Do you think it is possible to travel along the time? If possible, where would you like to travel and why? I would travel to the past, I believe that dreaming can travel through time.

Sample 31. 6. S.4. First cycle writing-draft. Movie: Back to the future.

***My ordinary hero\_ Extra work***

What is an ordinary hero? He is a person that have powers and help people but not super powers as superhero.s

Write a short description about your ordinary hero: She is a person who works as house wife;she is very special because she organize the house alone. She is my ordinary hero because she can do many things in the same time to help the family.

What kind of hero would you like to be? I'd like to be a police because protect people and help and is the profession I want to study.

*Sample 32. 6. S.4. First cycle writing-draft. Movie: Back to the Future.*

As a source to foster such relation between language and real life situations, a section that gave account of the principles and values reflected in the movies was added in the corpus used as a support to write. As a result, participants' outcomes revealed their ability to reflect upon the core message of the movies and correlated characters, actions, and persona features. We believe that such inclusion was positive, in that it unveiled features associated with students' emotional intelligence, by learning about their feelings. Goleman (1995) maintains the development of emotional intelligence contributes to the learners' intellectual progress and brings benefits to the society as a whole. The author also explains the importance of bringing students' mind and heart to the classroom which take an active part in their learning process.

With the use of rubrics, students established their goals, motivating them extrinsically to achieve the aims stated in the instrument. According to Andrade (2000), rubrics can guide students' self- assessment process when reflecting about the quality of their productions and stating their goals and criteria. Additionally, learners were able to activate background experiences and language prior knowledge to build up short statements giving account of their understanding

and expressing their point of view (Cohen, 2014). Movies provided a familiar context that encouraged participants to write meaningfully and independently.

The study revealed that students achieved a higher degree of independence when using movies to connect language and life experiences outside the school. In this view, Benson (2013) maintains that learners can reach autonomy when relating their systems of constructs (concepts) to new knowledge: “When learning is a matter of adding information to an existing construct it is likely to be relatively unproblematic” (p. 39). Along this research, the activities proposed provided a solid support to integrate students’ background that facilitated language self-understanding and use in lifelong learning contexts as is generated by the following peer evaluation rubric.

**Table 12**

Second cycle writing. Rubric 2 peer – evaluation - final. Movie: Big Hero 6

	<b>I need to work on this!</b>	<b>I did this OK.</b>	<b>I did well.</b>	<b>I did this very well!</b>
Grammar My written statement of findings was clear, had good details, and was easy for others to understand.	<i>I have to participate more active in class and pay attention to the grammar in the sentences.</i>	<i>I did some mistake related to the topic we studied and the production have good details but my partners not read my comments</i>	<i>I did not do any mistake related to the topic we studied and the production has some details to motivate my partners to read my comments.</i>	<i>I did not do any mistake related to the topic we studied and the production has good details to motivate my partners to read my comments</i>

<p>Critical thinking Synthesis I synthesize, plan, compare, create, imagine my ideas and consider other's opinions when writing</p>	<p><i>I don't create and copy my classmates. I don't motivate my classmates to invent</i></p>	<p><i>I include my ideas new in the writings and write just the instruction.</i></p>	<p><i>I do all the activities and motivate my classmates to imagine and include in the writings</i></p>	<p><i>I do all the activities correct using my imagination and create entertained written to my partners</i></p>
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Along this research, the activities proposed provided a solid support to integrate students' background that facilitated language self-understanding and use in lifelong learning contexts.

### 5.3.2.2 Core category

After analyzing and reducing the data through the color coding process and the corpus analysis of students' written productions, the core category integrates the response to this research study.

Task-based lessons were an effective approach to lead students' writing as a process. Writing progression was demonstrated through the macro level of receptive and productive lexicon development which according to Nation (2008) is part of the sub-processes and sub-skills developed through writing training. Its principal objective is to help students to improve writing productions. Additionally, as initially posed by Zheng (2012), the development of writing happens when students move from receptive to productive writing. This process was determined by the lexicon developed and the increase of the amount of words students used to construct their formal

writings. In this sense, these were focused on descriptions, identifications, understanding, and analysis as a part of the semantic development based on the use of higher-order critical thinking skills.

As a matter of fact, descriptive writing was an outcome of the receptive process motivated by the use of movie clips as a way to consolidate ideas to write. Nation (2008) presents the concept of gathering ideas as a component of the writing process. This can be presented in “open-ended, free-ranging activities” (p. 117), which leads the learners’ ideas about a certain topic, in this case those which are considered in the movies. Nonetheless, some significant differences were shown in sixth graders in comparison to third and eleventh graders. The differences were evidenced regarding the analysis skill that showed lower development in sixth graders texts than in the others. Additionally, the task-based lesson based on movie clips affects students’ motivation since students felt extrinsically motivated to write and discovered that self-awareness and self-determination facilitated their improvement for writing. According to Nation (2008), self-awareness helps students to organize their ideas in an “acceptable piece of formal writing” (p. 114). As an example of the aspects described above, a third grader wrote:

Monster university is my favorite movie because is about two monsters that enter monsters university and there watching the movie you feel emotion.
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*Sample 33. 3. S.5. Final survey. Movie: Monsters University.*

#### **5.4 Other findings**

The study revealed that students achieved a higher degree of independence when using movies to connect the English language with life experiences outside the school “When learning is a matter of adding information to an existing construct it is likely to be relatively unproblematic” (Benson, 2013).



Furthermore, active learning and motivation levels were increased through task-based activities. Participants used authentic language based on realistic situations since these type of activities “involve partnership and collaboration, they may call on the learners’ past experience, and they tolerate and encourage a variety of communication styles” (Richards & Rodgers, 2001, p.182). Certainly, the use of movie clips made possible writing improvement and guided students to connect movie situations to the English language to express their ideas.

### **5.5 Conclusion**

The results of the analysis of data gathered through the pedagogical intervention evidenced positive effects using task-based lessons based on movie clips to the development of writing productions in the three-level students (third, sixth and eleventh graders). All students developed their writing skills shown by two relevant aspects: lexicon improvement and the development of higher-order critical thinking skills. Even though learners’ progression was different because of their English level, all of them increased their writing skills helped through the use of pre-, while-, and post-writing strategies. In this way, the writing process fostered critical thinking skills by means of movie clips, viewed as suitable support sources in a real life learning environment to write about. Students felt motivated to write and improve their compositions along the process instead of looking for the attainment of an immediate product.

## **Chapter 6: Conclusions and Pedagogical Implications**

### **6.1 Introduction**

This chapter discusses the main findings presented in the data analysis. Besides, it regards the pedagogical implications and limitations based on the research question and objectives stated in chapter one. Moreover, we propose the further research taking into account the analysis of the literature review presented in chapter two. Furthermore, the discussion of the findings has been considered taking into account the relevance of the pedagogical intervention and the data management.

The main discoveries found after the analysis of data revealed the effectiveness of the use of task-based lessons to foster the critical thinking improving in written descriptive texts. The core category revealed the development of lexis and critical thinking through movies and task-based descriptive writing in the three-level students.

### **6.2 Comparison of results with previous studies' results.**

Task-based lessons based on movie clips have given a positive environment for students to develop higher-order critical thinking skills classified in the cognitive domains of knowledge, comprehension, and analysis. The participants of this research study, despite having differences in age and English level, took advantage of the information movies provided them to improve their writing development. In regards to the positive environment movies present, our study coincides with Xhemali's (2013). In his study, films also engaged students and facilitated language learning since movies enhance communicative competencies (reading, listening, and writing).

Furthermore, our research differs from Xhemaili (2013) in regards to the limitations found in his study, which were opportunities for us. He found it difficult to choose a suitable movie that combined English learners level and age, but we could effectively manage these aspects and students responded well to the selection and usage of materials. Besides, Xhemaili found that watching an entire movie was time-consuming, a factor that was tackled in our study, since the pedagogical intervention structured specific stages that provided students with vocabulary from the movies (pre-watching stages) and addressed time limitations using movie clips. This fact allowed students to focus on specific situations to grasp information and be able to manage effectively issues related to their attention span and cognitive load.

Another research outcome related to our study refers to the improvement of higher-order critical thinking skills. Writing as a process fosters students' development of higher-order levels in the cognitive domain. Students could go from the first level until the third level of cognitive development since the writing process increased their knowledge of vocabulary. This increase became a relevant tool for students to write complete sentences and paragraphs that showed complete and complex ideas. In this sense, Ismaili (2013) found similar outcomes in his research study when adult learners displayed understanding of meanings, and discussed and analyzed the movie events. Besides, these students learned more vocabulary that made them more fluent in writing, because the new vocabulary provided them with opportunities to express their ideas easily.

Using a task-based approach based on movie clips had an encouraging effect on students' written outcomes given that films portray real-life situations that students connect to their personal experiences favoring both language use and reflective skills. According to Ismaili (2013), this is

based on the fact that movies expose learners to “real language,” used in “authentic settings and in the cultural context that the foreign language is spoken” (p. 121). Other related studies have displayed the benefits that movies have to catch the learners’ interest and how they can positively affect their motivation (Kusumarasdyati, 2004; Luo, 2004), the influence that other cultures have to set up a common background to improve language knowledge (Kitai & Chan, 2015), and even the influence that movies have in the development of speaking and thinking skills (Li & Wang, 2015). Finally, films give learners the opportunity to learn language purposefully beyond the classroom (Richards, 2015) to break down school barriers and use English to refer to other realities and life situations.

### **6.3 Significance of the results**

Students’ compositions were not only examined in the “surface structure” (or grammatical aspects) but they were considered as a whole, in agreement with Barnett’s proposal (1989):

Each piece of writing was seen as a progressive version that transformed writing to facilitate communicative exchanges: both teacher and students profit from treating writing as a mental process and a means of communication. When students realize that teachers read their writing to understand what they are trying to say rather than to judge their grammar and usage, they write more interesting compositions. (p. 39).

This approach to writing sets aside from preparing mere products and rather prioritizes the value of a developmental and systematic procedure that also fosters self-awareness, boosts motivation, and works toward the enhancement of lifelong learning skills. Certainly, along the intervention, the results displayed a significant improvement in participant’s compositions. Indeed,

they felt more motivated to review and continue building texts, particularly during the second stage. Moreover, they raised awareness in regards to writing itself.

Movie clips expose students to authentic language through which they verify and reinforce their classroom knowledge. Additionally, clips were meaningful to model students' writing since they could identify vocabulary in use and, in consequence, produce coherent statements. Equally important, the use of corpus provided learners with linguistic elements that served to the improvement of lexis to enrich their writing not only in length but cohesiveness and meaning. Context-based lessons generate a significant construction of knowledge given that the content portrayed the functional dimension of language. This type of input generates communicative possibilities and learners can put into practice English knowledge.

As showed in the findings, improvement could be measured primarily in terms of the vocabulary enhancement. Through the use of the corpus and its co-construction, students received the necessary input to include more vocabulary in their writings. Particularly, third graders increased the number of adjectives each time they rewrote their text about the characters, and they also included linking words in order to connect sentences to write paragraphs. Sixth graders used more adjectives and verbs to write about the plot of the movie or the situations, and eleventh graders improved the number of words and enhanced the meaning of the vocabulary used to convey their opinions.

Furthermore, with such an increase in vocabulary, students were able to increase their critical thinking skills that were mediated by the levels of cognitive domains. Through the implementation, students followed the stages of writing as a process that offered them the tools to

write progressively. Through these stages, learners could improve their writing when planning, editing, and receiving peer feedback of their texts. This study results prove to be significant in so that several strategies implemented assist learners to develop habits of thought. Additionally, peer-feedback in writing had a significant value, and as Nation (2007) stated, peer feedback was particularly useful at the revision stages. Besides learning to write, participants learnt how to help their partners by giving ideas and opinions about their positive and negative aspects in their writings. The rubrics were useful resources students interacted with to learn how to help their partners' compositions.

#### **6.4 Limitations of the present study**

Limitations were mainly related to time restrictions. As this study was carried out in three public institutions, lessons are commonly affected by extracurricular activities that forced researchers to adjust the timeline at various points during the pedagogical intervention. In this regard, the methodology implemented was not steady, and the students' progress was not as significant as expected. To tackle this type of limitations and find more meaningful results, it is necessary to require more time to gather more conclusive results.

Even though the use of movies created an appealing setting to generate writing in the three levels, the lack of enough grammar competences impeded the construction of more elaborate texts. To achieve this purpose, it would be required that the pedagogical implementation is applied for a longer period and the researchers work on training learners in specific grammar aspects for better understanding.

A further significant limitation, at the very beginning of the study, was related to the number of participants. The study was carried out in a public institution where each group had from 38 to 40 participants. For this reason, three groups of 16 to 20 were selected randomly in order to make data collection and analysis less demanding and less time-consuming.

Accordingly, a large number of activities were planned which made the process of implementation longer than expected. Although the results were rewarding, we consider that some activities could have been avoided, reorganized and/or reformulated to optimize time and generate better training to students.

### **6.5 Pedagogical implications and further research**

Regarding language teaching, this study demonstrated the importance of implementing context-based activities that generate better learning opportunities and language awareness, in this sense, learners will be able to put into practice what is learned in the classroom. Consequently, it is necessary to make adjustments to school curricula to enhance the development of English competencies that reflect students' perspective and cultural background. Certainly, movies offer a realistic context that facilitates understanding and portrays "language in use" situations.

Heron et al. (1995) concluded that:

Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. (p. 775).

Considering the above, videos expose learners to real language and grammar helping them to improve their skills independently when contrasting their knowledge with the situations portrayed. In addition to that, one of the advantages this type of material has is adaptability and its influence on the global culture. Therefore, learners build up a common background through which they can share thoughts and feelings with language communities without time or boundaries restrictions. In this study, task-based lessons gave learners the opportunity to elaborate meaning-focused statements and paragraphs to construct writing skills progressively. Tasks demand learners to take active part in knowledge construction: “a ‘task’ requires participants to function primarily as “language users” in the sense they must employ the same kind of communicative processes as those involved in real life activities” (Ellis, 2003, p.3).

In summary, the findings obtained offer new perspectives regarding content, methodology, and curricula design in our institution. This research study can contribute to change educational perspectives in terms of content, lesson planning, and methodologies in the English language classroom. Notwithstanding, this study revealed the multiple advantages that movies provide for EFL settings. Indeed, learners’ abilities were improved in terms of descriptive writing skills, critical thinking skills, and even in aspects associated to extrinsic motivation. The results obtained along with the research experience can be shared and published to give alternatives to language teachers in Colombia to renovate and/or reorganize educational policies at the national stage.

Finally, it is important to include new techniques and dynamics to foster writing in students. For that reason, a further practical research would be based on the use of alternate ICT sources to support writing. For instance, the creation of blended environments is demanded at this juncture (Marsh, 2012). Virtual classrooms can provide learners with different type of content,



training students not only in the development of language competence but in the construction of digital skills required to access all kinds of knowledge. It is well-known that technology is opening the opportunity to include virtual learning in asynchronous settings, thus it would be relevant to provide students with these spaces to be able to develop and self-assess writing practices. As a result, we suggest further research based on the pedagogical advantages of the use of movie clips and writing process in the development of critical thinking skills levels. It is fundamental to use context-based information to create a meaningful learning environment where students use language purposefully. Undoubtedly, movies set up a common background that facilitates communication between the members of the learning experience.

All in all, research in teaching is needed to improve classroom practice. Teachers must take active part in order to solve or improve language learning. According to Burns (2010), “intervene in the deliberate way in the problematic situation in order to bring about changes and, even better, improvement in practice” (p. 2). Thus, we believe that the findings obtained in this study can inspire other researchers to explore other alternatives to improve teaching-learning dynamics since the methodology used along the intervention offers useful strategies to create better and more efficient learning settings.

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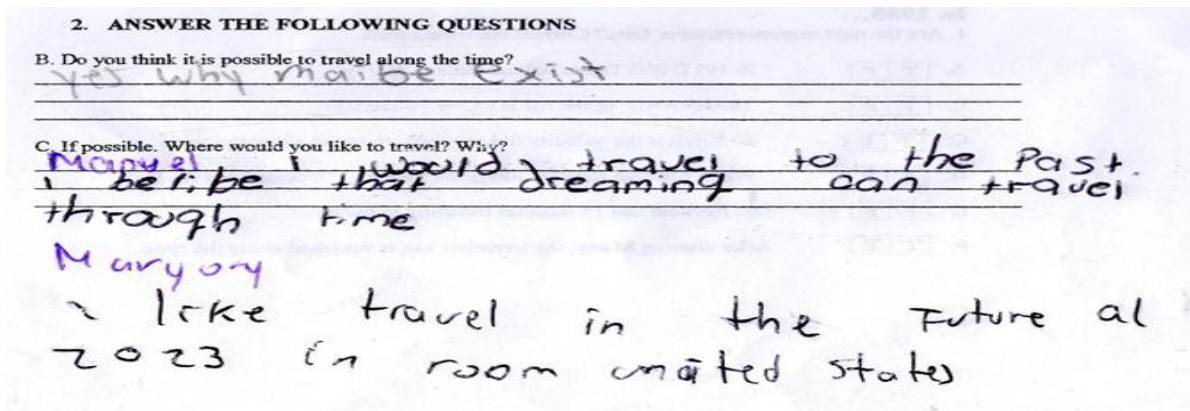
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Appendix A: Samples – Writing issues

the movie is about super hero save the world the brother evil the thor

Sample eleventh grader



Sample fifth grader

Donkey, it is small donkey, can talking , can fly , is great black.

Sample third grader

## Appendix B. Consent letters

### SCHOOL CONSENT

Bogotá, Septiembre de 2014

Señor  
William Galvis  
Rector  
Colegio Cundinamarca Bilingüe IED

Respetado Rector

Actualmente nos encontramos cursando la *Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo* en la Universidad de La Sabana. Durante este semestre comenzaremos a desarrollar nuestro proyecto de grado, la cual tiene por objetivo mejorar el nivel de escritura y el fomento de habilidades de pensamiento crítico en los grados tercero, sexto y once a través de diferentes tipos de actividades basadas en clips de películas. Consideramos que esta investigación refuerza el trabajo que se lleva a cabo con el proyecto de Bilingüismo en la institución, el cual es relevante para el área de inglés en los diferentes grados.

Este proyecto requiere recoger muestras del trabajo de los estudiantes para incluirlos en dicho proyecto, las cuales serán una aplicación de encuestas, cuestionarios, rúbricas y talleres. Nos gustaría contar con su autorización para recolectar dicha información e igualmente para comunicarle a los padres de los estudiantes que se han seleccionado. Dicha información será compartida con fines investigativos y en ella NO aparecerán los nombres reales de los niños, se emplearán seudónimos para mantener el carácter confidencial (Ley 1098 de 2006 Código de la Infancia y la Adolescencia)

Por último, usted puede tener acceso a todos los documentos que contendrá dicha investigación cuando usted así lo requiera.

Agradecemos su colaboración.

Atentamente,

**NANCY LAVERDE CASTAÑEDA**

Docente de Inglés Grado Once.

**MAYERLY SALAZAR TOBÓN**

Docente de Inglés Grado Sexto.

**ROOSEVELT SOLER RAMIREZ**

Docente de Inglés Grado Tercero.

Autorizado: \_\_\_\_\_

Rector

## Parents' consent letter

**PARENTS' CONSENT LETTER**

**Bogotá, Septiembre de 2014**

**Apreciados Padres de Familia:**

Actualmente nos encontramos cursando la *Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo* en la Universidad de La Sabana. Durante este semestre comenzaremos a desarrollar nuestro proyecto de grado, la cual tiene por objetivo mejorar el nivel de escritura y el fomento de habilidades de pensamiento crítico en los grados tercero, sexto y once a través de diferentes tipos de actividades basadas en clips de películas. Consideramos que esta investigación refuerza el trabajo que se lleva a cabo con el proyecto de Bilingüismo en la institución, el cual es relevante para el área de inglés en los diferentes grados.

Este proyecto requiere recoger muestras del trabajo de los estudiantes para incluirlos en dicho proyecto, las cuales serán una aplicación de encuestas, cuestionarios, rúbricas y talleres. Apreciaríamos su permiso para analizar los trabajos de sus hijos y poder incluirlos en nuestro proyecto. Dicha información será compartida con fines investigativos y en ella NO aparecerán los nombres reales de los niños, se emplearán seudónimos para mantener el carácter confidencial (Ley 1098 de 2006 Código de la Infancia y la Adolescencia). Ustedes pueden tener acceso al documento que recoge el material mencionado cuando lo deseen.

Esta investigación cuenta con la autorización del Rector y Coordinador Académico quienes tienen conocimiento del trabajo a desarrollar.

Si está de acuerdo, por favor firme las dos copias de este formato, conserve una y regrese la otra. Cualquier duda puede consultarla puesto que estaremos dispuestos a resolver sus inquietudes.

Autorizamos utilizar el material descrito en la parte de arriba que será elaborado por mi hijo o hija:

Nombre de la Madre: \_\_\_\_\_

Firma de la Madre: \_\_\_\_\_

Nombre del Padre: \_\_\_\_\_

Firma del Padre: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_ Curso: \_\_\_\_\_

\_\_\_\_\_  
Docente de Inglés

\_\_\_\_\_  
Coordinador Académico.

Appendix C1: Initial Survey – 6<sup>th</sup> grade

Appendix C: Initial Survey



COLEGIO CUNDINAMARCA BILINGÜE I.E.D.  
ENCUESTA INICIAL **GRADO SEXTO**



EL CINE COMO INSTRUMENTO DIDÁCTICO PARA EL APRENDIZAJE DEL INGLÉS  
COMO LENGUA EXTRANJERA

El objetivo de esta encuesta es obtener información acerca de tus opiniones sobre películas de cine. Tomará 10 minutos. Recuerde que tu información no será revelada.

De acuerdo con la experiencia que has tenido con las películas de cine responde las siguientes preguntas:

1. ¿Te gusta el cine? Si \_\_\_\_\_ No \_\_\_\_\_  
~~Da una razón.~~ \_\_\_\_\_

2. ¿Cuáles han sido tus 3 películas favoritas?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

3. ¿Qué tipo de películas son tus favoritas?

CIENCIA FICCIÓN	_____	ACCIÓN	_____	TERROR	_____
DRAMA	_____	AVENTURA	_____	ROMÁNTICAS	_____
FANTÁSTICAS	_____	COMEDIA	_____	ANIMADAS	_____
MUSICAL	_____	DOCUMENTALES	_____	OTRA:	_____

4. ¿Con qué frecuencia vas a cine? \_\_\_\_\_

5. Te ha sido posible ver películas completas por internet? \_\_\_\_\_ ~~SI~~ ~~NO~~

6. Con base en la última película que viste, responde:

a. ¿Cuál ~~es~~ esa última película? \_\_\_\_\_

b. ¿Qué ~~es~~ lo que más te gustó de la película? \_\_\_\_\_

7. ¿Qué mensajes te ha dejado las películas que has visto (amistad, respeto, amor, compañerismo, solidaridad, lealtad, honestidad, sinceridad, ~~etc~~)? \_\_\_\_\_

Podrías escribir en **INGLÉS** con tus propias palabras sobre la película que más te llamó la atención? \_\_\_\_\_

MUCHAS GRACIAS POR SU AYUDA!!!

Appendix C2: Initial Survey – 11<sup>th</sup> grade



COLEGIO CUNDINAMARCA BILINGÜE I.E.D.  
ENCUESTA INICIAL GRADO ONCE



EL CINE COMO INSTRUMENTO DIDÁCTICO PARA EL APRENDIZAJE DEL INGLÉS  
COMO LENGUA EXTRANJERA

El objetivo de esta encuesta es obtener información acerca de tus opiniones sobre películas de cine. Tomará 10 minutos. Recuerde que tu información no será revelada.

De acuerdo con la experiencia que has tenido con las películas de cine responde las siguientes preguntas en inglés:

1. Do you like watching movies? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Why do you like watching movies? \_\_\_\_\_  
\_\_\_\_\_
3. What kind of movies do you like?  
\_\_\_\_\_  
\_\_\_\_\_
4. How often do you go to the cinema? \_\_\_\_\_
5. Do you like watching movies on internet? Yes \_\_\_\_\_ NO \_\_\_\_\_
6. What is your favorite movie and why? \_\_\_\_\_  
\_\_\_\_\_
7. What was the last movie you watched? \_\_\_\_\_
8. ¿What do you like about that last movie? \_\_\_\_\_  
\_\_\_\_\_
9. Do you think movies give you messages for life? Explain. \_\_\_\_\_  
\_\_\_\_\_
10. Would you like to learn English through movie clips? Explain. \_\_\_\_\_  
\_\_\_\_\_

Thanks for your help!

Appendix C3: Initial Survey – 3<sup>rd</sup> grade



COLEGIO CUNDINAMARCA BILINGÜE I.E.D.  
ENCUESTA INICIAL **GRADO TERCERO**



EL CINE COMO INSTRUMENTO DIDÁCTICO PARA EL APRENDIZAJE DEL INGLÉS  
COMO LENGUA EXTRANJERA

El objetivo de esta encuesta es obtener información acerca de tus opiniones sobre películas de cine. Tomará 10 minutos. Recuerde que tu información no será revelada.

De acuerdo con la experiencia que has tenido con las películas de cine responde las siguientes preguntas en inglés:

1. ¿Te gusta ver películas? Si \_\_\_\_\_ No \_\_\_\_\_  
¿Por qué? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Crees que las películas dejan algún tipo de enseñanza para tu vida? Si \_\_\_\_\_ No \_\_\_\_\_  
¿Por qué? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. ¿Qué mensaje te ha dejado las películas que has visto: amistad, respeto, amor, compañerismo, solidaridad, lealtad, honestidad, sinceridad, etc.)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Marca con una X cual es el género de la película que más te gusta:  
Aventura \_\_\_\_\_ Animación \_\_\_\_\_  
Ciencia Ficción \_\_\_\_\_ Comedia \_\_\_\_\_
5. Crees que pueden utilizar películas en la clase de Inglés? Si \_\_\_\_\_ No \_\_\_\_\_  
¿Por qué? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Appendix D: FINAL QUESTIONNAIRE – Eleventh graders**

Dear student. Please answer the following questions about the process we followed using the movies: Avengers and Big Hero 6.

1. Did you enjoy learning English through movies? \_\_\_\_\_

\_\_\_\_\_

2. Do you think you improve your critical thinking skills? Why?

\_\_\_\_\_

\_\_\_\_\_

3. How do you feel now writing in English? Compare with your writing skill two months ago

\_\_\_\_\_

\_\_\_\_\_

4. Were useful the discussions you made in class? Why?

\_\_\_\_\_

\_\_\_\_\_

5. Would you like to continue using movies to improve your writing and critical thinking skill?

\_\_\_\_\_

\_\_\_\_\_

Thanks for your help and support!

**Appendix E: FINAL QUESTIONNAIRE - Sixth graders**

**Querido estudiante. Por favor conteste las siguientes preguntas acerca del proceso seguido con el uso de las películas que hemos trabajado: Back to the Future 1 y Big Hero 6.**

1. ¿Te gusto aprender inglés a través de películas? Por qué?

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2. ¿Como te sientes ahora cuando escribes en inglés?

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3. ¿Fueron útiles las actividades que hicimos en clase para que escribieras mejor? ¿Por qué?

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¡Gracias por tu ayuda y apoyo!

Thanks for your help and support!

**Appendix F: FINAL QUESTIONNAIRE - Third graders**

**Querido estudiante. Por favor conteste las siguientes preguntas acerca del proceso seguido con el uso de las películas que hemos trabajado: Shrek and Finding Nemo.**

1. ¿Entiendes y conoces nuevas palabras en inglés después de ver las películas?	
2. ¿Disfrutaste estudiar inglés viendo películas de animación?	
3. ¿Sientes que eres más autónomo e independiente, que aprendes sin ayuda, ahora que estudias inglés con películas?	
4. ¿Crees que mejoras tu escritura en inglés cuando trabajas con películas?	
5. ¿Crees que entiendes mejor la clase de inglés cuando trabajas con películas?	
6. ¿Crees que mejoró tu habilidad de escuchar, hablar o leer en inglés?	

¡Gracias por tu ayuda y apoyo!

Thanks for your help and support!

**Appendix G: Eleventh grade – Rubric**

	I need to work on this!	I did this OK.	I did well.	I did this very well!
Knowledge				
Comprehension				
Application				
Analysis				

Rubric 1. Peer-Evaluation Movie 1 worksheet 2



	I need to work on this!	I did this OK.	I did well.	I did this very well!
Grammar My written statement of findings was clear, had good details, and was easy for others to understand.				
Critical thinking Synthesis I synthesize, plan, compare, create, imagine my ideas and consider other's opinions when writing				

Rubric 2. Peer -evaluation movie 2 worksheet 1





## Appendix H: Sixth grade – Rubric

	I need to work on this!	I did this OK.	I did well.	I did this very well!
Spelling	I have some problems with the organization and spelling of the words I write.	I spell known words correctly, recognizing the main organization of the sentences	I write adjectives and adverbs using the correct order	The organization is appropriate for the type of piece being written.
Grammar	I have some difficulties when using different tenses	I identify the verb in the sentences and its differences in each sentence	I identify and use correctly regular and irregular verbs	My written statement of findings was clear, had good detail, and was easy for others to understand.
Communication	My writing is not coherent enough and the message is not clear.	I communicate my ideas using short sentences correctly.	I use linking words to connect sentences and ideas.	The purpose and aim of the writing are very clear.
Team work	It is difficult for me to work in groups.	I like to work in groups, actively.	I am good at organizing ideas in a group.	I co-operated and shared the work fairly with the other group members.
Critical thinking Knowledge	It is difficult for me to generate ideas for writing.	I identify and describe key figures, places, or events in a particular context.	I recognize or locate basic facts, ideas and concepts.	I generate ideas, describe events, and reorganize concepts.
Critical thinking Comprehension	It is difficult for me to write simple sentences.	I select appropriate words and concepts to use in context,	I identify or describe characters, setting, plot, problem and solution.	I write simple sentences selecting appropriate words and identify a context.
Critical thinking Application	It is difficult for me to apply spelling, grammar and punctuation rules in writing.	I use structures to determine word meaning.	I interpret and illustrate a specific context.	I apply spelling, grammar and punctuation rules in writing.
Critical thinking Analysis	It is difficult for me to identify specific information contained in charts, tables, graphs or diagrams.	I identify and analyze information contained in charts, tables, graphs or diagrams.	I identify specific information contained in charts, tables, graphs or diagrams.	I identify, analyze and compare information.

Appendix I: Third grade – Rubric

	Bilingual School Cundinamarca IED. Afternoon shift Third grade. Student's rubrics	
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Rubric No. 1

	 <b>Y</b>	 <b>S</b>	 <b>N</b>
1. I like to write about movies.			
2. I like to write about physical description, likes and dislikes.			
3. I like to write stories.			
4. Writing is easy for me.			
5. Writing is difficult for me			
6. Writing is fun.			
7. I want to be a better writer.			

Appendix J – Assessment, Rubric for Wilcoxon’s signed rank test and results

Assessment rubric knowledge

			1	2	3	4	5
KNOWLEDGE	SKILL	25%	Does not identify the situation	Identifies a situation but does not take part of the situation	Identifies a situation, takes part but does not understand how to interact in the situation	Identifies a situation, takes part and does not interact in the situation	Identifies a situation, takes part and interacts in the situation
	VERBS	15%	The verb does not match the action in the sentence. The verb does not agree with the subject and the sentence is written with some errors	The verb does not match the action in the sentence but the verb agrees with the subject but the sentence is written with some errors	The verb somewhat matches the action in the sentence. The verb does not agree with the subject but the sentence has 1-2 grammatical and/or spelling errors.	The verb somewhat matches the action in the sentence. The verb agrees with the subject but the sentence is written with some errors	The verbs correctly matches the action in the sentence. The verb agrees with the subject. Sentence is written correctly with no errors.
	LINKING WORDS	20%	The sentences are a series of unrelated statements with no flow.	The use of linking words in the sentences is inconsistent or ineffective. Linking words do not clearly connect opinions and reasons.	The sentences are not build in a logical argument by linking one statement to another but establish certain connections between ideas.	The sentences are build in a logical argument by linking one statement to another but do not establish clear connections	The sentences are build in a logical argument by linking one statement to another establishing clear connections between ideas.
	ADJECTIVES	20%	No use of adjectives to describe a situation of a person.	seldom use of adjectives to describe a situation of a person.	some use of adjectives to describe a situation of a person.	several adjectives are used to describe a situation of a person.	Well selected and varied use of adjectives to describe a situation or a person
	PREPOSITIONS	10%	No use prepositions to show the relationships	Rarely use prepositions to show	The use of some prepositions express	The use of preposition help	Correct selection of prepositions help the
	ARTICLES	10%	Does not use definite and indefinite articles correctly (e.g., omits the article entirely).	Rarely uses definite and indefinite articles with nouns correctly.	Sometimes uses definite and indefinite articles with nouns correctly.		Consistently uses definite and indefinite articles with nouns correctly.

Assessment rubric comprehension

			1	2	3	4	5
COMPREHENSION	SKILL	35%	DESCRIBE				
	VERBS	10%	The verb does not match the action in the sentence. The verb does not agree with the subject and the sentence is written with some errors	The verb does not match the action in the sentence but the verb agrees with the subject but the sentence is written with some errors	The verb somewhat matches the action in the sentence. The verb does not agree with the subject but the sentence has 1-2 grammatical and/or spelling errors.	The verb somewhat matches the action in the sentence. The verb agrees with the subject but the sentence is written with some errors	The verbs correctly matches the action in the sentence. The verb agrees with the subject. Sentence is written correctly with no errors.
	LINKING WORDS	15%	The sentences are a series of unrelated statements with no flow.	The use of linking words in the sentences is inconsistent or ineffective. Linking words do not clearly connect opinions and	The sentences are not build in a logical argument by linking one statement to another but establish certain connections	The sentences are build in a logical argument by linking one statement to another but do not establish clear connections	The sentences are build in a logical argument by linking one statement to another establishing clear connections
	ADJECTIVES	15%	No use of adjectives to describe a situation of a person.	seldom use of adjectives to describe a situation of a	some use of adjectives to describe a situation of a person.	several adjectives are used to describe a	Well selected and varied use of adjectives to describe
	PREPOSITIONS	5%	prepositions in order to indicate the relation among ideas.	use of prepositions making difficult the description of ideas	express a shallow relationship among ideas	use of prepositions in order to express	prepositions allows the writer to create descriptive ideas
	ARTICLES	5%	Does not use definite and indefinite articles correctly (e.g., omits the article entirely).	Rarely uses definite and indefinite articles with nouns correctly.	Sometimes uses definite and indefinite articles with nouns correctly.	Usually uses definite and indefinite articles with nouns correctly.	Consistently uses definite and indefinite articles with nouns correctly.

Assessment rubric application

		%	1	2	3	4	5
APPLICATION	SKILL	40%					
	VERBS	15%	The verb does not match the action in the sentence. The verb does not agree with the subject and the sentence is written with some errors	The verb does not match the action in the sentence but the verb agrees with the subject but the sentence is written with some errors	The verb somewhat matches the action in the sentence. The verb does not agree with the subject but the sentence has 1-2 grammatical and/or spelling errors.	The verb somewhat matches the action in the sentence. The verb agrees with the subject but the sentence is written with some errors	The verbs correctly matches the action in the sentence. The verb agrees with the subject. Sentence is written correctly with no errors.
	LINKING WORDS	20%	The sentences are a series of unrelated statements with no describe a situation of a person.	The use of linking words in the sentences is inconsistent or seldom use of adjectives to describe a situation of a person.	The sentences are not build in a logical argument by linking some use of adjectives	The sentences are build in a logical argument by several adjectives	The sentences are build in a logical argument by linking Well selected and
	ADJECTIVES	20%	are incorrect because these do not provide	provide the additional information to establish	are related through the use of prepositions	prepositions provides ideas	Prepositions helps the writer to
	PREPOSITIONS	10%	Does not use definite and indefinite articles correctly (e.g., omits the article entirely).	Rarely uses definite and indefinite articles with nouns correctly.	Sometimes uses definite and indefinite articles with nouns correctly.	Usually uses definite and indefinite articles with nouns correctly.	Consistently uses definite and indefinite articles with nouns correctly.
	ARTICLES	10%					

Assessment rubric Analysis


		%	1	2	3	4	5
ANALYSIS	SKILL	45%	ANALYZE				
	VERBS	15%	The verb does not match the action in the sentence. The verb does not agree with the subject and the sentence is written with some errors	The verb does not match the action in the sentence but the verb agrees with the subject but the sentence is written with some errors	The verb somewhat matches the action in the sentence. The verb does not agree with the subject but the sentence has 1-2 grammatical and/or spelling errors.	The verb somewhat matches the action in the sentence. The verb agrees with the subject but the sentence is written with some errors	The verbs correctly matches the action in the sentence. The verb agrees with the subject. Sentence is written correctly with no errors.
	LINKING WORDS	20%	The sentences are a series of unrelated statements with no flow.	The use of linking words in the sentences is inconsistent or ineffective. Linking words do not clearly connect opinions and reasons.	The sentences are not build in a logical argument by linking one statement to another but establish certain connections between ideas.	The sentences are build in a logical argument by linking one statement to another but do not establish clear connections between ideas.	The sentences are build in a logical argument by linking one statement to another establishing clear connections between ideas.
	ADJECTIVES	20%	No use of adjectives to describe a situation of a person.	seldom use of adjectives to describe a situation of a person.	some use of adjectives to describe a situation of a person.	several adjectives are used to describe a situation of a person.	Well selected and varied use of adjectives to describe a situation or a
	PREPOSITIONS	10%	The use of prepositions do not provide the ideas with necessary relationships.	Some of the prepositions used, provide ideas with additional information	The use of prepositions determine necessary details to establish relationships among ideas.	The writer uses several prepositions which provide necessary details to establish relationships among ideas	the correct use of preposition provides necessary details which establish relationships among ideas.
	ARTICLES	10%	Does not use definite and indefinite articles correctly (e.g., omits the article entirely).	Rarely uses definite and indefinite articles with nouns correctly.	Sometimes uses definite and indefinite articles with nouns correctly.	Usually uses definite and indefinite articles with nouns correctly.	Consistently uses definite and indefinite articles with nouns correctly.



Quantitative results for Wilcoxon’s signed rank test

SECOND CYCLE 3RD GRADE																													
ST	KNOWLEDGE						COMPREHENSION						APPLICATION						ANALYSIS						TOTAL				
	SK	VE	LI	AD	PR	AR	ST	SK	VE	LI	AD	PR	AR	ST	SK	VE	LI	AD	PR	AR	ST	SK	VE	LI		AD	PR	AR	ST
3.s.1	2	1	1	3	1	1	1,65	2	1	1	3	1	1	1,7	2	1	1	2	1	3	1,7	2	1	1	2	1	1	1,5	1,60
3.s.2	2	1	1	3	1	1	1,65	2	1	1	4	1	1	1,9	3	1	1	4	1	1	2,1	3	2	2	3	1	1	2,3	1,96
3.s.3	4	3	3	4	1	1	3,05	4	3	3	4	1	1	3,1	4	3	4	4	1	1	3,3	4	3	4	4	1	1	3,3	3,15
3.s.4	3	3	1	4	1	1	2,4	4	3	1	3	1	1	2,5	4	3	1	3	1	1	2,5	3	3	1	3	1	1	2,2	2,38
3.s.5	3	3	3	3	1	1	2,6	4	3	2	3	1	1	2,7	4	4	2	4	1	1	3	5	4	4	4	1	1	3,7	2,98
3.s.6	3	4	4	3	1	1	2,95	3	3	4	4	1	1	3	4	3	3	3	1	1	2,9	3	3	3	3	1	1	2,6	2,85
3.s.7	3	2	2	3	1	1	2,25	3	2	2	3	1	1	2,3	3	3	2	3	1	1	2,4	2	2	2	3	1	1	2	2,23
3.s.8	3	2	2	3	1	1	2,25	3	2	2	3	1	1	2,3	3	3	2	3	2	2	2,6	2	3	2	3	2	2	2,4	2,36
3.s.9	3	2	2	3	1	1	2,25	3	2	2	3	1	1	2,3	3	2	3	2	1	1	2,3	4	2	2	4	1	1	2,7	2,36
3.s.10	3	2	2	2	1	1	2,05	3	2	2	2	1	1	2,1	3	2	2	2	1	1	2,1	2	2	2	2	1	1	1,8	1,99
3.s.11	3	3	2	3	1	1	2,4	3	3	2	3	1	1	2,4	3	4	2	3	1	1	2,6	3	2	2	2	1	1	2,1	2,35
3.s.12	2	2	2	2	1	1	1,8	3	2	2	3	1	1	2,3	3	2	2	3	1	1	2,3	3	2	2	2	1	1	2,1	2,09
3.s.13	3	2	2	3	1	1	2,25	3	2	2	3	1	1	2,3	3	2	2	2	1	1	2,1	4	2	2	4	1	1	2,7	2,31
3.s.14	3	1	2	3	1	1	2,1	3	1	2	3	1	1	2,1	3	1	2	3	1	1	2,1	4	2	2	4	1	1	2,7	2,25
3.s.15	2	1	2	3	1	1	1,85	2	1	2	3	1	1	1,9	2	1	2	3	1	1	1,9	1	1	2	3	1	1	1,6	1,79
3.s.16	2	1	2	2	1	1	1,65	2	1	2	2	1	1	1,7	2	1	2	2	1	1	1,7	1	1	2	2	1	1	1,4	1,59
SECOND CYCLE 3RD GRADE																													
ST	KNOWLEDGE						COMPREHENSION						APPLICATION						ANALYSIS						TOTAL				
	SK	VE	LI	AD	PR	AR	ST	SK	VE	LI	AD	PR	AR	ST	SK	VE	LI	AD	PR	AR	ST	SK	VE	LI		AD	PR	AR	ST
3.s.1	2	1	1	3	1	1	1,65	2	1	1	3	1	1	1,7	2	1	1	3	2	3	2	4	3	3	4	1	1	3,1	2,08
3.s.2	3	1	1	3	1	1	1,9	3	1	1	4	1	1	2,1	3	1	1	3	1	2	2	3	3	3	3	2	2	2,9	2,23
3.s.3	4	3	2	4	1	1	2,85	4	3	2	4	1	1	2,9	4	3	4	4	1	1	3,3	4	3	4	4	1	2	3,4	3,08
3.s.4	4	3	3	4	1	1	3,05	4	4	4	4	2	2	3,6	5	5	5	4	2	2	4,2	4	3	3	4	2	2	3,3	3,53
3.s.5	4	3	3	4	1	1	3,05	4	3	3	4	1	2	3,2	5	5	4	4	1	2	3,9	5	5	4	5	1	2	4,1	3,55
3.s.6	3	4	4	3	1	1	2,95	4	3	4	4	1	1	3,3	4	4	4	4	1	1	3,4	5	5	4	4	2	2	4	3,40
3.s.7	3	4	3	3	1	1	2,75	3	4	3	3	1	1	2,8	3	3	4	3	1	2	2,9	5	4	4	4	1	2	3,8	3,04
3.s.8	3	2	2	3	1	1	2,25	4	2	2	3	1	1	2,5	4	3	3	3	1	2	3	3	3	3	1	2	2,7	2,60	
3.s.9	3	2	2	3	1	2	2,35	3	2	2	3	1	2	2,4	4	2	3	2	1	1	2,5	4	2	2	4	2	3	3	2,55
3.s.10	3	2	2	4	1	3	2,65	3	2	2	4	1	3	2,7	4	3	4	3	1	1	3,1	1	1	1	1	1	1	1	2,34
3.s.11	4	4	2	3	1	2	2,9	4	4	2	3	1	2	2,9	5	4	5	2	1	2	3,6	1	1	1	5	1	1	1,8	2,79
3.s.12	4	3	3	3	1	2	2,95	4	3	3	3	1	2	3	5	4	4	3	1	2	3,6	5	4	4	4	1	2	3,8	3,30
3.s.13	4	3	2	4	1	2	2,95	4	3	3	3	1	2	3	4	5	5	4	2	4	4,2	5	4	4	4	1	3	3,9	3,48
3.s.14	3	2	2	3	1	1	2,25	3	2	2	3	1	1	2,3	4	4	5	4	1	2	3,7	4	4	4	4	1	3	3,6	2,95
3.s.15	2	1	2	3	1	1	1,85	3	1	2	3	1	1	2,1	4	4	4	4	1	4	3,7	5	4	4	4	1	4	4	2,90
3.s.16	2	1	2	3	1	1	1,85	2	1	2	3	1	1	1,9	4	2	3	4	1	4	3,2	4	3	3	3	4	3	3,4	2,56

**Appendix K – Corpus**

<p><b>Bilingual School Cundinamarca IED. Afternoon shift</b>  <b>Eleventh grade-Corpus</b></p> 
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Avengers Movie-  
 Questionbased writing

	<b>Personality</b>	<b>Verbs</b>	<b>Articles and prepositions:</b>	<b>Adjectives</b> for feelings	<b>Point of view</b>	<b>Sequence:</b>
--	--------------------	--------------	-----------------------------------	-----------------------------------	----------------------	------------------

<ol style="list-style-type: none"> <li>1. What's the movie about? Why?</li> <li>2. Summary</li> <li>3. How do you feel when watching the movie? Why?</li> <li>4. What is the message of the movie? (your point of view)</li> </ol>	Relationships  Powerful  Fighting  Friendship  Solidary  Strong	Is Fight Revenge Save Defeat Bring	The A About Of For To by	Brave  Solidary  Tolerance	I think I believe I consider  I learnt	<ul style="list-style-type: none"> <li>• First</li> <li>• Next</li> <li>• After that</li> <li>• Finally</li> </ul> <p>Sequence statements:</p> <ul style="list-style-type: none"> <li>• This movie is about</li> <li>• I like the movie</li> <li>• I do not like the movie</li> <li>• The conclusion of the movie is</li> <li>• I would like to be</li> </ul>
--	---	---	--	--	--	---

Avengers Movie-  
Question based writing

My ordinary hero

Personality

Verbs

Articles and prepositions:

Adjectives for feelings

Point of view

Sequence and consequence:

Did you like the movie why?	Excited	Fight	A /an	Brave	I think	<ul style="list-style-type: none"> <li>• First</li> <li>• Next</li> <li>• After that</li> <li>• Finally</li> <li>• Besides</li> <li>• Then</li> <li>• And</li> <li>• So</li> <li>• but</li> </ul>
What is an ordinary hero?	Boring	Defend	The	Solidary	I believe	
	Creative	Save	Of	Tolerance	I consider	
Who is your ordinary hero? Describe him/her.	Dislike	Help	On	Strong	I learnt	
	Interested	Is	In	Hardworking	I recognize	
	Entertained	Like dislike		Intelligent		
		Work		Special		Sequence statements:
		Love				<ul style="list-style-type: none"> <li>• I like this movie because</li> <li>• He is my ordinary hero because</li> <li>• I would like to be</li> </ul>

**Big hero movie - Question based writing**

**Personality**

**Verbs**

**Modals**

**Adjectives for feelings**

**Point of view**

**Sequence and consequence:**

**My robot**

Did you like the movie why?	Excited	Fight	Have to	Brave	I think	<ul style="list-style-type: none"> <li>• First</li> <li>• Next</li> <li>• After that</li> <li>• Finally</li> </ul>
	Boring	Defend	Must	Solidary	I believe	
	Creative	Save	Should	Tolerance	I consider	
Is there any problem you have and you would like to solve?	Dislike	Help	Can	Strong	I learnt	<ul style="list-style-type: none"> <li>• Besides</li> <li>• Then</li> <li>• And</li> <li>• So</li> <li>• But</li> <li>• Because</li> </ul>
	Interested	Is	May	Hardworking	It should have	
	Entertained	Like/ dislike		Intelligent	It should be	
What rules, abilities and prohibitions should your robot has?	Friendly	Work		Good looking	I identify	<p>Sequence statements:</p> <ul style="list-style-type: none"> <li>• I like this movie because</li> <li>• I would like my robot would be</li> <li>• It must</li> <li>• It has to</li> <li>• It can</li> </ul>
	Funny	Love		Functional	I imagine	
	Real	Cure		Funny		
	Unreal	Heal		Durable		
		Fly		Reliable		
		Run		Respectful		



**Bilingual School Cundinamarca IED. Afternoon shift  
Sixth grade-Corpus**



Back to the Future-  
Question based writing

Personality

Verbs

Articles and  
prepositions:

Adjectives

for feelings

Point of view

Sequence:

1. What's the movie about? Why?
2. Summary
3. How do you feel when watching the movie? Why?
4. What is the message of the movie? (your point of view)

Ambitious  
Friendly  
Loyal  
Adventurous

is  
travel  
go  
think  
like  
manufacture  
make  
draw  
consider

The  
A  
About  
Of  
For  
to

Love  
Emotion  
Happy  
Excited  
Intelligent  
Tired  
Embarrassed  
Nervous

I think  
I believe  
I consider  
I learnt

- First,
- Next,
- After that,
- Finally,

Sequence statements:

This movie is about

- The message of the movie is
- I would like to travel to...



Back to the Future-  
Question based writing  
Time Machine

Personality                      Verbs / Modal Verbs                      Articles and Prepositions / Frequency adverbs                      Adjectives for feelings                      Point of view                      Sequence:

<p>1. Do you think is it possible to travel along time?</p> <p>2. Where would you like to travel? Why?</p> <p>3. Do you think a time machine could be considered as a world's threatening or a technological advance, why?</p>	<p>Curious</p> <p>Interested</p>	<p>is</p> <p>travel</p> <p>experience</p> <p>improve</p> <p>have</p> <p>exist</p> <p>do</p> <p>work</p> <p>like</p> <p>go</p> <p>see</p> <p>think</p> <p>dreaming</p> <p>return</p> <p>stop</p> <p>shoot</p> <p>know</p> <p>anticipate</p> <p>passed</p> <p>correct</p> <p>carry</p> <p>interfere</p> <p>do</p> <p>change</p> <p>destroy</p> <p>help</p> <p>Can</p> <p>Could</p>	<p>The</p> <p>A</p> <p>About</p> <p>Of</p> <p>For</p> <p>To</p> <p>Never</p> <p>Because</p> <p>When</p> <p>Why</p>	<p>Interesting</p> <p>Greater</p> <p>Ambitious</p>	<p>I think</p>	<p>Sequence statements:</p> <ul style="list-style-type: none"> <li>• The message of the movie is</li> <li>• I like to travel to...</li> <li>• I want to travel...</li> <li>• I would travel to...</li> </ul>
--	----------------------------------	--	--	--	----------------	--

Big Hero 6 –  
Question based writing

Personality

Verbs

Articles and prepositions:

Adjectives  
for feelings

Point of view

Sequence:

<ol style="list-style-type: none"> <li>1. What's the movie about? Why?</li> <li>2. Summary</li> <li>3. How do you feel when watching the movie? Why?</li> <li>4. What is the message of the movie? (your point of view)</li> </ol>	<p>Helpful</p> <p>Affectionate</p> <p>Enthusiastic</p> <p>Kind</p> <p>Talented</p>	<p>is</p> <p>create</p> <p>invent</p> <p>help</p> <p>describe</p> <p>have</p> <p>do</p> <p>protect</p> <p>save</p>	<p>The</p> <p>A</p> <p>About</p> <p>Of</p> <p>For</p> <p>to</p>	<p>Emotion</p> <p>Happy</p> <p>Excited</p> <p>Intelligent</p> <p>Sad</p>	<p>I think</p> <p>I believe</p> <p>I consider</p> <p>I learnt</p>	<ul style="list-style-type: none"> <li>• First,</li> <li>• Next,</li> <li>• After that,</li> <li>• Finally,</li> </ul> <p>Sequence statements:</p> <ul style="list-style-type: none"> <li>• This movie is about</li> <li>• The message of the movie is</li> <li>• I would like to create...</li> </ul>
--	--	--	---	--	---	--



**Big Hero 6 – Question based writing**

**My robot**

	<b>Personality</b>	<b>Verbs / Modal</b>	<b>Prepositions / Linking words / Articles</b>	<b>Adjectives for feelings</b>	<b>Point of view</b>	<b>Statements</b>
<b>Describe your robot.</b>	Indestructible	Is / Is not	Of			
	Useful	Collect	From	Happy		
	Invisible	Help	To			
		Communicate	With			
<b>Can you describe the skills and personality traits that your robot has?</b>		Learn	On			
	Fast	Have	In			
		Walk				
	Loving	Retake				
		Play				
	Intelligent	Fly				
		Hear				
	Smart	Make				
		Become	Also			
<b>What can your robot do?</b>		Detect				
		Sleep				
		Do	And			
		Wake up				
		Help				
		Arrange				
		Organize	The			
		Like				
		Control				
		Prepare				
		Bring				
		Give				
		Complete				
		Want				
		Facilitate				
		Serve				
		Carries				
		Brush				
		Save				
		Feel				
		Can				

- My robot is
- My robot can
- My robot helps
- It can

**Big Hero 6 – Question based writing**


**My Super Hero**

**Personality      Verbs      Articles and prepositions:      Adjectives for feelings      Point of view      Sequence and consequence:**

<p><b>What kinds of super talents do you have?</b></p>	<p>Strong Intelligent Immortal</p>	<p>Have Penetrate Change Fly Freeze Hypnotize</p>	<p>A/an The Of On In</p>	<p>Affective Sad</p>	<p>Sequence statements:</p> <ul style="list-style-type: none"> <li>• My superhero can</li> </ul>
<p><b>What do you do with these talents?</b></p>	<p>Generous Lovely</p>	<p>Look Travel Translate</p>			<ul style="list-style-type: none"> <li>• My superhero has</li> <li>• My superhero helps</li> </ul>
<p><b>How can you help people with your talents?</b></p>	<p>Sociable Creative</p>	<p>Reaches Destroy Fly Read Go Make Smile Become Cross Uses Speak Run Try Happens Use Need Take over Love Want Like Stop Take Save</p>			


Take over  
Love  
Want  
Like  
Stop  
Take  
Save  
Catch  
Prevent  
Help  
Fight  
Do not steal  
Hear  
Break  
Explaining  
Understand  
Smile  
Participate  
Protect  
Giving  
Listen to  
See  
Move  
Sell

Can



**Bilingual School Cundinamarca IED. Afternoon shift**

**Third grade-Corpus**



Finding Nemo Movie-  
Question based writing

Personality

Verbs

Articles and prepositions:

Adjectives for  
feelings

Point of view

Sequence:

1. What's the movie about? Why?
2. Summary
3. How do you feel when watching the movie? Why?
4. What is the message of the movie? (your point of view)

- Honest
- Loving
- Intelligent
- Tolerant
- Bad
- Good
- Generous
- Funny
- Educated
- Responsible
- Friendly

- Go to
- Scape
- Help
- Accompan
- Investigate
- Make a plan
- Find nemo

- Responsibility
- Generosity
- Solidarity
- Kindness
- Tolerance
- Honesty
- Friendship
- Love
- Loyalty
- Commitment

- interesting
- funny
- educational
- wonderful
- sad
- entertaining
- good
- fantastic

- I think
- I believe
- I consider
- I learnt

- First
- Next
- After that
- Finally

Sequence statements:

- My favorite character is.....  
because...
- My favorite clip is.....

Shrek Movie- Question based writing

	Values	Nouns 1-Movie Places	Nouns2-Main characters	Verbs →actions in the movie	Adjectives (previous Knowledge)
<p>5. What's the movie about? Why?</p> <p>6. Summary</p> <p>7. How do you feel when watching the movie? Why?</p> <p>8. What is the message of the movie? (your point of view)</p>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Generosity</li> <li>• Solidarity</li> <li>• Kindness</li> <li>• Tolerance</li> <li>• Honesty</li> <li>• Friendship</li> <li>• Love</li> <li>• Loyalty</li> <li>• Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• The swamp</li> <li>• The forest</li> <li>• The castle</li> <li>• The church</li> <li>• Duloh City</li> </ul>	<ul style="list-style-type: none"> <li>• Shrek</li> <li>• Princess Fiona</li> <li>• Donkey</li> <li>• Lord Farquard</li> <li>• The Dragon</li> <li>• Gingy</li> <li>• The villagers</li> <li>• The knights</li> </ul>	<p>Run</p> <p>Cook</p> <p>Escape</p> <p>Fight</p> <p>Rescue</p> <p>Get married</p> <p>Goes to</p> <p>Punish</p> <p>Interrupt</p>	<ul style="list-style-type: none"> <li>• Big</li> <li>• Small</li> <li>• Fast</li> <li>• Beautiful</li> <li>• Ugly</li> <li>• Strong</li> <li>• Dangerous</li> </ul>

**Appendix L – Color mapping (excel format)**

	Open Coding		
Color coding	Writing process. Corpus	Critical thinking levels	self- directed learning
	grammar	Knowledge	intrinsic motivation
	punctuation	comprehension	· Self-Regulation,
	Linking Words	application	extrinsic motivation
	vocabulary	analysis	self-monitoring
		syntesis	
		evaluation	





Bilingual School Cundinamarca IED. Afternoon shift  
 Eleven grade  
 Teacher Nancy Lulieth Laverde Castañeda



Student's name: \_\_\_\_\_ date: \_\_\_\_\_

1. Fill in the blanks with the general information about the movie. Look the answers around the classroom.

Avenger is directed by \_\_\_\_\_ The screenplay was written by \_\_\_\_\_

Ironman is characterized by \_\_\_\_\_ The movie was released by \_\_\_\_\_

Soundtrack is sung by \_\_\_\_\_ The location used was \_\_\_\_\_

The special effects are made by \_\_\_\_\_ Hulk is characterized by \_\_\_\_\_

2. What do you know about the movie? Write what do you remember about the movie plot? Then compare with your partners

The movie is about \_\_\_\_\_  
 \_\_\_\_\_

The main characters are \_\_\_\_\_

The conclusion of the movie is \_\_\_\_\_

3. Complete the following sentences and write true or false according to what you know of the movie

The planet (occupy) \_\_\_\_\_ Aliens TRUE FALSE

Spider man (call) \_\_\_\_\_ the avengers TRUE FALSE

The avengers (help) \_\_\_\_\_ soldiers TRUE FALSE

The black armor (wear) \_\_\_\_\_ ironman TRUE FALSE



4. Watch the trailer of the movie and confirm your predictions. Correct if necessary

5. Rearrange the sequence of the movie clip in ten sentences by using passive voice.

- |    |    |
|----|----|
| 1. | 6  |
| 2  | 7  |
| 3  | 8  |
| 4  | 9  |
| 5  | 10 |

### Post- watching


According to the situation given, do you consider this could be a real event in the future? Write your answers; do not forget to use passive voice

Then share your ideas with your partners


- Do you consider, the planet will be taken by aliens?
- Do you think, Super heroes will be created to save the world?
- Do you consider, super powers will be bought by normal people?
- Do you think, life in other planets will be possible?
- Do you consider, Technology will provide humans with powerful weapons



### Appendix M: Eleventh Grade- Movie: Avengers



Bilingual School Cundinamarca IED. Afternoon shift  
Eleven grade  
Teacher Nancy Lulieth Laverde Castañeda



Student's name: \_\_\_\_\_ date: \_\_\_\_\_

#### The avengers' characters

Live to rise

What is the meaning of the title? \_\_\_\_\_

Listen and watch the avengers' sound track. Complete the table with the verbs you listen

"Live To Rise"

What if all you \_\_\_\_\_  
Could fit into the center of our hand?

Then you \_\_\_\_\_ it wasn't you  
Who held the sum of everything you knew

We're insane but not alone,  
You hold on and let go

Like the sun we will \_\_\_\_\_ to rise  
Like the sun we will live and \_\_\_\_\_ and then ignite again  
Like the sun we will live to rise again

What if the one thing that I missed  
Was everything I need to pass the test?  
And if I \_\_\_\_\_ what happens then?  
Can I still count on you as a friend?

We're insane but not alone,  
You \_\_\_\_\_ on and let go

Like the sun we will live to rise  
Like the sun we will live and die and then ignite again

Like the sun we will live to rise again, again, again.

\_\_\_\_\_ my face  
Warm your face

Like the sun we will live to rise  
Like the sun we will live and die and then ignite again

Like the sun we will live to rise  
Like the sun we will live and die and then ignite again  
Like the sun we will live to rise again, again.

Rate: ★

Present	Past	Past participle

Warm, found, live, hold, die, Understand, fail



I think I like/ don't like this movie because.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In groups, discuss the following topics about one famous character in the avengers (you will find this questions in a power point presentation, please answer it there)

Watch the movie clips and then answer.

Your character is \_\_\_\_\_

Who is he or she characterized by \_\_\_\_\_

Which are their principal characteristics? \_\_\_\_\_

Why is he or she unique? \_\_\_\_\_

How does he or she become a super hero? If you do not know create the answer.

How the world can be saved by your super hero?

What do you think your super hero need to have to be the best super hero?

Prepare a power point presentation to present to your partners the reasons why is your super hero the best

For the presentation take into account:

Description of your superhero (using passive voice if possible)

Images

How the world can be saved by your super hero?

Compare your super hero with other and state why he or she the best is

Complete the following char according to your partners' presentation

Name	Characteristics	He or she is good at	He or she is the best because

**Appendix N: Eleventh and Sixth Grades- Movie: Big Hero**



**Bilingual School Cundinamarca IED. Afternoon shift**  
 English Class. Teacher: Mayerly Salazar Tobón Nancy Laverde  
 Big Hero 6- MovieWorksheet



Students' name: \_\_\_\_\_

1. **Pre- watching:** After watching the trailer of the movie Big Hero 6 complete the following chart with information required.

name of characters	occupations	favorite activities	activity he/she never does	activity He/she always does	other information

2. **While watching:**

A. Look at the movie clip 1 and organize the sequence of the story. Write the numbers from 1 to 10

- \_\_\_ The boy explains the police the robots are controlled telepathic with Nano robots
- \_\_\_ Bay max uses tape to cover his holes
- \_\_\_ They escape in a car
- \_\_\_ Bay max can fly
- \_\_\_ Bay max and Hiro disappears of the police office
- \_\_\_ Bigmax is out of battery
- \_\_\_ The police officer doesn't believe his story, so he calls his parents
- \_\_\_ Hiro creates an armor and some upgrades for Bay max
- \_\_\_ Hiro falls down and Bigmax protects him
- \_\_\_ The boy goes to the police station and talk to the police officer

B. Watch the movie clip 2 and answer true or false about the following sentences, if they are false explains why?

1. Hiro lets falling down a rock on his foot.  
True \_\_\_\_\_ False \_\_\_\_\_
2. Bay max goes out when Hiro says his name.  
True \_\_\_\_\_ False \_\_\_\_\_
3. Bay max is big and throws the books to the floor.  
True \_\_\_\_\_ False \_\_\_\_\_
4. Bay max says: hello I am your personal robot.  
True \_\_\_\_\_ False \_\_\_\_\_
5. Hiro says that his scale of pain is zero.  
True \_\_\_\_\_ False \_\_\_\_\_
6. Bay max helps Hiro to stand up from the floor.  
True \_\_\_\_\_ False \_\_\_\_\_
7. Hiro cries for his injuries.  
True \_\_\_\_\_ False \_\_\_\_\_
8. Hiro's diagnostic is ok.  
True \_\_\_\_\_ False \_\_\_\_\_

3. After watching. Super Hero self.

In the movie, Hiro invents robots and works with electronics.

A. Create a robot with special characteristics to help you in your daily routines. Describe the skills and personality traits your robot has.

The name of my robot is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. In *Big Hero 6*, the main characters have mad skills, and when they are acting as Big Hero 6, their skills and some of their personality traits are supercharged.

Superheroes and their secret identities are often considered alter egos. Superman, assumes the identity of the newspaper reporter Clark Kent in order to live among the citizens of Metropolis without arousing suspicion. Batman is a character created by Bruce Wayne in order to disguise himself for the purposes of fighting crime.

Super Alter Ego: Now, analyze your own personal personality strengths and skills or abilities you have. Answer the following questions.

- What is the name of your super hero?

\_\_\_\_\_

- What kind of super hero talents do you have?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- What do you do with your talents?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- How can you help people with your super talents?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix O: Sixth Grade: Movie Back to the Future**

	Bilingual School Cundinamarca IED. Afternoon Shift Sixth Grade - Teacher: Mayerly Salazar	
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Retrieved from: <http://deimos-remus.deviantart.com/art/Back-to-the-Future-369164204>

**PRE-WATCHING**

1. For your information, the following vocabulary is related to the production of a film. Choose the correct word to complete the crossword.

horror   scene   critic

second   oscar

star

extra

animation

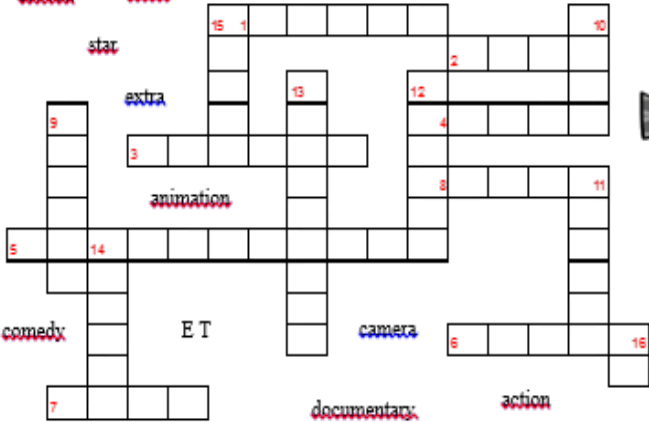
comedy


E T

camera

documentary

action





plot

jaws

scifi

Across	Down
1 Part II (6)	9 A scary movie. (6)
2 The story. (4)	10 A main actor. (4)
3 Someone who writes movie reviews (6)	11 Schwarzenegger's film genre. (6)
4 A movie award. (5)	12 A funny movie. (6)
5 A movie about real life. (11)	13 A cartoon film. (9)
6 A short segment of a film. (5)	14 What you use to film a movie. (6)
7 Famous movie shark. (4)	15 A movie in space. (5)
8 One of the many people who act in the background of a movie. (5)	16 Famous movie alien. (2)

Bilingual School Cundinamarca IED. Afternoon Shift  
 Sixth Grade - Teacher: Mayerly Salazar

**4. SIX WORDS:** Look at the following poster and write down FIVE words that you think of as you look at it. Share the words with your partner(s). Why did you choose them?



Your own words	Your partner's words and why?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

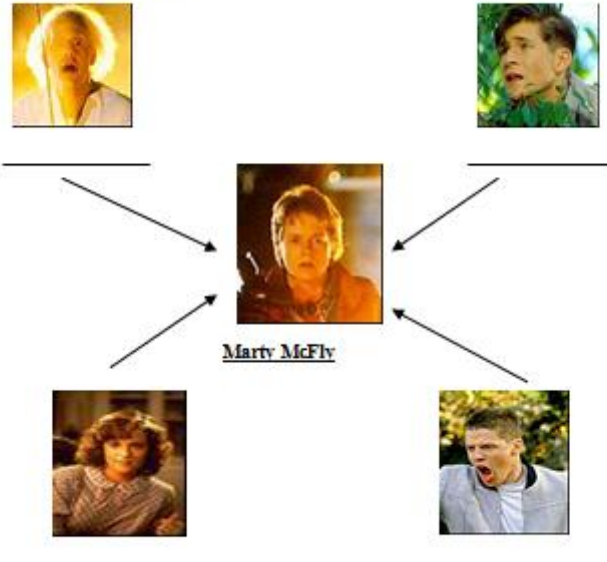
Bilingual School Cundinamarca IED. Afternoon Shift  
 Sixth Grade - Teacher: Mayerly Salazar

3. SEARCH INFORMATION ON THE NET TO COMPLETE THE FOLLOWING TABLE. SOME INFORMATION IS ALREADY GIVEN TO HELP YOU.

	MICHAEL J. FOX	CHRISTOPHER LLOYD	ROBERT ZEMECKIS
Place & date of birth / dead		22 October 1938 <u>Stamford, Connecticut</u> USA	
Nationality	Canadian		
Studies			USC School of Cinema-Television's Board of Councilors
Marriage & Family	Single		
TV series			
First film/ year			The Lift 1972
Other films			
Last film/ year			The Polar Express 2004
Awards/ year	Emmy 1987 Back to the Future	MTV Awards 1990 Back to the Future	

**WHILE WATCHING**

1. Write the names of the main characters of the film "Back to the future" and their relation with the main character Marty McFly.

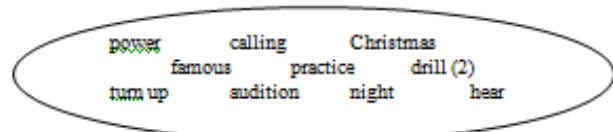


**2. THE FOLLOWING ACTIVITIES ARE DIVIDED INTO THREE CHRONOLOGICAL PARTS. In 1984...**

1. Are the next sentences true or false? Correct the wrong ones.
- A.  T  F In 1985, Biff Tanenbullied George McFly
  - B.  T  F The BRAND of the car is a GMC Silverado
  - C.  T  F 80 Km/his, the velocity the car needs to travel along the time.
  - D.  T  F Einstein traveled along the time, did he come back frozen?
  - E.  T  F Did Einstein last 15 minutes traveling to the past?
  - F.  T  F After chasing Marty, the terrorists van is vanished along the time.

2. Complete the dialog between marty, LORAINÉ and george in the living room at McFly's house with the next list of words:

INTERIOR McFLY'S HOUSE - LIVING ROOM



Marty stopped in the living room on the way to the kitchen. His father, George McFly, was sitting on the couch and watching a boxing match on TV.

MARTY  
Anybody seen the \_\_\_?

Dad continued to stare at the TV, ignoring or not hearing the question. LORAINÉ McFly looked into the living room from the kitchen.

LORAINÉ  
I've been \_\_\_\_\_ you for five minutes! Didn't you \_\_\_\_\_ me?

MARTY  
I was practicing I've got an \_\_\_\_\_ next week -- I gotta practice. How am I gonna get famous if I don't \_\_\_\_\_?

Mom shook her head. Once, a long time ago, she had been quite attractive. Now, at the age of 47, it was easy to see the toll age had taken. Her brown hair was streaked with grey and her face was puffy, lined with wrinkles. Both of Marty's parents hadn't aged that gracefully.

LORAINÉ  
You won't get \_\_\_\_\_ if you don't eat, either!

She ducked back into the kitchen.  
Marty turned back to his dad.

MARTY  
Dad, you seen the \_\_\_\_\_?

GEORGE  
What drill?

MARTY  
The drill! (exasperated) The \_\_\_\_\_ drill I bought you for \_\_\_\_\_. I was using it last \_\_\_\_\_.

Dad didn't move his gaze from the TV.

GEORGE  
It'll \_\_\_\_\_.

Marty shook his head and went into the kitchen, sitting down as his mother put the food on the table. She leaned back into the living room.

**IN 1955...** Marty ~~scaped~~ along the time.

3. Choose the right answer.

- a. When Marty wakes up on 1955 inside ~~Lorain's~~ house what name does he use?
- a. Marty Klein
  - b. ClintEsstwood
  - c. CalvinKlein
  - d. Michael J. Fox

- b. Based upon Dr.Brown explanation. What does the car need to travel back 1984?
- a. Gasoline
  - b. Coil
  - c. Lighting
  - d. Garbage

- c. What does Biff ~~Tapan~~ hate the most?
- a. Love
  - b. ~~Lorain~~
  - c. ~~Travel~~ along the time
  - d. Manure

- d. Marty has a plan to join his parents in a party. What is the name of the party?
- a. Enchantment under the sea
  - b. Party in the woods.
  - c. Sea's party on the woods.
  - d. Marty's party under the sea's woods.



e. Marty is close to join his parents, but they are very shy, and he is going to disappear. What must he do to help them?

- a. Hits George.
- b. Marries Lorain with Biff Tannen.
- c. Plays the guitar and animate the party.
- d. Takes George and Lorain to a more intimate place.

f. What is the word Marty hates the most?

- a. Dog.
- b. Marty.
- c. Pig.
- d. Chicken.

**NOW MARTY IS IN 1985 AGAIN, BUT THINGS HAVE CHANGED.**

4. Match Column A with column B to show the current life of the characters below.

Column A	Column B
George McFly ( )	1. Survive, and travel to the future.
Biff Tannen ( )	2. He was given a black truck.
Emmet Brown ( )	3. Now is a Sci-Fi writer
Marty McFly ( )	4. Is a rich woman thanks her husband
Lorain ( )	5. Is a car repairer

**POST- WATCHING**

1. In the film, a car was used to travel along the time. If you had the chance to manufacture your own time machine, how would you make it? Draw your model.




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2. Do you think a time machine could be considered as a world's threatening or a technological advance, why?

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3. There are many ideas about traveling through time. You will find an article related to this topic below. Read the following article.

**Traveling Through Time**

by Clifford Pickover

What is time? Is time travel possible? For centuries, these questions have intrigued mystics, philosophers, and scientists. Much of ancient Greek philosophy was concerned with understanding the concept of eternity, and the subject of time is central to all the world's religions and cultures. Can the flow of time be stopped? Certainly some mystics thought so. Angelus Silesius, a sixteenth-century philosopher and poet, thought the flow of time could be suspended by mental powers:

Time is of your own making;  
its clock ticks in your head.  
The moment you stop thought  
time too stops dead.

The line between science and mysticism sometimes grows thin. Today physicists would agree that time is one of the strangest properties of our universe. In fact, there is a story circulating among scientists of an immigrant to America who has lost his watch.

*Taken from: <http://www.pbs.org/wgbh/nova/time/through4.html>*

b. To complete the reading text you need to drag all the pieces spread all over the page to the clover-like chart. By doing this you will be able to read the last part of the article.

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Bilingua School Cundinamarca IED. Afternoon Shift  
Sixth Grade - Teacher: Mayerly Salazar



1. What do you think about the message or theme of *Back to the Future* is?



**Appendix P: Third Grade: Movie: Shrek**

**ARTIFACTS –PILOTING WORKSHEET**



Cundinamarca School I.E.D.  
Designed by: Mister Soler

Shrek worksheet



**VOCABULARY**

INSTRUCTIONS → **Cut** and **paste** the images inside the charts according to the words stated below.

**MOVIE PLACES**



THE SWAMP



THE FOREST



DULOH CITY



THE CASTLE



THE CHURCH

**MAIN CHARACTERS**

OGRE



PRINCESS FIONA



LORD FARQUARD



DONKEY



THE DRAGON



GINGY



THE KNIGHTS



THE VILLAGERS



**VERBS →ACTIONS IN THE MOVIE**

Run



Cook



Escape



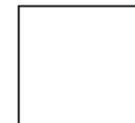
Fight



Rescue



Get married



Goes to





Punish



Interrupt



	Bilingual School Cundinamarca IED. Afternoon shift Third grade. Lesson 1	
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Rationale:

*Shrek* is very positive and educational film. It deals with hopes, fear, desires and a myriad of feelings and emotions of the characters on various issues. The selection of *Shrek* aims at providing the learning experience for students that is not only relevant to their interests and needs, also appeals to the deeper interests and concerns of the students as individuals of the society. Issues like "Whether inner beauty is more important", "How to face challenges: be courageous; be strong.", "Friendships"... allow students to develop their awareness and critical thinking to reflect upon, deconstruct the complexity of challenges facing the characters, and think deeper to judge right from wrong. Above all, such themes have huge potential for both language and values learning.

**Main & Major Characters**

Part 1: Write down the name and two characteristics of the characters below.














**MY TEACHER'S FAVORITE CHARACTER**

Re-write the description that you listen from your teacher and add any other characteristic you think you could include

My teacher's favorite character is \_\_\_\_\_

**Role in the movie** (related to his/her occupation)

He/she is \_\_\_\_\_

**Physical appearance** (Parts of the body)

He/ she has got \_\_\_\_\_

He/ she has got \_\_\_\_\_

He/ she has got \_\_\_\_\_

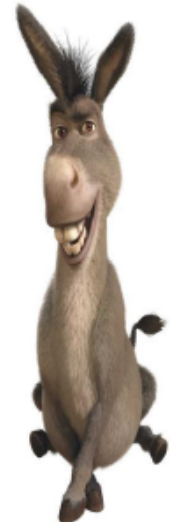
He/ she has got \_\_\_\_\_

**Physical characteristics**

He/she is \_\_\_\_\_

**Personality**

He/she is \_\_\_\_\_



**Pre-viewing**

1. Do you know what is a fairy tale, myth or legend? Write some examples.

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2. Brainstorm elements often appear in fairy tales like prince, princess, castle, witch, magic (spell), evil person ... etc. (flash cards)



In *Shrek* film, Princess Fiona is a beautiful young woman in the day and an ogre at night. When she falls in love with Shrek -also an ogre - she gives up her beauty and becomes an ogre forever.

While viewing 3<sup>rd</sup> & 4<sup>th</sup> movie -clips of *Shrek*. Circle the correct words.

1. Princess Fiona is beautiful / ugly.
2. Shrek lives in the swamp/ Duloc city
3. Fiona is prisoner in a small house / big castle.
4. Shrek is an prince charming/ ogre
5. Prince Fiona changes in the nights, she becomes a donkey / ogre
6. Donkey goes to / doesn't go to with Fiona and Shrek.
7. Shrek is has got bad temper / good temper
8. Lord farquard is the villain / hero of the story

**Post-viewing**

Competition ~ Quiz questions The class is divided into 4 teams for the competition.

**SEQUENCING**



**Instructions** → Write a number according to the story, from the beginning ( clip 1) to the end (clip 5)

- Donkey discovers Princess Fiona's secret: every evening at sunset Fiona turns into a female ogre and stays like that until sunrise.\_\_\_\_
- Just before Fiona kisses Farquaad, shreK interrupts the wedding\_\_\_\_
- Shrek declares his love for her.\_\_\_\_
- Shrek and Donkey outwit the fire-breathing dragon, who has taken a fancy to Donkey.\_\_\_\_
- Shrek & Princess Fiona live happily ever after (give more examples from other fairy tales).\_\_\_\_
- Shrek first encounters a talkative Donkey.\_\_\_\_
- Lord Forquad & Princess Fiona are about to get married\_\_\_\_.
- Fairytale creatures e.g. 3 little pigs, blind mice come to Shrek's swamp.\_\_\_\_
- Lord Forquad forces Shrek and Donkey to rescue Princess Fiona from a castle tower in exchange for Shrek getting his swamp \_\_\_\_
- The sun sets and Fiona turns back into an ogre.\_\_\_\_
- They rescue the beautiful Princess Fiona out of the tower goes to Duloc city with princess Fiona and Donkey.\_\_\_\_
- Shrek fights knights in a tournament.\_\_\_\_



1. What do you think about the message or theme of *Shrek* is?



Shrek is about .....

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