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SPEAKING FLUENTLY THROUGH CBL AND PHOTOGRAPHY

Encouraging Learners to Speak Fluently Using In-context Photography  
through Community-Based Learning Activities

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Directed by Carolina RODRIGUEZ BUITRAGO

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Chía, Colombia

April, 2016

Declaration

We hereby declare that my research report entitled:

Encouraging Learners to Speak Fluently Using In-context Photography  
through Community-Based Learning Activities

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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*“La gloria no consiste en no caer nunca, sino más bien en levantarse las veces que sea necesario.”*

Mario Benedetti

We want to thank to God for this opportunity and the wisdom, patience and understanding that He provided us. Thanks to all the people who participated and helped us to continue with this research project. Thanks to our families for their support, their unconditional love and encouragement in this experience. To our students, for their active participation and their effort.

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### **Abstract**

The purpose of this paper is to determine the effects of using in-context photographs for improving oral fluency through the Community-Based Learning Approach. This collaborative action research was conducted with 60 pre A1 eighth-grade students from two different schools in Colombia. These schools were the CEDID Ciudad Bolivar and Marco Antonio Carreño Silva, both of which are state schools in the capital city of Colombia. In previous studies of the Community-Based Learning Approach, researchers applied interesting strategies to develop both writing and speaking skills by using visual aids as the primary tools. Local previous research has shown curricular development by teachers, students' inquiry and literacy skills in English. Nevertheless, they have mainly focused their studies on critical thinking skills and they have not concentrated on the improvement of a particular language skill, specifically speaking. These studies have not focused on community-oriented photographs to foster oral fluency specifically, which is the focus of this research. Throughout this particular pedagogical intervention, the teachers (who also acted as researchers) compiled data through photographs, artifacts, rubrics, and videos. In addition, they also utilized a survey at the end of each of the three stages of the pedagogical implementation to collect information from students and their performance. The results demonstrated that integrating in-context photography and community-based learning principles favored the improvement on participants' spoken fluency and lowered the learners' affective filters during the second language learning process, as well as it allowed learners to reflect upon their own reality. Compared to other studies that considered the community as a part of the learning experience, the present study included affective factors to have an effect on the learners' performance. For this reason, this study confirms that

implementing in-context photography enhances learners' spoken fluency and make them raise awareness of community needs.

*Key words: speaking skills, fluency, visual literacy, in-context photography, community-based learning.*

## Resumen

El propósito de este proyecto es determinar los efectos del uso de fotografías en contexto para mejorar la fluidez oral a través del enfoque de aprendizaje basado en la comunidad. Esta investigación de acción colaborativa fue realizada con 60 estudiantes de octavo grado con nivel pre A1, de dos instituciones en Colombia. Las instituciones CEDID Ciudad Bolívar y Marco Antonio Carreño Silva, de carácter público en la capital de Colombia. En estudios anteriores sobre el aprendizaje basado en la comunidad, los investigadores aplicaron estrategias interesantes para desarrollar las habilidades de producción oral y escrita, mediante el uso de ayudas visuales como las herramientas primarias. Investigaciones locales anteriores han demostrado un desarrollo curricular de parte de los profesores, la investigación del alumnado y la de alfabetización en inglés. Sin embargo, estas se han centrado principalmente en habilidades de pensamiento crítico y no se han concentrado en la mejora de una habilidad particular de la lengua, específicamente de producción oral. Estos estudios no se centraron en el uso de fotografías orientadas a la comunidad para fomentar la fluidez oral, que es el foco de esta investigación. A lo largo de la intervención pedagógica, las docentes (quienes también actuaron como investigadoras) compilaron información a través de fotografías, artefactos, rúbricas, y vídeos. También, se implementó una encuesta al final de cada una de las tres etapas de la implementación pedagógica para recoger información sobre los estudiantes y su desempeño. Los resultados demostraron que el hecho de integrar la fotografía en contexto, y el aprendizaje basado en la comunidad no solo favoreció el mejoramiento en la fluidez oral de los participantes sino también disminuyó la implicación negativa de los factores afectivos durante el proceso de aprendizaje de la segunda lengua, lo cual les permitió reflexionar sobre su propia realidad. Comparado a otros estudios que consideraron la comunidad como parte de la experiencia de

aprendizaje, el presente estudio incluyó los factores afectivos los cuales tienen un efecto sobre el rendimiento de los estudiantes. Por esta razón, el estudio confirma que la implementación de la fotografía en contexto mejora la fluidez oral del aprendiz y permite que se hagan reflexiones en torno a las necesidades de la comunidad a la que pertenecen.

*Palabras claves: habilidades oratorias, fluidez, alfabetismo visual, fotografía en contexto, aprendizaje basado en la comunidad.*



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## **Chapter 1: Introduction**

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

It is imperative for a demanding globalized society, to prepare much more competent citizens in academic, professional, economic and work environments in the use of the English language, as they might have access to better opportunities, strengthening all their dimensions and improving their quality of life.

Currently, the globalization process encompasses several needs that refer to the effective communication among people, and the necessity to use different languages to achieve this purpose appropriately (Kumaravadivelu, 2008; Fahim, Nili, & Shakouri, 2012). English nowadays is considered as an international language and has become the option of diverse communities for making transactions according to their interests, for communicating with their neighbors and for creating their own identity (Phan, 2008; Kilickaya, 2009). Within this communication process, images have been a widespread means of leveling the globalized world. They are ubiquitous and universally understood, which facilitates their comprehension and effective interaction among communities.

Thus, the variations that globalization brings, boost the need for education to adapt to these changes, and therefore, be more effective and efficient in its way of serving and assessing (Stromquist & Monkman, 2014). Institutions in Colombia have a call to develop an important role in providing students with strategies to have access to knowledge and to varied fields in this modern era. This, through the implementation of different initiatives that involve learners, teachers and the community itself (Ministerio de Educación Nacional, 2014). Thus, teachers are required to create environments in which learners have the possibility to participate and be part of their local context in order to have a critical view when they face global situations. In this way, the

English language and English teachers have assumed new roles to contribute to the global demands. Considering multiliteracies as one of the most feasible strategies to develop language skills, especially integrating images to EFL classes, they aim at promoting the construction or interpretation of the learners' reality instead of simply using them to represent it (Ferraz, 2014).

In order to be consistent with the world demands, the current collaborative action research study determined the possible effect of in-context photography based activities for improving oral fluency in two different groups of two state institutions in Bogotá, Colombia. These activities involved participation through Community-Based Learning (herein CBL) tasks in order for students to use oral language as a means to interact with their community (school and neighborhood), analyze it by taking photographs and propose possible solutions to solve their community problems; and in the future, look for opportunities to improve their quality of life. In addition to this, increasing their levels of speaking competence would help them communicate their ideas effectively, starting with simple exercises and continuing with important positions and opinions towards their lives, environment, and future.

## **1.2 Rationale of the study**

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

The students selected to participate in the current research study were 27 girls and 33 boys from two separate groups of two different state schools in Bogotá: CEDID Ciudad Bolívar (group A) and Marco Antonio Carreño Silva (group B). The study focused on seventh grade students in 2014 through the eighth grade in 2015. Following the curriculum standards for English (Ministerio de Educación Nacional, 2006), at this stage (A2), the students are expected to ask and give personal information as well as participate in short conversations about everyday

topics with a basic level competence. Nevertheless, the analysis made in the exploring phase showed that the learners' level does not correspond to these established standards. Consequently, this study addressed this issue through a plan to make the language learning process more active and clearer to help students improve spoken fluency by focusing on meaning instead of form only (grammatically correct structures). Hence, in order to find the specific needs, a survey (Appendix A) and an oral interview (Appendix B) were applied to identify the students' opinions, perceptions, and attitudes regarding English language as a learning process, the class and the use of the target language inside and outside the classroom. The results showed the activities they preferred to communicate spontaneously and produce ideas in English. Likewise, we implemented a rubric to assess students' oral performance. It consisted of five categories, based on the four "achievement goals" as stated in 1290 Decree, Art.5. (Ministerio de Educación Nacional, 2009): vocabulary, pronunciation, spontaneity, appropriateness and accuracy (Appendix C). This instrument indicated the strengths and weaknesses of our students regarding language use, and it helped determine what the main problem was for each of them.

The data yielded by this first stage provided compelling evidence related to the specific needs of students in their second language learning process. We compared the individual results in order to identify the common needs of both groups. First, students were not accustomed to using English words in their everyday activities, nor practicing English in a context different from the class. Students considered that their difficulties regarding speaking were in recalling the words and putting them in order. In addition, students from these groups found communicating with their peers in English complex due to their poor knowledge of well-formed structures and vocabulary. Additionally, most of the students mentioned that they felt more comfortable when they participated in activities involving the description of images. These needs helped us define

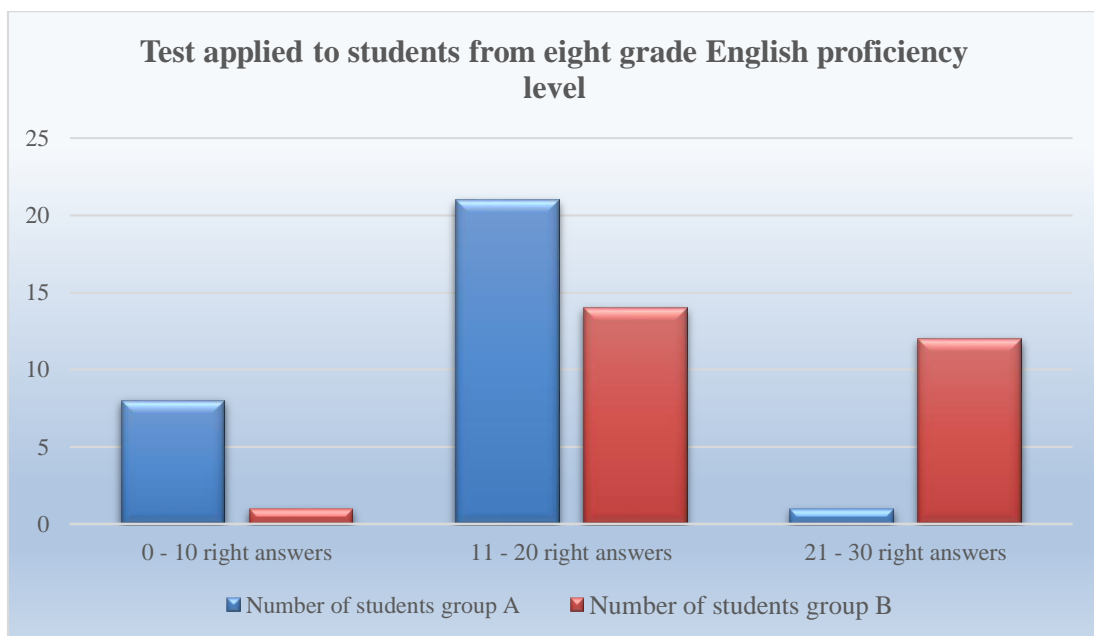


the research question and establish the possible strategies to make a proper intervention and fulfill the objective stated in this research project.

Given the fact that at the pedagogical intervention stage, students were promoted to the eighth grade and were mixed with new students, it was necessary to refine the research question and to apply another needs analysis instrument in order to identify their current English level: a test framed in A1 with 36 questions (Appendix D). After running this test, the students' level was identified as a pre - A1 according to the Common European Framework standards (Table 1). For this, they required instruction in both aspects of language evaluated, vocabulary and grammar, to gain a minimum level of fluency.

Table 1

*English test applied to 8<sup>th</sup> grade students*



The table above shows comparable data on the students' responses in both groups. In the table, we can see that most of the participants had a lower level since, according to the test

applied, the minimum score to be framed in A1 corresponds to 36 correct answers, and none of the students obtained this result. In both groups students' level ranged mostly between 11 and 20 answers, however, in group B, there is a considerable number of students with a higher number of correct responses. Consequently, the level of English in the students of group B surpassed the students' level in group A. In conclusion, we can see there is a significant trend towards lower levels evidenced by students' scores.

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

After inquiring about students' needs and concluding that students needed more opportunities to practice the target language with prompts to help them recall vocabulary and communicate their own ideas, we started inquiring into different activities that could foster real communication in the classroom and could improve their speaking skills. According to Wright (1989), for learners, verbal language is only a part of what we can understand from the context. However, from an image, we can predict, deduce or infer what is happening, as well as motivate to participate, contextualize language and give points of reference to generate a particular idea or experience. Hence, the purpose of encouraging learners to orally produce through visual literacy using in-context photography based activities emerged as they showed interest in this kind of activities. This strategy might foster students' motivation to use the target language prevailing meaning when communicating ideas.

On another note, working in a collaborative action research allowed us to have a self-critical point of view regarding our context and integrate multiple ideas to increase our students' English level and foster their communicative competences (Burns, 2010). We as "investigators, explorers, and participants" (Burns, 2010) followed a process where we could identify the role of the learners, the schools and ours in the class community. We managed to apply, analyze,

synthesize, and evaluate this information to find, share different strategies and improve our teaching practice, designing more appropriate and accurate lesson plans with learner-centered approaches. Furthermore, these might be shared with our colleagues in our schools and could cause a higher enrichment impact on the educational level.

The current action research study can have a big impact in a professional learning community as it develops teachers' creativity and strengthens reflection, therefore, collaboration on pedagogical practices among them (Myers and Dillard, (2012). To work collaboratively on a common problem shared by both schools, allowed us to understand the reality from another point of view and provide a possible solution in an integrated manner. Besides, the process enhanced a higher sense of efficacy and willingness to look for and create solutions for some classroom issues, being critical towards our instructional and assessment practices and the curriculum that both schools manage. "When teachers inquire in the local community to identify valuable resources to establish connections with the curriculum, it is possible to broaden the opportunities for meaningful learning and to recognize multiple literacy practices used by learners that account for their local knowledge, surpassing the traditional practices promoted by schools" (Clavijo, 2015a, p. 33). Then, taking into consideration that CBL is a content-based approach to learning, and that general English teaching had not yielded any interesting results in these students language-learning processes, including in-context photographs related to local community issues, it might be an innovative way to address the English learning needs of these graders beyond the standards established by the Ministry of Education (herein MEN for its acronym in Spanish) and traditional EFL teaching.

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

The objectives of the current study were achieved through self-reflection about our own teaching practices (Burns, 2010), innovating through photographs as a tool to foment meaningful communication. For this reason, we took account of the implementation of different speaking activities that involved each student's context and promoted their autonomy and creativity.

The implementation of photographs as the main strategy is the pretext to facilitate learners' oral production and to promote a deeper understanding, participation and reflection upon community issues. Thus, learners shared their perspectives of the world, making judgments of how they see their context and how they interpret it (Vygotsky, 1986). Besides, they were exposed to a variety of vocabulary, considering that during the learning process, each learner could be able to pick up different chunks of language depending on their learning style. When we chose the strategy we thought students would orally produce descriptions of the images and eventually, these would become in reflections upon their realities. During the process, there was evidence that learners improved their oral skills by means of in-context photographs.

### **1.3 Research question(s) and objective(s)**

Considering the learner's characteristics, needs, and the possibilities that the context might offer, photography might be used as a means to lead to oral production. This collaborative action research study had as the main objective to "determine the possible effect of the use of in-context photography in students' spoken production through Community-Based Learning activities". Having as a central question: *how do in-context photography based activities through Community-Based Learning affect spoken fluency in pre-A1 secondary level state school students?*

In order to accomplish the main objectives of this research, we proposed three specific objectives:

(1) To identify the effect of community-based learning activities in students' spoken fluency;

(2) To analyze if students improved in their speaking skills when describing their own contexts by means of photographs; and

(3) To compare and contrast the results of the learners' improvement of fluency with the applied activities in the two different schools and determine their effectiveness based on the specific characteristics of their contexts.

#### **1.4 Conclusion**

After considering the language gaps in the groups analyzed, the complexity of their contexts, their preferences and their actual level of speech, we may conclude that during this study, students could produce language. Through the implementation of in-context photographs as the specific tool, as well as through having important chances of communication and amusing activities. The teachers addressed these activities towards the improvement of students' cognitive abilities to integrate meaningful chunks of language into their linguistic system, so learners could orally express their ideas about the world as conceived through images of their context. Accordingly, it was necessary to go in depth in the main constructs and current studies developed on this matter in order to have a basis that made this proposal valid and reliable and its corresponding objectives achievable.

## **Chapter 2: Theoretical Framework and State of the Art**

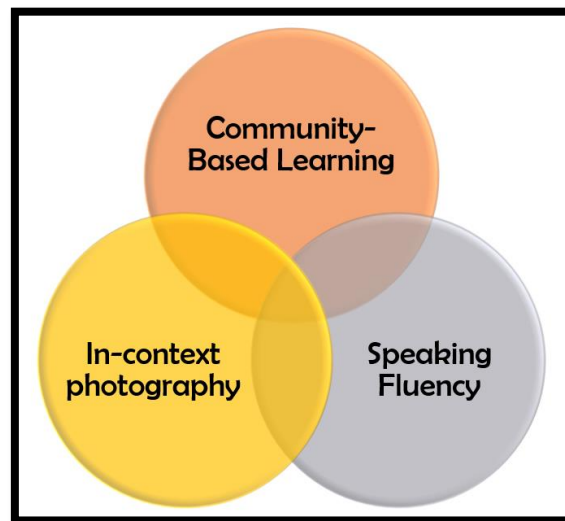
### **2.1 Introduction**

A person's interpretation of an image is subjective and depends on several aspects, for instance, the cultural heritage to provide meaning and understand it in depth (Lester, 2011). Learners require analyzing the image in order to communicate what they might understand from it. This is the reason why, in educational purposes, various authors (Dondis, 1973; Stokes, 2002; Bamford, 2003; Riesland, 2012) suggest including visual literacy skills and resources within the teaching practices to enhance language learning at different levels.

We have chosen photography among an extended variety of graphic resources because it might reflect students' direct reality and can be supported by their own experiences. The learners in this study had the possibility to take the photos of their context, by following different techniques, making the process much more personal, since they are directly in touch with their surrounding environment. This practice might increase their interest towards the development of the class and influence their attitude towards the language production, allow them to observe their reality from diverse points of view and increase their autonomy skills. Considering the learners' needs regarding spoken production and after providing them with tasks that involved their closest context, photographs led them to construct and express their own perspective of the world around them efficiently in the target language. These exercises encouraged learners to recognize their environment, to identify and reflect upon its problems. These also gave them the opportunity to reconstruct their concept of community and own it, to provide solutions to the issues detected.

## 2.2 Theoretical framework

In order to design and implement a proposal that tackled the needs identified in both state institutions, and that adapted to their specific characteristics, we considered the three main theoretical constructs as shown in *Figure 1*.



*Figure 1.* Three main constructs

The first construct corresponds to Community-Based Learning. The second is in-context photography, which might enhance the first construct. The third construct corresponds to spoken fluency, which is the main linguistic focus of this study. In this study, fluency allowed participants to express their ideas based on the construction and understanding of the surrounding reality and their reflections through photographs. These constructs could add clarity towards the development of the study and the achievement of the objectives initially proposed.

### 2.2.1 Community-Based Learning

CBL allowed us to frame the pedagogical proposal for the learners according to their particular needs, and because of the context where they belong. We followed Sharkey's claim (2012) about the importance of considering the urban communities "as rich resources for

curriculum, and see their students as inhabitants of communities with multiple linguistic and cultural assets” (p. 9). CBL is a research tendency within the frame of English Language teaching (Clavijo, 2015b), which refers to the connection between the school and its surrounding environment, including the main issues that the community might have. For instance, the integration of academic issues with family, health and social values, situations and services (Melaville, Berg, & Blank, 2006; Sharkey, 2012) provides an opportunity to have a sense of belonging from the English class. Besides, Villani and Atkins (2000) state that the CBL approach is centered on students, who “develop the knowledge, skills, and attributes of effective citizenship by identifying and acting on issues and concerns that affect their own communities” (p 3). All meaning that the basis of the current proposal relies on the characteristics, interest, needs and particular situations that learners might live every day in their immediate communities.

Thus, CBL might become an opportunity to construct meaning inside and outside the classroom, letting the participants be the main actors. Clavijo (2014) asserts that teachers have a call to consider valuable resources from the community and integrate them into their curricula. This in order to engage participants in formative experiences that allow them to solve problems related to the surrounding social issues. As a result, students could find this proposal noteworthy as it lets them be involved in their own reality, contribute to it, and reciprocally, benefit from their community.

Reciprocal learning was indispensable to perform the CBL approach. As Melaville et al. (2006) mention, it is fundamental to see the society as an indissoluble world, where each part of the community takes place and is a continuous participant in the learning process. Involving learners in social situations might enrich their knowledge and reinforce their self-esteem and



their self-efficacy in a meaningful way, by making them raise awareness of their role in their community. Additionally, integrating the community in the classroom, might foster memory span, language acquisition and overall, empower students to learn practically in their real context (Abbott, 2014). Hence, integrating the closest context in the classroom might facilitate the target language learning, allowing learners to recall and put into practice chunks of language related to the topics discussed.

With this in mind, a series of characteristics was needed in order to succeed during this process: integrating meaningful content, promoting students' active role, providing an appropriate assessment and feedback, and resources (Melaville et al., 2006). These aspects are the core to support different cognitive processes, "seek, sort through, discuss, dialogue, prioritize, and solve community problems" (Villani & Atkins, 2000, p. 41) which students might experience in the classroom during their learning practices. Thus, incorporating a CBL approach might help learners reflect upon their contexts and take it as a valuable source and opportunity to learn new vocabulary and use it in real-life situations through their oral production.

In addition, according to Guerrero (2013) integrating community-based tasks and projects might foster skills such as altruism and social awareness, critical thinking, interpersonal skills (interaction, peer assessment, feedback) and teamwork. Learners from two state institutions could not only strengthen their language skills, but also, raise awareness of the community in which they are immersed, empowering themselves to develop a sense of belonging and tolerance towards one another.

### **2.2.2 In-context photography within the Visual Literacy field**

In-context photography within the visual literacy field supports the objective of the current study, attempting to use photographs as a tool to support language and domain specific vocabulary to foster fluency in English. In the views of Moran and Tegano (2005), photography is a visual language that can be compared with verbal language, since they share communicative and structural characteristics. According to his definition, photography is “a dynamic representational system that uses signs to produce and communicate meaning” (p. 3). Thus, photographs necessarily have a cultural component and lead to convey different meanings, and these relate depending on the viewer’s personal experience, knowledge, and perspectives. Integrating photographs in the English class demands a series of thinking processes beyond simple observation. Burmark (2008) points out that students “must learn to process both words and pictures [...] they must learn to “read” (consume/ interpret) images and “write” (produce/use) visually rich communications” (p. 5). This process might be followed to generate a bridge between written/spoken language and have graphic representations of it, which facilitates learning. Bamford (2003) also defines visual literacy as creating and interpreting images in order to communicate the message effectively. Thus, in order to generate a bridge between written/spoken language, it is important to have perceivable representations of it.

In the same line, Felten (2008) states that “visual literacy involves the ability to understand, produce, and use culturally significant images, objects, and visible actions” (p. 60). Hence, manipulating any visual resources might help students to construct meaning. According to Dondis (1973), it is through visual, perceivable and a real environment that children reinforce their understanding of the world, which they have already appreciated through their first senses.

However, observing the reality is not the only aspect to bear in mind when we refer to visual literacy. Bamford (2003) mentions that the faculty of interpreting and analyzing the social issues that these images might have alluded to the individual's capacity to make judgments, which depends on different factors (mood, context, needs, country, and culture) influencing them. Therefore, in a teaching context, each student might encode and decode meaning (Moran, 2005) according to their own perspective of the world. Additionally, Brumberger (2011) suggests that participants create visual material as well, because only interpreting is not sufficient.

To enhance our students' visual literacy, we had to consider two of the main features that this term includes: *syntax and semantics* (Bamford, 2003). The first term, syntax, refers to the organization and guidelines in order to construct a communicative composition (Dondis, 1973). During this process, each individual establishes a specific structure and design depending on his or her purpose. When referring to images, this organization might include aspects such as scale, dimension, motion, boldness, arrangement, framing, depth, color, light, shape, juxtaposition of images, perspective, balance, harmony, symbolism, metaphor, foreground, background, among others (Bamford, 2003). All of these, to some extent, could affect the reader's interpretation.

Semantics refers to the construction of meaning. Visual semantics refers to how images fit into the cultural process of communication (Bamford, 2003). It is through this process that the learner establishes a relationship between structure and meaning in order to communicate. This is an indispensable aspect to develop in the classroom since it could foster communicative competences and could guide the students to develop their critical point of view through inferences and deductions. Dondis (1973) assumes these two aspects in three different levels: "the visual input, the representational and the abstract understructure" (p. 13). The first level refers to the symbols themselves; the second level refers to the resources that are recognized in

the environment; and the third and final level refers to the way each person interprets them. It is worth mentioning that learners convey meaning based on the social context in which the picture is produced, and the visual languages that this context manages (Kress & Van Leeuwen, 1996).

Considering these features: syntax and semantics, visual literacy in the form of in-context photography, taken as the main tool of this research, might apply to all the disciplines within education. First, this construct comprises troubleshooting and enhances critical thinking, relevant aspects to focus on a cross-curricular way. Second, this ability may foment other types of literacy such as spoken and written forms (Bamford, 2003). Third, it incites students to capture creative images to describe subjectively, considering their personal purpose (Burmark, 2008). Thereby, it is necessary to employ diverse strategies that foster visual literacy, as well as written and oral understandings, which are an important focus of this research.

#### ***2.2.2.1 In-context Photography Based Activities in language learning***

One of the main goals of our research is analyzing photographs taken by the participants since it might foster *belongingness*, which Good (2008) defines as one characteristic of community where each individual plays a significant role. It makes them feel they are part of their environment. Blagojevic and Sprague (2008), whose research focused on elementary students, argue that photos help support children to feel competent and satisfied in the classroom when these are related to their own learning and are meaningful for them. In the same line, Byrnes and Wasik (2009) carried out a research involving photography as a pedagogical tool. They state that this tool fostered the strengthening of different skills. When learners have the opportunity to decide what to capture in the picture and to talk about it, the activity reinforces the children's learning of meaningful language and vocabulary (Byrnes & Wasik, 2009). Thus, in-

context photography activities might bolster students' learning due to their permanent engagement with the class development.

It is through this meaningful learning that self-motivation might take place. For this reason, one of the main aspects to bear in mind was making students aware of their real context. Byrnes and Wasik (2009) suggest different activities that might involve this kind of experience. Hence, they recommend techniques like having “picture walks, matching and guessing games, allow them to take their own pictures, capturing their own experiences, creation of a classroom newsletter, storytelling” (p. 246). It allowed us to consider specific activities bearing in mind the participants and the process of this study.

The importance of involving significant activities could encourage our students' participation. Moreover, integrating photographs, some of them taken by the students themselves, could foster the use of different vocabulary since each learner perceives the world in a distinct way, experience it differently and consequently, achieve success in sharing their most personal ideas.

### **2.2.3 Speaking Skills**

This third construct, considered as the basis of our research paper, is the most general form for us, to communicate ideas, news, plans, feelings, and to state our point of view in terms of any topic or situation. In Fulcher's words (2003), speaking is “the verbal use of language to communicate with others” (p. 23). To go further and define the concept to adopt in the research, we consider other and more complete perspectives. On the one hand, Bygate (1987) defines speaking from the traditional view as “the production of auditory signals designed to produce differential verbal responses in a listener” (p. 5). Along with these definitions, Richards (2008) states that the traditional methodologies in the 70s included repetition, memorization of dialogue

extracts, responses to drills, considering the proficiency of the language depended on in this audio-lingual methods. These views allowed us to have a wider perspective of the scope in order to focus on the particular phenomenon we sought to analyze.

On the other hand, Bygate (1998) provides an alternative definition that includes interaction and decision-making skills for effective communication. Although we did not consider interaction as a core of the proposal due to students' low levels of English, we aimed at encouraging them to improve their oral production by taking part in spoken discourse. This allowed them to acquire the smaller units of language during the process, according to Nunan's top-down process perspective (1989).

According to Pawlak, Waniek-Klimczak and Majer (2011) managing to speak a foreign language requires having the different language subsystems: phonetics and phonology, morphology, syntax, discourse and semantics to employ them spontaneously. However, as teachers, we need to be careful of the "limited attentional resources, as well as the impact of a wide range of social factors that often determine the successful attainment of communicative goals" (Pawlak et al., 2011, p. 3). This idea invited us to focus on the importance of social issues in the design of a proposal that enhanced learners' improvement of their oral skills.

Since 1980s to our days, syllabi have been modified according to notions, functions, skills, tasks, and other non-grammatical units of organization (Richards, 2008). All of these intended to promote real communicative purposes among learners, being aware of their own learning process. In the same line and according to Grugeon, Hubbard and Smith (2005), literacy joins the skills of reading, writing, speaking and listening, which actually are an essential part of English learning. Then, oral work greatly broadens learners' understanding of language in speaking and writing, using language to communicate.

As a way to continue this process and raise learners' language awareness, this study seeks to determine the possible effect of the use of in-context photography in students' spoken production through CBL activities. For this reason, it was important that "teachers fully equip[ped] students with the skills needed to communicate effectively in the target language so that they can share and exchange their ideas, feelings, opinions, etc." (Monsalve & Correal, 2006, p. 1). Students might construct perspectives while reading pictures about their own and peers' contexts in which the main aspect of this construct (meaning) starts taking place. In addition, we consider River (1987) argues that learners might increase their lexis schemata as they are exposed to authentic materials or to their classmates' language in different activities such as discussions, problem-solving tasks and dialogues.

#### **2.2.3.1 Fluency**

According to Brown (1994), an effective way to achieve the communicative aim is by focusing on the language, not only in its usage, but to be more attentive to fluency rather than accuracy, to have authentic language and contexts, and to provide learners with the opportunity to relate classroom learning to real-life situations. This is why we decided to focus on fluency, taking into consideration students' needs regarding their low level of oral production. Regarding fluency, three definitions related to this term are indispensable. The first comes from Gutstein (1983) who asserts that a speaker is fluent when he can say appropriate things in a wide range of contexts and be creative and imaginative in language usage. In the same way, for Beardsmore (1974) "oral fluency is understood to imply a 'communicative competence' requiring an ability to formulate accurate and appropriate utterances of more than one sentence in length" (p. 10). Likewise, Jones (2007) supports these definitions by arguing that fluency refers to the ability "to

express yourself despite the gaps in your knowledge, despite the mistakes you're making, despite not knowing all the vocabulary you might need" (p. 18).

Following Binder, Haughton and Bateman (2002) fluency helps learners have critical learning outcomes such as retention and maintenance; endurance and application, helping them foster their problem-solving skills and their high-order thinking skills. Accordingly, Faerch, Hasstrup, and Philipson (1984) establish three types of fluency: semantic fluency, lexical-syntactic fluency, and articulatory fluency. Within these types, the one that is related directly to this study corresponds to the *articulatory fluency*, which refers to the ability to communicate by using chunks of vocabulary, fillers, and paralinguistic resources. Then, students focus on using language in order to communicate specific ideas, without considering grammatical features largely. Taking into account that students have a low level, focusing on syntax might discourage them to produce language spontaneously.

Concerning the articulatory fluency, Brumfit (1984) proposes specific criteria in order to design appropriate fluency tasks: a) to focus on meaning; b) the content should be considered by learners; c) improvisation is acceptable during this process. Considering the focus on meaning, Harmer (2007) states that when providing feedback, teachers should emphasize the content, the message intended to share by the student, instead of the grammar used. In addition, focusing constantly on correction might affect the learners' affective filter, anxiety, and risk-taking skills. In the same way, Nation and Newton (2008) argue that fluency tasks should have a meaning condition, in which learners have an active role in 'experience tasks', by making use of known vocabulary and structures and, by encouraging them to use the language in at a higher level than normal.



Students found these tasks useful and helpful for them to be aware of their roles within the classroom and in their community, being responsible for their own learning process as interlocutors during the design and implementation phase of this study. Due to the initial conditions and characteristics of the group of students selected, we considered that they might not be able to become fluent and use language in a wide range of contexts. First, because of their little command of the language; and second, because the project only considers a short term of implementation in which improvements might not be very significant. However, it was expected that learners, after following a rigorous process, become able to use the language in the context where they need to do it: the English class. We are aware of the complexity of developing CBL approach, and we consider the present study as the first step to have a wider impact in students' close environments, such as social networks, or, in other places at school and even in the neighborhood and at home. We start by bringing their realities to the classroom and facebook, as a way of interaction among participants, and little by little, keep on moving to a wider range of contexts.

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

Studies conducted in local and international contexts have encompassed these constructs: photography within the visual literacy field, fluency, and CBL, from different perspectives. Several authors have made the case for the role of visual literacy in language teaching. For instance, Jin and Boling (2010) have analyzed the role of non-verbal semiotic elements concluding that the integration of a visual component is essential in the second language learning process. On the one hand, visuals allow learners to be more receptive and encourage them to improve the four traditional English language skills: listening, speaking, reading and writing. On

the other hand, visual literacy helps teachers design more attractive and engaging teaching and learning tasks.

Previous research studies have implemented activities using visual aids as tools to promote communicative skills in general or independently of the approach. For instance, Sanchez (2013) who focuses his thesis on the use of photography as a tool to promote vocabulary acquisition, deduced that these photography-based activities encouraged intrinsic motivation. Furthermore, using cameras promoted a meaningful learning of words and framed them in a real context. By comparison, Linares's (2010) project aimed at finding the correlations between students' writing processes in EFL and integration of visual literacy material through *picture-stories*. His study evidenced the importance of using images for students to write narratives in EFL and their ability to understand that visual literacy is a tool that helps them develop their narrative writing skill. The study conducted by Sarmiento (2010) aimed at exploring the promotion of children's critical-thinking skills through a guided reading of images that allowed children's reasoning and helped them to develop oral and written skills in an EFL context. In the same line, some previous studies have used visual literacy as a tool, focusing on speaking skills. Benavides, Murcia and Niño (2009) aimed at identifying the impact of the use of visual material in the second language learning process. According to these authors, using visual aids in the language learning and the teaching practices increased motivation and kept the engagement in the teaching-learning process. Being more specific, Pimienta (2013) conducted her study using printed images to reinforce speaking skills. The students could foster communication of their own ideas and opinions and relate the new vocabulary with prior vocabulary. Whereas Castiblanco (2014) attempts to enhance oral fluency with a visually-friendly virtual environment. Castiblanco's results determined that the implementation of the visual virtual environment

*Second Life* encouraged speakers to participate actively in task-fluency discussions becoming more fluent by means of an avatar. Although these researchers attempt to strengthen different competences, they coincide with the crucial role that images play in the classroom in both teachers and learners.

There have been previous studies, which specifically focus on CBL pedagogies. We find Medina, Ramirez, and Clavijo (2015) as one of the main studies in this field. They stand out the relevance of implementing critical literacy, community-based pedagogies and multiliteracies as a way to increase students' community awareness. In addition, we can mention the learning experience documented by Clavijo (2015a), in which teachers from different curricular areas adapted and included Community strategies in order to promote the use of local realities as possible and valid resources for the English curriculum as a foreign language. The project aimed at giving an important value to local knowledge for curriculum design and made a call for English teachers to take advantage of the multilingual and multicultural resources of their communities. In one of these experiences, the teacher asked eighth-grade learners to take photographs of the local advertisements that use English. Then, the class was designed to guide a conversation and analyze the advertisements.

Despite the fact that these studies have centered their attention on visual literacy and CBL as a way to foster the second language learning, they have not integrated the improvement of a particular language skill, especially speaking. They have treated mainly critical-thinking skills focusing on more than the improvement of the language itself. We have decided that in our project, our students did require a particular training in the use of the language. This is the reason why we have focused on developing activities that foster students' speaking skills parting from

the students' language needs, the community issues and the in-context photographs as the main tool.

To sum up, previous studies have applied interesting strategies to develop communicative skills by using visual aids, but in different contexts and implementing other strategies. However, no significant prior research has considered how to foster oral fluency through in-context photographs. Current action research studies have not recognized the relevance of using photographs about issues of the students' closest context as an important source of information to foster the oral language production. Likewise, they have not considered the interaction between different communities of learners to share their perspectives and experiences, using photographs as the main pretexts to put into practice the L2.

Accordingly, this action research study stands out the crucial role of in-context photographs as a means of strengthening the oral production and raise awareness of learners' context. For this reason, this study attempts to fill these gaps, by letting learners reflect upon their own reality. The work of Medina, Ramírez and Clavijo (2015) invite language teachers to analyze, discuss and criticize dichotomies in the educational context in order to find new perspectives of language teaching and learning based on the cultural and contextual exchanges that could feed the process. Besides, Sanchez's suggestions (2013) for further research are to make comparative studies and explore the patterns that could emerge from them. Thus, our study aims to analyze the learners' improvement in the target language, by considering the closest context of both groups.

## **2.4 Conclusion**

Overall, the constructs considered and analyzed, enlightened our proposal, giving us the opportunity to rethink and reformulate the pedagogical strategies, which are practiced in state

school classrooms nowadays, by using tools that lead the learners to describe, analyze, discuss and rethink their closest scenarios and interests. Moreover, analyzing the different studies regarding the improvement of language skills enriched our research study in the way that we identified the knowledge gap to be filled in the communities of learners we attempted to intervene.

## **Chapter 3: Research Design**

### **3.1 Introduction**

Although the existing studies on this topic revealed the relevance of providing students with visual aids as tools to foster second language learning, they have not considered the combination of this strategy and the learners' community and context as a meaningful source of the learning experience. Based on the students' needs identified and the constructs developed in the current proposal, the methodology was founded on action research, including the most relevant issues such as context, participants, researchers' role, ethical considerations and instruments to collect data. We designed and applied a pre, mid and a final survey, a rubric and video-recordings, as well as participants' artifacts in order to monitor the learners' progress. These aspects will correspond to the implementation phase, which is the core of the current research project.

### **3.2 Type of study**

Due to the call of the Ministerio de Educación Nacional (2005) to propose new strategies in our teaching practices and to integrate proposals that generate changes in the way of teaching English, particularly in our state schools, we have considered that the most appropriate method to be applied in this study is Action Research, since according to Elliot (1991):

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their

work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice (p. 38).

Additionally, Elliot (1991) mentions that “the fundamental aim of action research is to improve practice rather than to produce knowledge. The production and utilization of knowledge is subordinate to, and conditioned by, this fundamental aim” (p. 49). Accordingly, this type of qualitative research allowed to be closer to the population and to the specific problem related to teaching and learning the language in eighth grade in both institutions. In terms of English communicative competence, recognizing the strengths and weaknesses of students through the participation of teachers allowed the early identification of the needs of these groups. Also, it helped determine the possible solutions that could be performed, to make a significant change in terms of improving communication skills.

This research has a descriptive and an exploratory nature, as it intends teachers to be aware of the reality in which students are involved, but also allows the possibility to complement a methodology to pedagogical actions that provide better learning opportunities to the participants. They were partly essential in determining the course of this study and its solution, and making crucial decisions regarding the methodology to be carried out. However, it is worth mentioning that using images was previously determined during the exploration stage because at that moment, students showed attitudes toward their preferences in the English class. This allowed us to define the type of tasks, based on the CBL principles and in-context photography characteristics, that could facilitate improvements in the understanding and production of English. This situation promoted a clear commitment from students to actively participate in the CB activities, being interested in being part of their community.

### **3.3 Context**

This research was conducted in two different state schools: CEDID Ciudad Bolivar and Marco Antonio Carreño Silva. CEDID Ciudad Bolivar is located in the southwestern part of Bogotá, Colombia, in the 19th district, Ciudad Bolívar. Generally, the students of this institution are considered part of a vulnerable population due to the social problems identified in the context such as forced displacement of families from different parts of the country or the absence of government intervention, which causes insecurity and violent situations to arise around them. On the other hand, Marco Antonio Carreño Silva State School belongs to the 16th district, Puente Aranda. The zone has been in constant industry development, being the most important industrial epicenter in Bogotá.

#### **3.3.1 Participants**

The selected groups to conduct the research study were 30 eighth-grade learners between 11 to 15 years old in group A. As they did not reach the minimum achievements in the proficiency exam (or placement test) to be located in the pre-A1 level yet, they are considered false beginners, since these groups of learners have limited amount of previous instruction in a language and for that reason, they do not have a minimum command of the language (Richards & Schmidt, 2010). According to the curriculum at the institution, the English class had a weekly frequency of two hours. Regarding group B, there were 30 students, between 12 to 16 years old. They were a heterogeneous group as some students were placed in pre-A1 level, but there were some others who could not reach that level. At this school, the English class had a weekly frequency of three hours.



### **3.3.2 Researcher's role**

In this study, the researchers' role is to serve as both an observer but also as a participant. It involves investigation and reflection, as Burns (2003) argues, "reflective analysis of one's own teaching develops a greater understanding of the dynamics of classroom practice, and leads to curriculum change that enhances learning outcomes for students" (p. 12). This type of study allows the researchers to reflect on their own experiences and improve their own practices. Bearing in mind the principles of action research, we observed and identified a common issue and started a systematic gathering of information related to the identified problem. As participants, teachers designed an action plan, considering students' needs and interests.

### **3.3.3 Ethical considerations**

Due to ethical considerations, it was important to let our participants get acquainted with the main objective of the research project and their corresponding stages, as well as the learner's and the teacher's role, how they were involved in this study and the data collection instruments that were going to be applied. Thus, we presented a video, summarizing all these components in the introductory session (Appendix E).

In order to comply with what Burns calls the "key principles that support our type of study: responsibility, confidentiality and negotiation" (Burns, 2003), we decided to send a consent letter to inform them (Appendix F) and their legal tutors (Appendix G). The letters described the purpose of this investigation, the methodology that was going to be followed to obtain their parental authorization to participate in this research. Likewise, a consent letter was addressed to the school's principal in order to have the schools' approval (Appendix H).

### 3.4 Data collection instruments

To facilitate data collection, the gathering of relevant, useful and reliable information, we defined the appropriate instruments that could fulfill this attempt during the different stages of implementation: pre-stage, while stage and post-stage (see Chapter 4: Pedagogical Intervention and Implementation). Throughout the pedagogical intervention, we applied four instruments: Photographs as artifacts, a checklist, rubrics, survey and video-recordings.

Photographs as artifacts were taken from their closest contexts, considering the CBL core characteristics: meaningful content, learners assume an active role; learning goals are connected with community purposes, varied activities to demonstrate learners' competences and supportive relationships (Melaville et al., 2006). A checklist supported this tool in order to analyze specific aspects of the use of photographs during the oral production performance. Additionally, rubrics were applied during the production stage at each lesson and video-recordings were taken to keep evidence and determine students' current progress in their production. Besides, there was a survey at the end of each learning evidence stage to collect information from students, to evaluate the activities and to self-evaluate their performance during the intervention.

These instruments were selected, since they are useful to analyze the oral process production of the students and their interpretation about the different community issues that emerged from the tasks, including photographs as main activities. These instruments make evident the learners' reflections and support each other, providing meaningful and reliable data about learners' oral production improvement. The reality of implementing them could support our research with specific information that other types of instruments such as logs, questionnaires or tests would not provide for this particular skill.

### **3.4.1 Descriptions and justifications**

#### **3.4.1.1 *Photographs as artifacts***

Students' artifacts are visual and tangible material that can support the English learning process and provide evidence of the learners' work and the teacher's ability to put the CBL methodology into practice. In terms of validation, as Burnaford, Fischer and Hobson (2000) state, "by studying an artifact from the portfolio of individual children, teachers can learn much about their teaching and how they might address the needs of all the students in their classrooms" (p. 45). Accordingly, it provided a very rich opportunity to reflect upon their contexts. It was used as the pretext to produce, share ideas, and generate the discussions that were gathered through the video-recordings. Students' artifacts were significant in this research because they pretended to show how the creative and social abilities could motivate and foster the students' learning, especially those skills related to oral production (Appendix I). Likewise, learners posted their artifacts in a group on the social network: Facebook. This group was composed of students from both schools. This in order to bring closer to both communities and let learners observe how the issues proposed could be experienced in a different manner.

To consider all the aspects to be analyzed within the photographs, a checklist was designed during the pedagogical intervention in order to establish clear criteria to identify if the pictures complied with the photography and community features required, and if it supported language production. (Appendix J). Freed, Ryan and Hess (1991) state that the "research process checklist is designed to provide general guidelines for conducting educational research." (p. 134). The checklist was used as a planning guide, as review procedure and as a criterion during the research study. Regarding the piloting and validation process, this tool was designed by considering the photography process and how it was related to the oral production. It was

composed of a series of items that attempted to prove if learners considered that a photograph has syntax and semantic aspects, and how these characteristics were coherent with their own ideas. Based on this, the checklist was reviewed a few times and adapted according to the colleagues' feedback.

#### **3.4.1.2 Rubric**

A rubric captures the essence of performance at various levels and provides an explicit judgment based on the specific features of each one of these (Spandel, 2006). During this study, an *analytic rubric* was applied, in which we evaluated each category separately and then, summed up all of them to assess the student's performance. Rubrics should accomplish three goals: inform the students of standards and expectations, about levels of achievement and about specific areas in need of improvement (Moskal & Leydens, 2000). Different rubrics were piloted in the same population, taking into account a series of topics, in order to evidence how comprehensible, the evaluative criteria were for the learners.

Based on the piloting results, we made the necessary adjustments according to factors to be considered in judging the learners' response and quality distinctions (Popham, 2012). Finally, another rubric was designed with the purpose of analyzing the learners' spoken fluency. It was applied after every task carried out to evidence students' progress and improvement of this specific aspect of speaking (Appendix K). In terms of the validation of this tool, we shared it with our classmates at university and colleagues at work, in order to receive some feedback to improve it. We revealed the rubric to students in Spanish to get them acquainted with the criteria of the oral performance to be analyzed.

### **3.4.1.3**     *Video-recordings*

This instrument was useful to observe the students' performance clear, providing evidence of their oral skills and their real interaction and performances. Video-recordings seemed to be a reliable instrument as it was the best way to find and analyze many aspects like behavior, attitudes, and feelings about the activity, the class, and even the language learning. One of the advantages of videos is that they could be seen and heard many times to examine all the necessary aspects to be observed. Watching a recording of what took place in the classroom offers the luxury of taking a step back and hearing learners' oral production with an objective point of view. It was an opportunity to reflect on the students' learning and thinking process. Additionally, this tool served as evidence of the context and meaning that learners could give to their production (Bowman, 1994). This technique is valid and reliable since according to Nunan (1992) it has three main strengths: it preserves the actual language, which means that it could keep the real students' oral production. It is naturalistic because it could be recorded spontaneously while speaking with peers. Besides, it is an objective record, since valuable and faithful information is identified without interfering with subjective opinions.

### **3.4.1.4**     *Surveys*

This was an instrument to collect data about personal information, interests and perceptions in the current investigation to make a general description of the participants in this research. Hopkins (2014) affirms that this kind of data gathering is a quick and simple way of obtaining broad and rich information from students. It is also very useful for teachers because it can provide feedback on attitudes, adequacy of resources, considered in the preparation and development of next stages, as well as an evaluation of the current process. Thus, the survey

could help in the evaluation of the project and in the identification of the possible improvements for further research. In terms of validation, this instrument was also shared with our colleagues in order to analyze how reliable and valid the questions proposed in this tool were. Then, the survey was piloted with a focus group in order to evidence if the questions were coherent with the purpose of this study and based on results, the final version was redesigned (Appendix L).

### **3.5 Conclusion**

The aspects addressed strengthen the research design basis, framing the project into action research study, and allowing all participants to get involved in the process. In addition, the systematic process that we followed, led to choose the instruments appropriately in order to determine the reliability and validity of the current study. Furthermore, this dynamic process allowed us to adopt a new instrument, which supported the data collection stage. The organizational structure, steps and issues implicated in this research project were considered seriously to continue with the design and implementation stages. Accordingly, the steps considered during this research design become the base of the pedagogical intervention described in the following chapter.

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

### **4.1 Introduction**

This chapter aims to explain the pedagogical intervention, including a detailed description of the steps that we followed to determine the possible effect of using of in-context photography in students' spoken fluency when interacting through CBL activities.

There are two instructional objectives to fulfill,

(1) To raise students' community awareness when describing their own contexts by means of photographs.

(2) To foster oral production among the students through CBL activities.

Learners played an active role in the classroom and carried out different tasks in which they took the photographs during three session stages: pre-task, task, and post-task. Through this procedure, data was collected from the survey, video-recordings, and the rubrics, all of which were administered to the students after every three-class lessons. Finally, we revised photographs during the whole process.

In order to carry out an appropriate and effective intervention, we established a clear understanding of the vision of the language, learning, classroom and curriculum, which were fundamental for developing a well-structured instructional design.

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

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

According to Brown (2007) language is “a systematic means of communicating ideas or [...] meanings” (p. 384). Since language serves as a strong opportunity for conveying meaning, it

becomes a way to promote community awareness in students when describing their own contexts through photographs, developing their spontaneity, creativity and strengthening their cultural values. The integration of photographs and CBL activities, that involve taking and analyzing them, might prove the need of using language as a way of reflecting upon the reality that surrounds students and inviting them to recognize their own role within it.

Learning language through photographs is a way for learners to explore new perspectives of their community and shape their ideas about the world, promoting a spontaneous environment, which fosters their oral fluency. Language learning is shaped by the information inferred from the context in which learners are immersed in, making it meaningful and becoming long-life learners in Vygotsky's terms (1986). This author made the distinction between word meaning and word sense. The first one, referring to the generalized concept, and the second one, subjected to the context of speech. In other words, language learning is shaped by the information inferred from the context in which learners are immersed in, making it meaningful and becoming long-life learners. According to Clark's assertion (2004), "earlier conceptual representations of objects, relations and events provide a general underpinning for linguistic categories (p. 472). Meaning this that learners' experiences gathered from perceptual input, go further than being isolated information and develop into the actual language to be shared.

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

Along with the previous assertions, Slavin (2006) points out that learning is "the change in an individual caused by experience" (p. 138). Considering this definition, this study encompasses learning as a meaningful experience. Through a close relationship between learning and community, we have provided a problem-centered environment (Gruenewald & Smith, 2010) in which learners observe, manipulate and interpret their reality on a direct way, as they



have a personal and open contact with community issues. In addition, involving CBL has helped us relate the topics with community issues, in order to inspire learners and help them establish real purposes. Sobel (2004) states that this approach to education increases academic achievement, helps students develop stronger ties to their community. It also enriches learners' appreciation for their context to build their sense of commitment to serve as active inhabitants (Clavijo, 2014).

Additionally, Melaville et al. (2006) assert that education and the pedagogical competences should be connected to places and issues that surround learners. Thus, with the implementation of different communicative CBL activities, through photography, making and analyzing, we could stimulate a sense of personal meaning and kinship in students, with their community and with others.

#### **4.2.3 Vision of curriculum**

Considering English as a foreign language, its learning and teaching processes, Nunan (1988) defines curriculum as a large and complex concept, referring to all aspects of planning, implementing, evaluating and managing an educational program. The key elements to consider within the curriculum are “initial planning, including needs analysis, grouping learners, goal and objective setting, selection and grading of content, methodology, and assessment and evaluation” (Nunan, 1988, p. 14). The curriculum adaptations made in both institutions were established according to the necessities found in analysis, and the relationship with the National standards in English determined in Colombia (Ministerio de Educación Nacional, 2006; Ministerio de Educación Nacional, 2014).

Additionally, the research objectives are in agreement with the CEDID Ciudad Bolívar and the Marco Antonio Carreño Silva models. The first one, *teaching for understanding* and the second one, *inquiry-based learning*. Both approaches are learner-centered and aim at developing knowledge and language through important and accessible topics, engaging learners to explore, explain and apply what they understand in real life, as well as making learning a long-term and a thinking-centered process (Perkins, 1993).

### **4.3 Instructional design**

Considering that this was a qualitative interpretive research, we sought to analyze participants' language, the meaning they captured from the different situations proposed in the tasks through their oral competence. Each stage considered within this project took account of the conditions to get valid and reliable results and are explained in this chapter.

#### **4.3.1 Implementation**

In the action research as a continued process, there are different stages that researchers need to follow. Table 2 illustrates the four stages: diagnosis, design of the proposal, implementation of the proposal and evaluation (Sagor, 2010) and other important moments in the research process.

Table 2

*Research timeline*

TIMELINE ACTION PLAN 2014-2015																																		
ACTIVITY / WEEKS	August				September				October				November				February				March				April				May				June	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Needs analysis																																		
Statement of problem and research questions and objectives																																		
Literature Review and state of the art																																		
Research design																																		
Choice of instruments																																		
Instruments design																																		
Planning Action Plan																																		
Piloting of instruments																																		
pedagogical intervention																																		
Data collection																																		
Data analysis																																		

The implementation lasted nine weeks. There were two hours of face-to-face contact per week, plus six hours of online time, completing 24 hours (Table 3). The lessons aimed at prompting learners’ oral production to improve their spoken fluency when describing their own contexts by means of photographs through communicative and meaningful activities.

*The pre-stage (diagnosis stage)*

The diagnosis stage of the project started the first semester of 2014 to examine the students’ English level and to find out the problem and the possible activities that could be put into practice, according to their characteristics and needs. The secondary level students of two different classes were observed to discover their difficulties aspects of their language to be improved. It was necessary to collect relevant information that proved their current needs. Incidentally, the field notes’ application helped in the description of the English classes’ development and allowed to focus on a specific area and define the research question, objectives, and literature review to continue with the next step.

Table 3

*Implementation schedule*

Stage	Date	Content	Aim
<b>Piloting Stage Introductory session</b>	1 week		Get students acquainted with the research project, main objectives, lesson structure and type of activities.
<b>Data Collection Stage One Input Photograph analysis</b>	3 weeks	Me in the school! Asking and giving personal information <ul style="list-style-type: none"> <li>· Personal information</li> <li>· Physical Description and Personality description</li> <li>· Occupations</li> <li>· Routines</li> </ul>	Students will be able Introduce and talk a little about themselves and their classmates Describe members of the school, their occupations and their routines, according to their predictions
		In the Community Describing locations (school and neighborhood) Asking for and giving directions Reading a map	Students will be able to: Talk about likes and dislikes regarding their school and their neighborhood Describe their neighborhood. Use maps to give directions and describe locations. Role-play community scenarios. Take pictures of different schools and compare how they are.
<b>Survey</b>			
<b>Data Collection Stage Two Input Photograph analysis</b>	2 weeks	My plate Nutritional pyramid Healthy / unhealthy food Healthy / unhealthy habits	Students will be able to: Identify the categories and food items in the nutritional pyramid Identify these items in their daily meals Describe their habits by means of photographs Photography workshop (online)
<b>Survey</b>			
<b>Data Collection Stage Three Input Photograph analysis</b>	2 weeks	Food waste -In the school -In the neighborhood -At home	Students will be able to: Identify the vocabulary related to food waste Describe photos with wasting situations Design a campaign against food waste in the school Share their photos in a social network Photography workshop (online)
<b>Survey</b>			
<b>Data Collection Final Stage Input Photograph artifacts</b>	2 weeks	The three R's -Recycling -Reusing -Reducing	Students will be able to: Identify the vocabulary related to recycling Reflect upon the different situations at school, through photographs. Create and explain a mind map to solve community wastes Photography workshop (online)
<b>Final Survey</b>			

*The while-stage*

Once the pre-stage was carried out, and the needs analysis data was gathered and analyzed, some strategies and methodologies were set out to determine the possible solutions. In this step, we cared about the identified needs of the students, their background, the time to perform the tasks and the impact that certain activities could have through the development of the instructional plan.

In addition, this stage was essential to collect data through different research instruments. First, a survey, composed of 17 questions, aimed to determine learners' perceptions and attitudes regarding the use of photographs and interactive activities. Then, a rubric was applied to assess learners' performance and evidence their progress through the implementation. In the same way, the video-recordings and checklist supported the data collection and helped us gather information about the main objective of this study, the improvement of fluency in oral production of the second language.

During April and May, there was a national teachers' strike causing a delay in the implementation of the action plan since schools were closed for 24 days. This situation reduced continuity of the learning process and forced us to implement blended sessions in order to complete the required hours proposed for the research. These online sessions were planned as photography workshops in order to take advantage of the learners' time at home to give input and take advantage of the face-to-face sessions. The students posted on Facebook the outcomes from these workshops. Poore (2015) argues that using social networks might increase the learners' participation and can be learner-centered, allowing students to be active participants in

their own learning. Thus, this social network allowed participants to express themselves at their own pace about the different issues proposed in class.

### *The post-stage*

After gathering the different data, this stage focused on classifying and analyzing it, identifying the strengths and weaknesses of the research, and considering the influence that the action plan had in the improvement of spoken fluency of the learners, regarding their particular conditions during implementation stage. A comparison between processes carried out by learners in the two institutions allowed to answer the research question and sub-question considering the pedagogical implications, the evaluation of the research itself and the recommendations for further research.

Taking into account that the closest community (the school and neighborhood) is constantly shaping our lives, we have found necessary its involvement in the learning process, establishing a clear relation with photographs as an opportunity to reflect upon their reality. As Byrnes and Wasik (2009) state, giving learners the chance to include their background in learning by means of analyzing photographs might have a higher impact on their learning process, likewise, in the improvement of their language skills. For this reason, the in-context photography activities considered three steps: description, classification, and interpretation, since these stages allowed learners to convey a deeper meaning in the images, comprehend what happens around them and how each person acts differently and acquires their own sense of identity (Sieber, 2001). Using in-context photographs promotes the students' participation and encourages them to speak in a more spontaneous and meaningful manner.

### **4.3.2 Lesson planning**

For each session, we adapted the lesson plan format from the course In-service English Language Teaching (ICELT) course from Cambridge University (Appendix M). Each lesson contains a main objective and is composed of three stages, according to task-based instruction: pre-task, during-task, and post-task (Ellis, 2006). Likewise, the materials were selected according to this process and learners' needs, perceptions, and interests. Each lesson was designed according to task-based instruction (Nunan, 1989; Willis, 2001; Ellis, 2006) and the topics were selected as stated in the National standards. The curriculum in both schools was adapted according to students' needs and abilities, as well as community issues identified at the moment of implementation. However, as we realized that the standardized topics proposed in the official documents might not be complying with the CBL principles, it was necessary to reconsider the topics based on common situations and contextual issues, without changing the assigned language grammar focus.

Following Willis's argument (2001), the pre-task aims at providing learners with the raw material for the lesson. We provided them with the language they needed by means of authentic materials to identify useful expressions, specific chunks of language and their functions. During this stage, we established the aims of the session, provided input and framed the activity. We encouraged students to participate and be involved in the class. Through the use of photographs or images and by integrating skills, we introduced the topic and activated learners' schemata, trying to make predictions about the pictures.

The second phase corresponds to the task itself, being the main step in the procedure. In this part of the lesson, learners had the opportunity to use the input provided in a spoken activity (role plays, interviews, short presentations). According to Kumaravadivelu (1993), tasks should not be so easy that learners do not engage seriously, nor should be tasks so difficult that excessive mental processing is required. Furthermore, teachers can manipulate the difficulty of a task and influence attention by making some decisions. In task-based learning, there are two aspects of during-task activity: manipulation of attention and the extended task procedure. We designed the tasks, including activities that comprised what we thought would be interesting topics from the learners' context. Additionally, that could give them the opportunity to describe those situations by using the language patterns and chunks provided in the pre-task.

Finally, the post-task stage refers to the follow up on the task (Ellis, 2006) and had two purposes: firstly, to focus on language practice and provide feedback; and secondly, to foster self-regulation skills and raise learners' awareness. For this reason, during this stage, teachers aimed at reinforcing language aspects by considering the possible difficulties that learners could have during the lesson. In addition, we implemented formative assessment strategies in order to help them understand their own learning process. The primary assumption at this stage is that learners have to be reminded that fluency is not the only goal during-task completion and that restructuring and accuracy also have importance. In this way, post-task activities provided other means of increasing attention during-tasks (Koester, 2002).

Regarding instruction, Mager (1997) states that this part of the lesson is crucial in order to obtain the desired purpose and facilitate learning. For this reason, each lesson plan encompassed a communicative aim, which followed the principles of performance-based objectives: performance, conditions and criterion. Likewise, it included scaffolding activities that allowed



learners to achieve the main aim, as well as the CBL principles in order to make learning meaningful and establishing real communication among learners.

With regard to pedagogical scaffolding, the lessons considered six features: continuity, contextual support, inter subjectivity, contingency, handover/takeover and flow (Walqui, 2006), in order to promote a spontaneous environment and allow learners to have a critical view on the topics to be proposed.

#### **4.4 Conclusion**

In sum, the time invested in the pedagogical intervention allowed us to identify the impact of implementing CBL principles and including in-context photographs in lesson activities. The implementation of these strategies helped learners to be aware of their roles within the community and the English class. Also, the teacher became a facilitator providing learners with enough opportunities to use the foreign language. In the following chapter, the data gathered will be analyzed in depth and the impact of the pedagogical intervention in the target population will be discussed.

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

### **5.1 Introduction**

In this section, we go into detail about the methods, stages and procedures carried out to analyze data. In this sense, we explain the processes of data organization and analysis in this mixed method research. Johnson, Onwuegbuzie and Turner (2007) define this as the type in which the researchers combine elements of qualitative and quantitative approaches in order to have a larger scope and a deeper understanding of the phenomenon.

Subsequently, following Creswell (2013), the research encompassed two different approaches (quantitative and qualitative) to collect and analyze data in order to provide a more valid meaning to the research study. This process was carried out through a sequential exploratory procedure (Creswell & Clark, 2010), in which we attempted to support and expand the findings between both methods. In this specific case, we explored the data through a qualitative approach, giving priority to the collection and analysis of qualitative data at the beginning. However, a broad sample was gathered supporting the data with the quantitative method to generalize the initial findings and to determine the codes, subcategories, and categories. Finally, we made an interpretation on how the quantitative results expanded the qualitative results.

### **5.2 Data management procedures**

As it was mentioned before, we administered four instruments: video-recordings, rubric, survey and photographs as artifacts. The video-recordings had with the purpose of keeping track of students' performance and providing evidence of their oral skill improvements towards fluency. These video-recordings were done three times during the implementation stage and

were saved and labeled in a digital folder. All of them were manually transcribed using a word processor and assessed, using the rubric designed for this purpose.

Regarding the rubric, its main aim to analyze each learner’s performance, focusing on spoken fluency considering specific criteria. Each level of performance or criteria was scored from 1 to 4 in order to get a final result and have quantitative results for individuals and for each one of the groups. Although the rubrics were applied after each task, only three were selected to identify patterns of improvement at the moment of analysis. The selected tasks correspond to the initial, the middle and final stages of the process, in a way we could clearly identify if the progression of activities showed any improvement. The data collected with this instrument was registered in a Google spreadsheet to consolidate a Data Analysis Matrix (*Figure 2*).

	A	B	C	D	E	F	G	H	I	J
1	<b>Research title</b>	<b>Encouraging learners to speak fluently using in-context photography through community based learning activities</b>								
2										
3	<b>Research question:</b>	<i>how do in-context photography based activities through Community based learning affect fluency spoken production in pre-A1 secondary levelled public school students?</i>								
4										
5	<b>Objectives:</b>	(1) To identify the impact of community based learning activities in students’ spoken fluency								
6		(2) To analyze the improvement of students’ speaking skills when describing their own contexts by means of photographs; and								
7		(3) To compare and contrast the results of the learners’ improvement of fluency with the applied activities in the two different schools and determine their effectiveness depending on the specific characteristics of their contexts.								
8										
9										
10	<b>School</b>	<b>Participants</b>	<b>Code</b>	<b>School</b>	<b>Participants</b>	<b>Code</b>				
11										
12	<b>School A</b>	xxxxx xxxxxx xxxxx	S1	<b>School B</b>	xxxxx xxxxxx xxxxx	S9				Community
13		xxxxx xxxxxx xxxxx	S2		xxxxx xxxxxx xxxxx	S10				Photography
14		xxxxx xxxxxx xxxxx	S3		xxxxx xxxxxx xxxxx	S11				Fluency
15		xxxxx xxxxxx xxxxx	S4		xxxxx xxxxxx xxxxx	S12				Affective factors
16		xxxxx xxxxxx xxxxx	S5		xxxxx xxxxxx xxxxx	S13				Language awareness
17		xxxxx xxxxxx xxxxx	S6		xxxxx xxxxxx xxxxx	S14				
18		xxxxx xxxxxx xxxxx	S7		xxxxx xxxxxx xxxxx	S15				
19		xxxxx xxxxxx xxxxx	S8		xxxxx xxxxxx xxxxx	S16				
20										
21	<b>Research Design:</b>									
22	Collaborative Action Research									
23										
24										

Figure 2. Data Analysis Matrix

In addition, the surveys were applied three times during the implementation stage, after a series of three classes, in order to collect data about learners' perceptions of the ongoing process. These instruments were applied to all participants in both institutions. However, only 27% of students randomly selected from each school were considered for the analysis due to the amount of data registered. All data gathered was registered in the data analysis matrix.

Furthermore, during the data analysis stage, a checklist was attached to the analysis of photographs as artifacts. It was designed to increase the reliability of triangulation in regard to the problem researched. We designed it to determine if the photographs fulfilled the requirements regarding the oral language production and the community awareness, which was analyzed through learners' artifacts and their possible solutions to the different issues by means of the target language.

After having full access to data, the students selected were renamed as S1, S2, etc., in order to keep their identity in reserve for research purposes. Due to the large amount of gathered information, we organized all the data in a matrix. This tool helped us to have a first general impression (Creswell, 2013), provided the possibility to identify common patterns, and to compare and contrast them, individually, and among students of the same and the other institution. All the data was collected during the 9 weeks of implementation and all the information was digitally stored in chronological order.

### **5.2.1 Validation**

The validation of the data analysis was ensured through triangulation, which is the process of verification among data sources, integrating different data collection strategies, viewpoints, and methods. This, in order to find commonalities after a permanent process of comparing and contrasting the data collected by the implemented instruments (rubrics, video-

recordings, surveys, and photograph) (McMillan & Schumacher, 2010; Yeasmin & Rahman, 2012).

Moreover, the instruments to collect data were presented and gathered under the same conditions, since according to Creswell and Miller (2000) this is “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (p .126). At the moment of organizing data in the matrix, we could identify the connections among data gathered from the sources and have a general panorama of the phenomenon we were in the process of analyzing.

### **5.2.2 Data analysis methodology**

Data was analyzed by following the steps that Miles and Huberman (1994) suggest: data reduction, data display, and data verification. These authors state that data reduction is the process of discarding, focusing, and selecting the data through analytic choices. Hence, on this stage, it is necessary to obtain conclusions that may be verifiable. After this process, data display takes place, by ordering systematically the selected information using matrices, graphs, charts or networks. Subsequently, the last step of data verification, refers to the final conclusions, testing them by reconsidering and analyzing the previous stages and by checking if the examined data is valid and plausible.

### **5.2.3 Data reduction**

Three coding procedures were followed according to grounded theory principles stated by Corbin and Strauss (2008). These authors state that this is a systematic methodology in qualitative research, involving the construction of theory through the analysis of data. The process of analyzing the data also involves three levels or types of coding: open, axial and selective coding. The open coding includes grouping data according to the pre-established

categories. During this stage, we identified and labeled relevant data according to the three constructs involved in this research: visual literacy, CBL, and spoken fluency. However, there were frequent codes identified and related to affective factors and regarding the language usage: for example, accuracy appears as a common code. These emergent codes were considered within the data analysis, and the whole process responded to the principles of grounded theory.

Next, open coding had the purpose of identifying patterns and codes in the data collected by the instruments. We labeled and placed the repeated codes in two separate tables corresponding to the two groups. Then, they were highlighted using different colors according to the construct to which they could be related ( *Figure 3*). In this process, we compared and contrasted several pieces of data, so we could recognize commonalities to continue with the axial coding. This process allowed us to get to the concepts that might characterize our phenomenon (Corbin & Strauss, 2008).

In the axial coding stage, we related concepts to refine the main categories and the construction of the core category. The principal aim of this stage was to consolidate information and create connections between the categories and subcategories that emerged in the open coding, thus, reducing data. Corbin and Strauss (2008) explain axial coding as putting together a series of blocks that could be inter-linked in order to build a representation of the general structure. All the information was kept in the data analysis matrix ( *Figure 4*).

IED. Marco Antonio Carreno Silva			CEDID CIUDAD BOLIVAR		
Rubric	survey	- Videos	Rubric	survey	Videos
Coherence	Interest towards the community	gestures	difficulties vocabulary use	Photography skills	gestures
effective communicatio	context issues awareness	pauses	required prompts	community awareness	security
minimal hesitation	Photography reflects the environment	real life context	pronunciation mistakes	Photography reflects the environment	rapport
vocabulary incorporation	Interaction and rapport	Task achievement	lack of self-confidence	connection with context	interaction
clear pronunciation	active participation	Paralinguistic feautres	Use of L1	risk taking	presentation skills
appropriate response.	Fear to speak	laughter	lack of preparation	Interaction and rapport	pauses
topic relation	Interest-	pet words	sentence accuracy	active participation	hesitation
vocabulary in context	motivation	depedence	self-confidence	timing	Paralinguistic feautres
community awareness	Community awareness	rapport	hesitation	vocabulary use Pronunciation difficulties	insecurity
accurate sentences	colaboration	interaction	broken communication	difficulties in understanding	spontaneity
previous vocabulary	- teamwork	insecurity	memorization	activity positive perception	Use of prompts
Relation previous with new vocabulary	vocabulary	spontaneity	lack of comfort	vocabulary acquisition	negative statements
Pronunciation errors	Pronunciation	self-confidence	inacurate pronunciation	rapport	sentence awareness
inappropriate responses	Tolerance	use of prompts	risk taking	risk taking	pronunciation awareness
spoken inconsistencies	To be understood	meaning	attempt to communicate	progress awareness	selfconfidence
difficult comprehension	Risk taking	presentation skills	inacurate intonation	Social network	meaningful task
hesitation	Communication through photography	lack of comfort	Use of L1	rapport with teacher	related to photos
use of prompts	Learning English from a different point of view	spontaneity	Use of vocabulary		redundancy
L1 trasference	New ways of learning	complex structures	meaningful message		inhibition
New structures	More comprehension	communication interference			community awareness

Figure 3. Open coding

Axial Coding									
context issues awareness	Community awareness	Support	Influence of the peers	Rapport with teacher	affective filters influencing speaking	attempt to communicate	factors in oral communication	minimal hesitation	Patterns of language in oral communication
real life context		Interaction		Interest-		difficult comprehension		clear pronunciation	
Community awareness		Rapport		motivation		spoken inconsistencies		vocabulary in context	
Photography reflects the environment		Collaboration		insecurity		inappropriate response		intonation errors	
		Teamwork		self-confidence		appropriate response		use of prompts	
		Tolerance		spontaneity		paralinguistic features		pronunciation errors	
		Dependence		Risk taking		task achievement		increase of vocabulary	
	empathy	Encouragement to lose fears	Language awareness	pet words					
		progress awareness	Meaningfulness						

Figure 4. Axial coding

Up to this point, each one of us was managing the data found in our own contexts. We undertook the analysis of each other's data to compare, contrast the preliminary codes and re-group them, by finding similarities and overlapping concepts, leading to the process of reduction. Creswell and Miller (2000) state that peer review may avoid bias and may provide another insight, that may support the categories and themes found.

Axial coding is followed by selective coding, the phase when explanations of phenomena emerge from previous processes. We proceeded to select a core category as a means to integrate the subcategories, to develop and refine the theoretical claims (Corbin & Strauss, 2008). The subcategories correspond to community awareness, real-life context, reflection upon the personal role in the community, authenticity, appropriacy, accuracy and motivation, all of those responding to the core category: in-context photography raises community awareness and language production.

### **5.3 Categories**

The core of this study was to describe the possible effect of in-context photography based activities through CBL on the spoken fluency of pre-A1 learners. Considering the previous methodology, category mapping is described according to the coding procedures, following the data reduction steps and the combination of patterns gathered from the four different instruments. During this process, systemic and schematic interrelationships were displayed between categories (Böhm, 2004).

#### **5.3.1 Overall category mapping**

The analysis process of data collected allowed us to find four categories: reflection upon community issues, in-context photography supporting language production, language production and affective filters influencing speaking.



Having followed an organized process during the data analysis, it facilitated the identification of the core category. We analyzed the different categories that emerged from the codes and attempted to find interrelationships among them as Corbin and Strauss (2008) suggest. Its selection criteria relied on analyzing how frequent, consistent and conceptual they were in their support to the other categories. Once this core category was determined, we could compare the theoretical themes with the emerging results. *Figure 5* evidences the interrelationship among these categories.

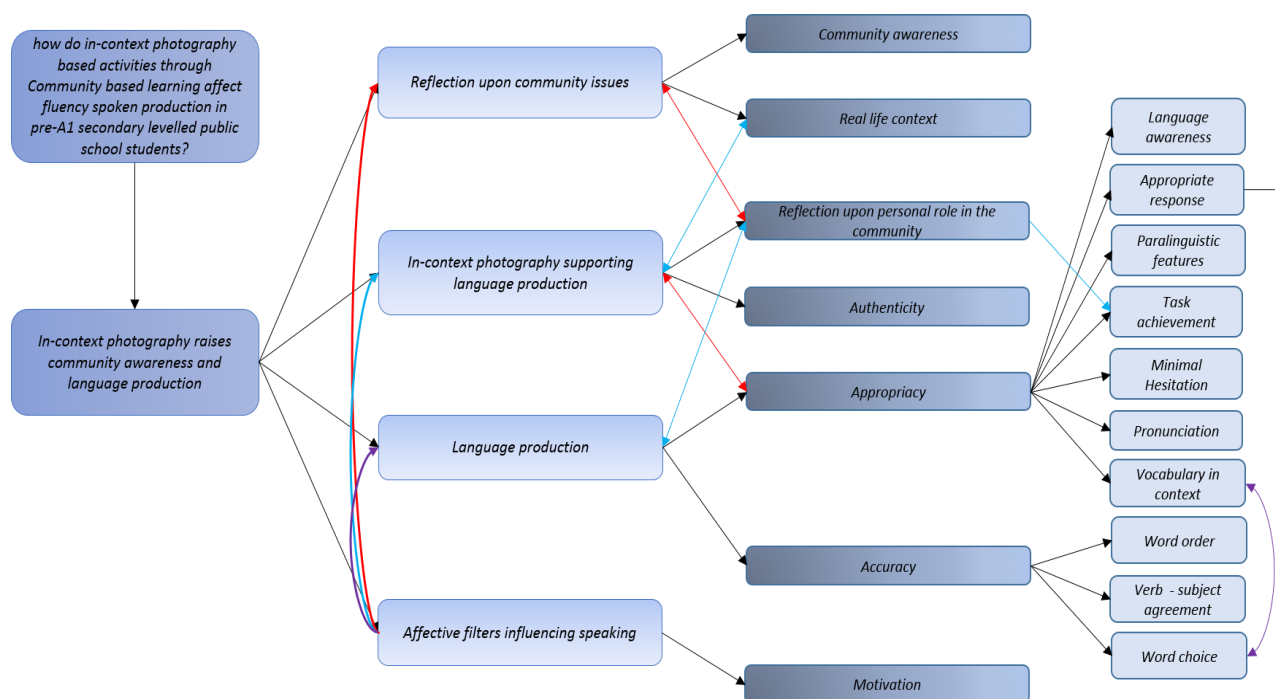


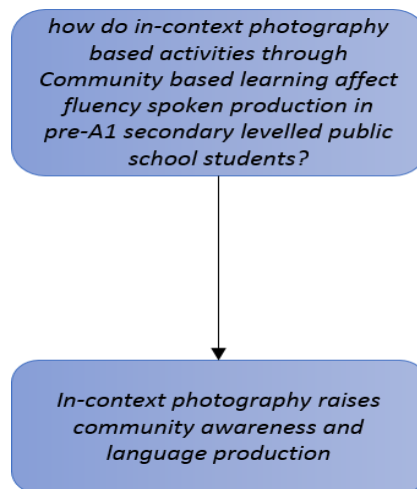
Figure 5. Overall category mapping

### 5.3.2 Discussion of categories

#### 5.3.2.1 Identification of the core category

We could define a core category by following the steps suggested by (Corbin & Strauss, 2008). In order to complete the process successfully, the following factors were considered: the relationship between categories, frequency of patterns, saturation, and the extent to which theory

can be developed from data. As a consequence, we could identify a relationship among photography content, community awareness, and language production, establishing a core category that leads to answer the main research question, as seen in *figure 6*:



*Figure 6.* Core Category

#### 5.3.2.1.1 *Reflection upon community issues*

Along the implementation stage, learners could identify issues that directly affected their community, including their neighborhood and the school. The task designed allowed learners to express their ideas regarding topics such as healthy food, waste and recycling, and allowed to make a reference and reflection upon the importance of considering these aspects in their daily activities. Zhao and Stasko (2002) state that community awareness often refers to “the degree that people generally know about each other, about social norms and people’s different roles within the community, and about issues that affect the community” (p. 1). This situation was notorious when learners provided the answers in the surveys. Additionally, they shared their ideas in one of the final video-recorded tasks, which is shown in the following excerpts:

Excerpt 1: (Survey 1) *“the experience was that I met some (people) who I almost didn’t get along with”*

Excerpt 2: (Survey 3) *“The experience was good because I could reflect upon my environment”*

Excerpt 3: (Video-recording) *“We making a recycle car for the campaign. The car recycling help save the world. Thank you”*

Excerpt 4: (Survey) *“one almost don’t realize what is happening around, and with this I could reflect”*

Excerpt 5: (Survey) *“I learned to know my community”*

Excerpt 6: (Survey) *“When I used the photographs, I realized of the good things that my community has”*

Excerpt 7: (Survey) *“I have reflected on the use of elements to recycle”*

Excerpt 8: (Survey) *“I could reflect about what happens in my community”*

The excerpts evidence students’ awareness of issues that affect their community. Sharkey and Clavijo (2012) assert that the school practices that allow learners to make reflections and recognize their communities, are “an asset-based approach that does not ignore the realities of curriculum standards that teachers must address but emphasizes local knowledge and resources as starting points for teaching and learning” (p. 41). In other words, considering quotidian concerns in the English class raises a sense of belonging, which is the base to generate awareness and change in learners’ perceptions towards their community.

The photographs and the posts on the social network Facebook also showed the topics upon what students expressed their concerns. Although the focus of the study was to analyze students’ oral production regarding the improvement of fluency based on the use of in-context photographs, in the following excerpts, there is an evidence of improvement in their writing skill, considered as a major point in the further research section. The ability to interpret images

fostered other types of literacy such as spoken and written as stated by Bamford (2003) and Burmark (2008).

Excerpt 9: (Photograph as an artifact)



Excerpt 10: (Photograph as an artifact)



## Excerpt 11: (Photograph as an artifact)



These pictures and their headings evidence the learners' critical perspective of the community where they belong. This is the first step to a sequence of transformations according to Foucault (1984) as cited in (Medina et al., 2015) "reading the community critically means questioning reality, raising awareness, transforming self and rewriting the world." (p. 45). It demands from learners' deep understanding of the community concerns and using language to provoke the desired transformations.

#### 5.3.2.1.2 *In- context photography supporting language production*

Students were the main performers in this research since apart from participating in real communicative tasks, they took most of the photographs. After analyzing the photographs, two subcategories were yielded directly from this category: reflection upon the personal role in the community and authenticity.

In first place it was necessary to analyze to what extent participants included an internal context, which encompasses the relationship between “the topic, the meaning and the form” (Barrett, 1986, p. 33). With the analysis of the checklist and the photographs, we found that most learners could take an appropriate shot of reality according to the studied topic; and, they produced language accordingly. During the workshops, most of the students followed the instructions and worked hard to achieve the main goal, which focused on establishing a relationship between the specific community issue and the photography techniques that were suggested in the workshop.

This situation allowed us to observe how participants involved their perceptions towards what was happening around them when they took the photographs. Mullen (1998) states that “a photograph is both an object on itself (i.e., a cultural sign), and a transmitter of messages through the use of signs” (p. 20). Additionally, in this case, learners did not only transmit meaning but at the same time, interpreted their reality by constructing new meanings. This is revealed in the following excerpts:

Excerpt 12: (Survey 3) *“That we should learn to have a new perspective of photograph to know what happens around”*

Excerpt 13: (Video-recording and photograph as artifact) *“(…) Recycling of aluminum. Not waste the aluminum. Recycling of important [pause]. I mean [Spanish], recycling is important”*



Excerpt 14: (Video-recording and photograph as artifact) *"(...) we making a recycle car for the campaign. The car recycling help save the world. Thank you"*



In the same way, learners supported this process during the survey administration:



Excerpt 15: “(teacher) has made us reflect upon recycling, the use of lids, etc.”

Excerpt 16: “Know how to take photographs and learn to communicate with them”

Furthermore, during the inclusion of photographs taken by others, it was possible to identify that photos were authentic, which clearly supports the process of interpretation and reflection on this matter. Mullen (1998) asserts that

Our understanding of reality depends on a knowledge and awareness of both the internal and external world. Photography, as both a reflection and a manipulation of reality, is likewise viewed and judged by that vision. It is only by understanding why photography is so closely aligned with the truth that we can come to comprehend our own deep-rooted faith in its authenticity (p. 97).

Learning then, became more meaningful: when learners made decisions on what to capture in the photograph and had the possibility to talk about it, they felt encouraged to express their own voices and their perspectives through the image itself (Byrnes & Wasik, 2009). This was perceivable in the social network (Facebook), despite the fact learners were not requested to comment their perceptions towards the topic, they shared their own thoughts.

The social network became a multimodal tool, in which learners could create meaning, understand it and interpret others' ideas through the interaction of multimedia texts. Walsh (2010) defines multimodal literacy as “meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts” (p. 213). Therefore, liking the photos or commentaries as a sign of approval generates a chain of unexpected virtual interactions.



### 5.3.2.1.3 *Spoken production*

In this category, it is necessary to highlight that spoken production in a second language tends to have a slower process. Therefore, learners adhere to the different language features (semantic, syntactic, morphological and phonological) which affect to a great extent their level of fluency, involving more formal processes and steps (Khan & Victori i Blaya, 2011).

During the pedagogical intervention, learners had approximately 40 minutes to prepare their tasks and construct their discourse. As the class advanced, students evidenced a positive progress on their fluency, by using different patterns or prompts previously given to support their language production, prioritizing meaning.

Excerpt 17: (Survey) *“I have learned more vocabulary, I have improved my pronunciation, I have built sentences correctly and I understand better”*

Excerpt 18: (Survey) *“the pronunciation and say it without pauses”*

Excerpt 19: (Survey) *“I have improved my pronunciation, now I tell sentences more easily and I understand better, because when I participate in all the activities about the topic, it is easy day after day the pronunciation of the word and the construction of sentences”*

The excerpts above evidence students' progress awareness in their oral production and a similar insight can be seen in the information taken from the rubrics, which were implemented during the video-recordings' analysis (*Figure 7*):

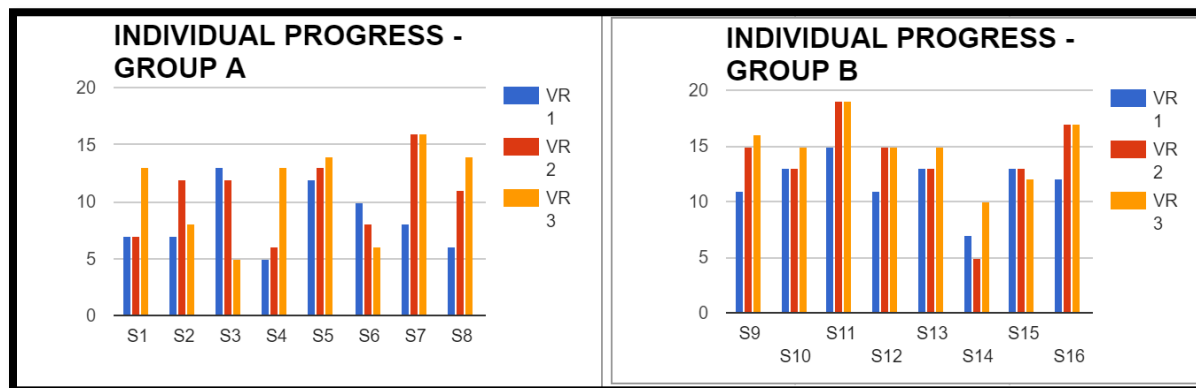


Figure 7. Individual Progress (Rubric summary)

As it can be seen from a general overview, most of the students improved their oral fluency and achieved the task appropriately. From this, we can conclude that learners managed to use visuals and integrate them in their discourses, having as a departure point their own community (Bamford, 2003). Learners could establish a relationship between structure and meaning in order to communicate their thoughts. In addition, the photographs taken by the learners helped recall different vocabulary based on their own perceptions of the world.

Excerpt 20: (Video-recording) *"My mindmap. eh, midmap. We can reuse paper, we can reuse bottle de plastic, we can reuse tires. We can recycling plastic. We can not throw away paper."*

Excerpt 21: (Video-recording) *"in the school [pause] we separate the papers of inorganic waste in the bin"*

Excerpt 22: (Video-recording) *"Recycling is the basis fundamental for take care in the planet"*

The same excerpts allow us to identify the attempt to use the target language accurately. Although the main aim of the study was to analyze the improvements in fluency, regarding meaning, we could notice the integration of accurate syntactic structures of the target language at

the moment of speaking. These minimized the pauses, hesitations, and influenced the improvement of fluency. For instance, excerpt 20 shows the correct subject-verb-agreement structure in the sentence. The student even took the risk to use a negative form of the modal *can*. The student included a difficult word according to their level, *throw away*, and placed it in the appropriate context. A similar phenomenon occurred in excerpt 22. The student made an attempt to include a more complex word, even though she failed to organize words properly.

The general improvement of these three students is evident in the rubric scores showed in Table 4.

Table 4

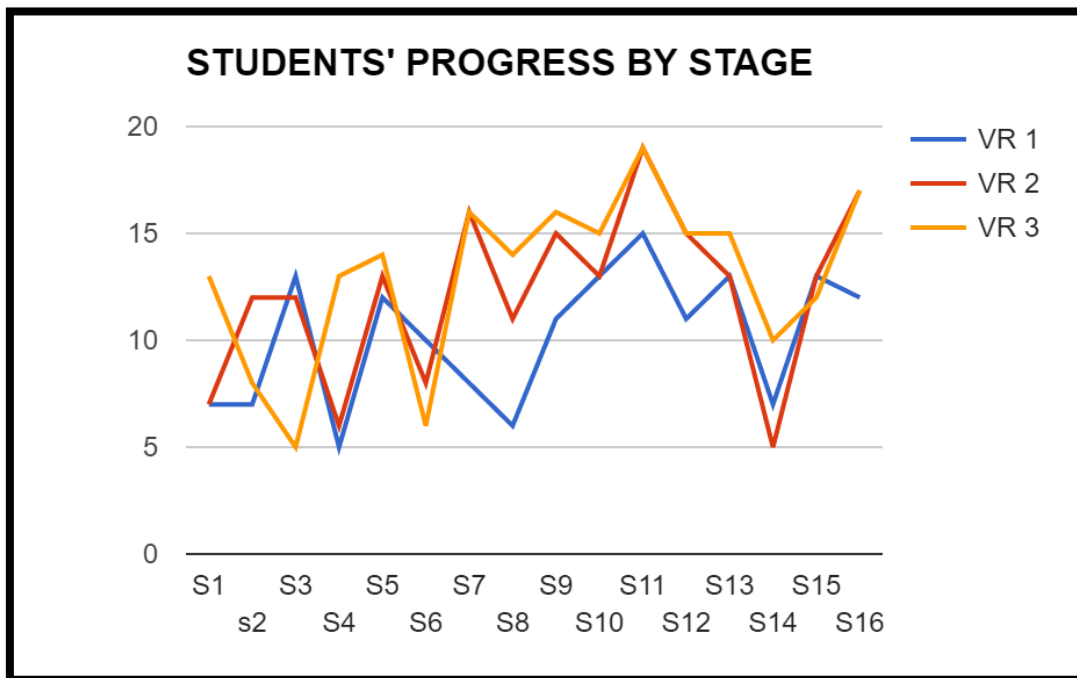
*Students' rubric scores*

<b>Student number</b>	<b>Score Rubric 1</b>	<b>Score Rubric 2</b>	<b>Score Rubric 3</b>
<b>4</b>	5	6	13
<b>7</b>	8	16	16
<b>9</b>	11	15	16

Following the same argument, Table 5 shows the students' general progress by stage, data resulted from the rubric analysis.

Table 5

*Students' general progress by stage*



#### 5.3.2.1.4 *Affective filters influencing speaking*

As an emergent category, the researchers found a high influence of affective factors in learners' attitude towards the development of the tasks. This was observed within the internal and external motivation, having a positive and negative implication. This situation is mainly related to the motivational theory and attempted to answer why some of the participants completed the tasks appropriately, and why a minimum percentage of the sample, struggled with them, being reluctant to develop them autonomously.

According to table 5, most of the students showed significant improvements in their oral fluency, and their own perceptions allowed us to conclude that this was because their attitudes towards the activities proposed were positive.

Excerpt 23: (Survey) *“the group work and each one of us has different ideas and we contribute with different things”*

Excerpt 24: (Survey) *“It works for me that they (peers) tell me what I cannot understand”*

Following Du’s statement (2009), “the acquirers with positive attitude tend to learn L2 easily and with rapid progress; while those with negative attitude make slowly progress” (p. 163). Attitude influenced more than class participation. Learners gained self-confidence, attempting to communicate in the foreign language:

Excerpt 25: (Survey) *“my partners helped me to increase my self-confidence”*

Excerpt 26: (Survey) *“I got the confidence that I could do it”*

Excerpt 27: (Survey) *“I am not as shy as I used to be”*

Excerpt 28: (Survey) *“I have improved a lot”*

Excerpt 29: (Survey) *“My experience in the class was good. At the beginning, I was so afraid of speaking English in public, now I feel more confident”*

While those who lacked self-confidence might have lost the opportunity to practice because they were afraid of making mistakes or being mocked by their classmates.

Excerpt 30: (Survey) *“That most of my classmates don’t respect you and make fun of your answers”*

The students with lower scores in the rubric (Table 6) also expressed in the survey (Table 7) their reluctance to interact with others and to participate using the target language.

Table 6

*Lowest rubric scores*

<b>Student number</b>	<b>Score Rubric 1</b>	<b>Score Rubric 2</b>	<b>Score Rubric 3</b>
<b>2</b>	7	12	8
<b>6</b>	10	8	6
<b>14</b>	7	5	10

Table 7

*Survey Q6- I like to interact with my peers in English*

<b>Student number</b>	<b>Survey 1</b>	<b>Survey 2</b>	<b>Survey 3</b>
<b>2</b>	In agreement	Neutral	Neutral
<b>6</b>	Neutral	Neutral	In agreement
<b>14</b>	Neutral	Neutral	Neutral

On the other hand, relating learners to community circumstances reinforced their self-esteem in a meaningful way.

Excerpt 31: (Survey) *“although one can learn many things, one also can express through photography”*

Excerpt 32: (Survey) *“Good communication and attention at the moment of participating or contributing and a good team work”*

Excerpt 33: (Survey) *“That we can work all in this together and the contribution of everyone was positive ”*

Learners could be more aware of their role in their community (Abbott, 2014).

Furthermore, learners' engagement with community issues enhanced values as altruism and teamwork.

### **5.3.3 Core category**

At the beginning of the implementation, students were reluctant to speak English. They lacked vocabulary and basic grammar structures to produce language. However, during the pedagogical intervention, when relevant aspects about photography and from their community were included, students changed their attitude, which caused an improvement in their language performance. Considering the research question, *how do in-context photography based activities through Community-based learning affect spoken fluency in pre-A1 secondary level state school students?* We conclude that in-context photography raises community awareness and enhances language production.

Thus, in-context photography, being the main tool of this research, encouraged learners to consider their context as a source of learning. At the same time, it allowed them to reflect upon their community issues and consider using language as a means to express it, providing solutions to the issues that they could find. Focusing on language improvements found during the process, learners could integrate accurate syntactic structures to support their discourses. It is worth mentioning that although this study focused on oral fluency considering only meaning, the use of accurate syntactic forms was evident in the learners' performance. Students' understanding the use of certain forms of the foreign language to express meaning, diminished the pauses and hesitations having an important effect in the learners' oral fluency improvement. This increased learners' participation and self-confidence.

#### **5.4 Conclusion**

In the light of what has been said about the data analysis, the results that arose from the observations made in this research have allowed us to answer the research question effectively. After triangulating the data collection instruments (video-recording, photographs, rubric, and survey), the investigation has revealed that the integration of photographs and CBL tasks does foster fluency. Learners could use chunks of vocabulary, fillers and paralinguistic resources in learners when producing their ideas. In addition, photographs have had a positive impact on learners' community awareness and motivation. These supported the language production and at the same time, allowed them to have a new look at the community in which they are immersed.

The study has had positive pedagogical implications since risk-taking and self-confidence skills were perceptible during the development of the tasks. The observations suggested that learners attempted to overcome their difficulties with language, which was evident during their spoken fluency and accuracy level. They introduced new vocabulary and accurate language chunks. However, as it was mentioned throughout this chapter, the category of affective filters might have had an important influence on the learners' performance. The fact of including activities that might increase their motivation, facilitates their learning, diminishing their anxiety and fostering their risk-taking skills.



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

### **6.1 Introduction**

The results presented in the previous chapter allowed us to answer our research question: *how do in-context photography based activities through Community-based learning affect spoken fluency in pre-A1 secondary level state school students?*

First of all, in-context photography based activities not only fostered learners' fluency seen from a meaning perspective, but also community awareness and language accuracy. This last one, since it was observable that learners were careful about integrating the grammar rules into the sentences produced without being this considered for the purpose of the study. Second, CBL principles helped foster the participants' linguistic skills regarding spoken fluency. However, this research project also disclosed the path for further queries on the following topics: integration of ICT, affective filters' decrease, and autonomy. It is worth mentioning that the community analysis helped us consider that other research studies might be continuing integrating Community-based content in the curriculum. Thus, it might be evident the influence of CBL approach in the learners' performance.

In the same way, it compares the results of previous research studies regarding spoken fluency in order to identify the gap of knowledge and explain how the current study found a strategy to fill it. Finally, we go into detail about the limitations and implications for future research.

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

Although previous studies have considered each construct: in-context photography, fluency, and CBL from other perspectives, none of them attempted to consider the relevance of the community issues using photographs as the main tool to evidence the progress in language,

specifically oral production skills. On the one hand, in none of these studies, the design of the language task included common situations occurring in the learners' context. In contrast, in this research study, the tasks designed concerned local problems where participants were involved in the process of reflection upon them and were prompted to use the second language. Moreover, it can be stated that previous studies implemented varied strategies to develop communicative skills by integrating visual aids in the classroom (Benavides et al., 2009; Linares, 2010; Castiblanco, 2014). On the other hand, the studies that considered the community as a part of the language learning experience (Medina et al., 2015) still not focused on speaking improvement or in affective factors that the study proves, significantly influenced the learners' performance.

According to the studies that involved visual literacy, it might be firmly established that this construct plays an important role in fostering students' language improvement, which in this study, is supported by the integration of CBL principles. During the pedagogical intervention and data analysis phase, we reaffirmed that images might assist learners to recall prior vocabulary and support language production because of the association that second language learners tend to make between images and words as Pimienta (2013) stated. She conducted her study using images to strengthen speaking skills. Building a bridge between the new and prior knowledge allowed students to foster communication of their own ideas and opinions.

When implementing in-context photography activities, learners developed a higher level of spontaneity for expressing their ideas, since, in this kind of task, learners might find meaningful elements that help them acquire or remember the target vocabulary words (Byrnes & Wasik, 2009). The fact of taking photographs of their context helped them recall vocabulary and integrate it in a real context (Binder et al., 2002). For instance, Facebook, a network in which learners shared their photos and their thoughts about relevant issues that are affecting their

environment. Within this same field, Sanchez (2013), whose study focuses on the use of in-context photography, states that cameras might be a helpful tool for fostering vocabulary knowledge. Although we approached this construct within the CBL principles, the results were similarly effective. Additionally, we found that participants could reflect upon their community issues based on these photographs.

The same authors assert that using in-context photography might foster intrinsic motivation and might increase task engagement. Although we reaffirmed this premise in our study, we also found that affective filters' variability is an aspect that is completely crucial during the second language learning process, since it might determine the level of students' production. During the pedagogical intervention, when collecting survey data, most of the students demonstrated high motivation, self-confidence and low levels of anxiety, which was evident during their performance and oral production. However, some other participants experienced high levels of anxiety and rapport difficulties, which affected their spoken production largely.

Considering the previous statement, visual literacy also fostered the construction of meaning and the learners' problem-solving skills. During the study, learners could identify their needs through photographs, reflect upon the different context issues and provide solutions to different problems suggested. Learners could observe their communities critically and propose different solutions for their well-being. These results agree with the findings in Sarmiento's study (2010), which claims that reading images might activate learners' mental activity, helping them build meaning and activate their critical thinking skills. Learners managed to go beyond the description of images and to make simple suggestions about what could be improved in the community according to the problems found. In the same line, Medina et al. (2015) stated that

“the critical reading of the community entailed two steps: looking into problematic issues and proposing simple everyday actions to transform their community” (p. 58). Although this study and ours comprised CBL with a different focus, both give evidence of how these activities might encourage learners to transform their world and think differently.

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

After implementing a series of tasks involving the community issues faced such as healthy and unhealthy food, food waste and recycling, we provided learners with photographs and gave them guidelines to take their own to be able to complete the speaking tasks. As a consequence, the analysis of the data provided confirmatory evidence that spoken fluency can be enhanced by means of authentic visual support and real context topics based on CBL principles.

Data triangulation and the emergent categories revealed that the connections between in-context photography and CBL process facilitated the learners’ language acquisition, and fostered spoken fluency, and emergently, spoken accuracy. Combining both helped learners construct meaning from different points of view. Additionally, based on these findings, we noticed that when learners were involved in real context tasks by considering their specific interests, in this case, photography, it could increase motivation towards learning the second language in a more active way, diminishing their anxiety and strengthening their risk-taking skills.

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

Limitations of the current study consisted of time constraints, and research design flaws. Firstly, the implementation was appropriately scheduled, however, depending on different activities carried out by the institutions, Education Department or the Official Colombian teachers’ union, obstructed this process, which impeded to perform the pedagogical intervention

according to the expected planning. Having disruptions made the process slower and interrupted, which might have negatively influenced the learners' improvement of the language.

Additionally, considering the learners' level and abilities, the experience with this study demonstrated that 24 hours of pedagogical implementation were not enough to carry out workshops related to photography and have a real immersion in the community. Taking into consideration that learners were not used to this type of tasks and process during English classes, at the beginning, they used to take more time than expected for performing the activities. For this reason, we adopted a blended approach to content instruction in order to alleviate the time constraints we experienced. However, there were two other observable constraints related to students' habits and training in the managing of online tasks. The use of technology as part of the academic process is not common among learners. They were teacher-dependent, and they required instruction to have access to the information presented online.

Another limitation corresponds to the research design. We established a pedagogical implementation based on the three constructs: CBL, spoken fluency, and in-context photographs. The topics and lessons were planned based on the syllabi of both schools. However, the CBL principles were not included appropriately, which was clearly evident during the students' performance. Reflection and high order thinking skills were not being promoted during the first tasks and as a consequence, learners' production was very limited. They were restricted to comply with an instruction related to the topic imposed. Instead, when the tasks were modified to integrate common situations related to their daily experiences, learners showed much more interest, posed new points of view and improved their speech production. For this reason, we decided to reconsider the topics to carry out the implementation taking into consideration the CBL principles and the National standards (Ministerio de Educación Nacional, 2006). We

decided to comprise topics that were relevant and meaningful in our students' context, which promoted a crucial change in their participation, self-efficacy and also, in the way they used language as a means to reflect upon real issues.

In this same line, during the data analysis, the lack of a data collection instrument that could support the analysis of photographs as artifacts was evident. We realized the importance of designing a new instrument in order to provide validity and reliability to this process since the analysis was becoming subjective. For this reason, it was necessary to include a checklist during the data analysis process that allowed us to analyze the data emerged from this instrument in a reliable manner. However, the checklist limited the possibility to go deeper in the establishment of a relation between the photograph and the topic through only yes/no questions. It does not explore the themes or possible issues (social, economic) that students found in their physical community, or asked learners about the personal opinions regarding those possible issues to be part of CBL. These limitations have to be considered for forthcoming research.

### **6.5 Further research**

To achieve better results, it is imperative to plan appropriately the pedagogical intervention by considering the possible obstacles that might occur. Researchers might consider implementing a blended approach for a longer period of time, so, the results might be more reliable and evident. In the case of the research design, researchers might be interested in creating specific maps that help them determine the features of each construct and what aspects are indispensable to be analyzed. Considering this, the selection of data collection instruments will be based on how reliable they are according to the objectives of the study. It is necessary that researchers validate these instruments continuously, verifying that when the data analysis takes place, the collected data provides reliable information to support it.

In regard to the combination of constructs, researchers might be interested in studying how in-context photography along with CBL principles and ICT might enhance a different language skill. In that sense, the most suitable study would be with a focus group that helps determine how effective it might be.

After making all the process of community analysis, we consider that for future research, there are several opportunities provided by the context, and these can be addressed through interesting topics that come from a variety of sources from the community and all its members. The process conducted represents an initial understanding of what the Community-Based pedagogy really means and how it can be integrated into the EFL classroom and, eventually, the curriculum. Due to the nature of the community itself, all that it represents and how it influences perspectives, thoughts and ways of living in all its members, it is important that researchers consider it as a rich source of information that increases learners' engagement in class activities and promotes the use of the language in a different context beyond the classroom.

Another aspect to consider should be the planning, researchers might plan an action research study in which they examine to what extent CBL principles along with ICT might decrease affective filters in learners and promote autonomy. Including these principles might not only help to raise students' community awareness but also help them consider English as a tool to discuss aspects that make part of students' lives and not only as a subject that takes part in a curriculum.

## **6.6 Conclusion**

The integration of in-context photography might be an excellent tool to let learners explore the world, interpret it and by using language, reflect upon the reality that surrounds them. Also, by evidencing the learners' performance when using Facebook, this tool might become a

means of expression about relevant concerns related to the learners' community and increase their engagement towards their language-learning process. At the same time, it can be used as a means to produce language by expressing thoughts and opinions about them in a context where learning a foreign language comes last on the list of priorities. Thus, for the researchers, the results evidence that in-context photography activities combined with a CBL approach can affect positively the learners' spoken fluency. However, after having a better understanding of the principles and characteristics of pedagogies that include the context issues within the English language curriculum, we consider that the whole process carried out is the first step towards achieving a Community-Based approach, and all that it implies, to the EFL curriculum in Colombia.



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**Appendix A: Survey****ENCUESTA**

Querido participante, lo invitamos a contestar una serie de preguntas que son fuente importante para llevar a cabo nuestro proyecto de investigación.

**1. Escoja el % de su participación oral en inglés**

- a. 100% \_\_\_\_
- b. 80% \_\_\_\_
- c. 60% \_\_\_\_
- d. 40% \_\_\_\_

**2. Prefiere usted comunicarse en clase de inglés de forma:**

- a. Oral \_\_\_\_
- b. Escrita \_\_\_\_

**¿Por qué?** \_\_\_\_\_

**3. Cómo se siente cuando habla frente a sus compañeros en Inglés?**

- a. Nervioso \_\_\_\_
- b. Ansioso \_\_\_\_
- c. Incómodo \_\_\_\_
- d. Tranquilo \_\_\_\_
- e. Seguro \_\_\_\_
- f. Otro, ¿cuál? \_\_\_\_\_

**4. ¿Qué hace cuando necesita expresarse oralmente en Inglés?**

- a. Usa su conocimiento previo \_\_\_\_
- b. Busca en el diccionario \_\_\_\_
- c. Pregunta a un compañero \_\_\_\_
- d. Pregunta al profesor \_\_\_\_
- e. Lo hace sin organizar \_\_\_\_
- f. Otro, ¿Cuál? \_\_\_\_\_

**5. ¿Con cuál de las siguientes opciones se siente más cómodo para participar oralmente en clase?**

- a. Descripción de imágenes \_\_\_\_
- b. Contar cuentos \_\_\_\_
- c. Puestas en escena \_\_\_\_

- d. Exposiciones \_\_\_\_\_
- e. Otro, ¿Cuál? \_\_\_\_\_  
**¿Por qué?** \_\_\_\_\_

**6. ¿Cómo considera su nivel de desempeño oral en inglés?**

- a. Excelente \_\_\_\_\_
- b. Bueno \_\_\_\_\_
- c. Regular \_\_\_\_\_
- d. Bajo \_\_\_\_\_

**7. ¿Dentro de su vocabulario diario incluye palabras en inglés?**

- a. Si \_\_\_\_\_
- b. No \_\_\_\_\_

**¿Por qué?** \_\_\_\_\_

**8. ¿Practica inglés en su diario vivir?**

- a. Si \_\_\_\_\_
- b. No \_\_\_\_\_
- c. Si es así, ¿en qué contexto? \_\_\_\_\_

**9. ¿Le gustaría establecer comunicación con personas habla inglesa?**

- a. Si \_\_\_\_\_
- b. No \_\_\_\_\_

**¿Por qué?** \_\_\_\_\_

**Appendix B: Oral Interview****ENTREVISTA**

Querido participante, lo invitamos a contestar una serie de preguntas que son fuente importante para llevar a cabo nuestro proyecto de investigación

1. ¿Te gusta el inglés? Sí \_\_\_\_\_ No \_\_\_\_\_
2. ¿Cuáles consideras que son tus fortalezas en la asignatura de inglés?
3. ¿Qué tipo de dificultades tienes en la clase de Inglés?
4. ¿Qué haces cuando no comprendes algo en inglés?
5. ¿Te gusta hablar en público? ¿Por qué?
6. ¿Consideras que aprender Inglés es algo importante para tu vida?
7. ¿Cuáles son las actividades que más te motivan o te llaman la atención?



**Appendix C: Rubric**

	Superior	Alto	Básico	Bajo
<b>V O C A B U L A R I O</b>	Presenta situaciones, sucesos, objetos, años, ropa, lugares, profesiones, actividades diarias contenidos en material visual, usando un vocabulario amplio y apropiado.	Presenta situaciones, sucesos, objetos, años, ropa, lugares, profesiones, actividades diarias contenidos en material visual, usando un vocabulario variado.	Presenta situaciones, sucesos, objetos, años, ropa, lugares, profesiones, actividades diarias contenidos en material visual, usando un vocabulario limitado.	Presenta situaciones, sucesos, objetos, años, ropa, lugares, profesiones, actividades diarias contenidos en material visual, usando un vocabulario inapropiado y muy limitado.
<b>P R O N U N C I A C I Ó N</b>	Pronuncia correctamente con pocos errores, haciendo un gran esfuerzo por manejar un acento natural.	Pronuncia de manera comprensible, generalmente correcto y con errores ocasionales. Intenta manejar un acento natural.	Pronuncia cometiendo errores frecuentes que interfieren con la comprensión.	Pronuncia frases incomprensibles y no hay comunicación.  No hay intento por comunicar sus ideas.
<b>E S P O N T A N E I D A D</b>	Se expresa fácilmente con un ritmo fluido, usando pausas de forma natural.	Se expresa de manera natural con algunas dudas durante su producción. Se autocorrigió buscando las palabras de su discurso.	Presenta dificultades para expresarse. Se evidencia traducción de la lengua materna.	No completa las frases que enuncia Dice frases sin sentido, lo cual hace difícil su comprensión. No hay intentos de producción de frases ni oraciones.
<b>P E R T I N E N C I A</b>	Logra el objetivo de la tarea. Incluye bastantes detalles que están conectados al desarrollo de la misma.	Logra el objetivo de la tarea. Incluye algunos detalles que están generalmente conectados al desarrollo de la misma. Puede presentar algunas incongruencias.	Logra parcialmente el objetivo de la tarea. Incluye pocos detalles, algunos no están propiamente conectados al desarrollo de la misma. Presenta bastantes incongruencias.	Intenta cumplir el objetivo de la tarea, aunque no provee referencias o detalles necesarios para el desarrollo de la misma. No hay intento de cumplir con el objetivo de la tarea.
<b>P R E C I S I O N</b>	Comete pocos errores que no que no interfieren con la comunicación del mensaje. Hay concordancia entre sujeto y verbo, sustantivo adjetivo y correcto orden de las palabras.	Comete varios errores en la estructura aunque no afectan la comprensión del mensaje.	Comete muchos errores en la estructura que interfieren con la comprensión del mensaje.	Enuncia frases muy breves en donde se evidencia poca o ninguna estructura, lo que impide la comprensión del mensaje

## Appendix D: English test applied to 8th grade students



PEDAGOGICAL INTERVENTION RESEARCH PROJECT 2015-I  
I.E.D. CEDID CIUDAD BOLIVAR – I.E.D. COLEGIO MARCO ANTONIO CARREÑO SILVA



### Straightforward Beginner and Elementary Placement test

The *Straightforward Beginner and Elementary Placement* test has been designed to help you decide whether the *Straightforward Beginner* course would be suitable for your students or whether they would qualify for using the *Straightforward Elementary Course*.

The *Straightforward* test has 50 questions, each worth one point. The first 40 are grammar questions and the final 10 are vocabulary questions. The conversion chart below has been designed to assist you in making your decision but please note, however, that these bandings are a guide.

Total score	Level
0 – 35	Beginner
36 – 50	Elementary

This test can also be used to diagnose the grammar of the Beginner level that your students need clarification on.

#### Grammar

1 \_\_\_\_\_'s your name? Thomas

- a How
- b Who
- c What
- d Where

2 This is Lucy and her brother, Dan. \_\_\_\_\_ my friends.

- a We're
- b I'm
- c You're
- d They're

3 \_\_\_\_\_? I'm from Italy.

- a Where are you from?
- b Where you are from?
- c Where from you are?
- d From where you are?

4 I'm from Milan. \_\_\_\_\_ is in Italy.

- a They
- b It

- c He
- d She

5 Excuse me, how \_\_\_\_\_ your last name?  
R-I-L-E-Y

- a spell
- b you spell
- c do you spell
- d spell you

6 Oh, \_\_\_\_\_ are my keys!

- a This
- b These
- c That
- d It

7 I'd like \_\_\_\_\_ omelette, please.

- a a
- b —
- c an
- d two

8 And here is your \_\_\_\_\_.

- a desk
- b desks.
- c a desk
- d an desk

9 My name's Pete and this is Sylvia. \_\_\_\_\_ doctors from France.

- a I'm
- b We're
- c She's
- d They're

10 Sorry, \_\_\_\_\_ Paul. My name's Eric.

- a I isn't
- b I is not
- c I aren't
- d I'm not

11 \_\_\_\_\_? No, he isn't.

- a Are they teachers?
- b Are you from Italy?
- c Is Mr Banning a teacher?
- d Is this your phone?

12 \_\_\_\_\_ is the school? It's 50 years old.

- a How many years
- b How much years
- c What years
- d How old

13 What is \_\_\_\_\_?

- a job Mary
- b Mary job

Retrieved from <http://www.macmillanstraightforward.com/resources/tests/>

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PEDAGOGICAL INTERVENTION RESEARCH PROJECT 2015-I  
 I.E.D. CEDID CIUDAD BOLIVAR – I.E.D. COLEGIO MARCO ANTONIO CARREÑO SILVA



- c Mary's job  
 d job's Mary
- 14 Your bag is next \_\_\_\_ the table.
- a on  
 b to  
 c in  
 d of
- 15 \_\_\_\_ are the keys? On the table.
- a What  
 b When  
 c Where  
 d Who
- 16 I go to work \_\_\_\_ train.
- a with  
 b by  
 c for  
 d in
- 17 She \_\_\_\_ a dog.
- a not have  
 b don't have  
 c don't has  
 d doesn't have
- 18 Stephen \_\_\_\_ in our company.
- a work  
 b works  
 c is work  
 d working
- 19 \_\_\_\_ they live in London?
- a Are  
 b Is  
 c Do  
 d Does
- 20 \_\_\_\_ to the cinema.
- a We not often go  
 b We don't go often  
 c We don't often go  
 d Often we don't go
- 21 When do you play tennis? \_\_\_\_ Mondays.
- a On  
 b In  
 c At  
 d By
- 22 What time \_\_\_\_ work?
- a starts he  
 b do he starts
- c does he starts  
 d does he start
- 23 \_\_\_\_ two airports in the city.
- a It is  
 b There is  
 c There are  
 d This is
- 24 There aren't \_\_\_\_ here.
- a a restaurants  
 b any restaurants  
 c any restaurant  
 d a restaurant
- 25 I'm afraid it's \_\_\_\_.
- a a hotel expensive  
 b expensive hotel  
 c expensive a hotel  
 d an expensive hotel
- 26 They \_\_\_\_ popular TV programmes in the 1980s.
- a are  
 b were  
 c was  
 d is
- 27 \_\_\_\_ at school last week?
- a Do you were  
 b Was you  
 c Were you  
 d You were
- 28 Brad Pitt is a popular actor but I don't like \_\_\_\_.
- a him  
 b his  
 c her  
 d them
- 29 We \_\_\_\_ the film last week.
- a see  
 b saw  
 c sees  
 d were see
- 30 He \_\_\_\_ tennis with me yesterday.
- a doesn't played  
 b didn't played  
 c not played  
 d didn't play
- 31 She was born \_\_\_\_ May 6th, 1979.
- a In  
 b at

Retrieved from <http://www.macmillanstraightforward.com/resources/tests/>



- c on  
d from
- 32 Where \_\_\_\_ last summer?
- a you went  
b did you went  
c do you went  
d did you go
- 33 Were you at the shops at 5 p.m. yesterday? No, I \_\_\_\_
- a didn't  
b am not  
c wasn't  
d weren't
- 34 Excuse me, \_\_\_\_ is the T-shirt? It's £25.99.
- a what expensive  
b how much  
c how many  
d how price
- 35 She's only four but she \_\_\_\_.
- a can read  
b cans read  
c can reads  
d cans reads
- 36 This party is boring. We \_\_\_\_ a good time.
- a don't have  
b aren't having  
c don't having  
d aren't have
- 37 Sorry, I \_\_\_\_ you at the moment.
- a can't help  
b don't can help  
c can't helping  
d can't helps
- 38 I \_\_\_\_ my computer very often.
- a am not using  
b don't use  
c doesn't use  
d am not use
- 39 It's my mum's birthday next week. I \_\_\_\_ her a present.
- a buy  
b buys  
c am going to buy  
d buying
- 40 What \_\_\_\_ do after school today?
- a are you going to  
b are you  
c do you  
d you

### Vocabulary

- 41 Gina is married to John. He's her \_\_\_\_
- a uncle  
b husband  
c wife  
d parent
- 42 We usually \_\_\_\_ the shopping in a supermarket.
- a make  
b do  
c have  
d go
- 43 I love this watch! It's \_\_\_\_.
- a cheap  
b small  
c beautiful  
d ugly
- 44 He doesn't have a car so he often uses public \_\_\_\_.
- a taxi  
b transport  
c car  
d bus
- 45 I don't go to \_\_\_\_ on Sundays.
- a job  
b office  
c factory  
d work
- 46 Do you like Chinese \_\_\_\_?
- a kitchen  
b meal  
c food  
d cook
- 47 They hardly \_\_\_\_ visit us.
- a ever  
b sometimes  
c never  
d usually
- 48 I'm Jeff Caine. Nice to \_\_\_\_ you, Mr Caine.
- a speak  
b talk  
c meet  
d watch
- 49 Can I help you? Thanks, but I'm just \_\_\_\_.
- a watching  
b looking  
c seeing  
d shopping
- 50 Mandy is over there. She's \_\_\_\_ a blue T-shirt and jeans.
- a having  
b wearing  
c doing  
d walking

**Appendix E: Introductory video**



### Appendix F: Students' Consent letter

Bogotá D.C., abril 10 de 2014

Queridos Estudiantes:

Sr.(a)/Srta. estudiante, reciba un cordial saludo. Actualmente me encuentro estudiando en la UNIVERSIDAD DE LA SABANA con el fin de obtener el título de Magíster en Didáctica del Inglés. Por tal razón he iniciado un proceso de investigación enfocado hacia el uso de imágenes y fotografías como herramienta para fomentar el aumento de vocabulario y la expresión oral en Inglés, pretendiendo que los resultados de la investigación fortalezcan los procesos educativos de la enseñanza-aprendizaje del inglés en la educación pública de Bogotá.

Por lo tanto, para el logro de los objetivos de esta Investigación solicito su valiosa participación, la cual consistirá en primera instancia llenar una encuesta con una duración de 20 minutos. En segunda instancia su participación en las clases será grabada y finalmente, será aplicada una rúbrica de evaluación para dar cuenta de su nivel de expresión oral en inglés. Es posible requerir su participación por medios virtuales.

Sus respuestas a la entrevista serán anónimas. De igual manera, la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación.

Desde ya le agradezco su participación.

Cordialmente,

XXXXXXXX

#### CONSENTIMIENTO INFORMADO

Yo.....identificada(do) con T.I.....  
manifiesto que he recibido información suficiente sobre la investigación: *“el uso de imágenes y fotografías como herramienta para fomentar el aumento de vocabulario y la expresión oral en Inglés”*; para lo cual ha sido solicitada mi participación.

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

**Appendix G: Parents' Consent letter**

Bogotá D.C., abril 10 de 2014

Queridos padres de familia

Reciban un cordial saludo. Actualmente me encuentro estudiando en la UNIVERSIDAD DE LA SABANA con el fin de obtener el título de Magíster en Didáctica del Inglés. Por tal razón he iniciado un proceso de investigación enfocado hacia el uso de imágenes y fotografías como herramienta para fomentar el aumento de vocabulario y la expresión oral en Inglés, pretendiendo que los resultados de la investigación fortalezcan los procesos educativos de la enseñanza- aprendizaje del inglés en la educación pública de Bogotá.

Por lo tanto, para el logro de los objetivos de esta Investigación solicito la valiosa participación de sus hijos, la cual consistirá en primera instancia llenar una encuesta con una duración de 20 minutos. En segunda instancia su participación en las clases será grabada y finalmente, será aplicada una rúbrica de evaluación para dar cuenta de su nivel de expresión oral en inglés. Es posible requerir su participación en medios virtuales.

Las respuestas a la encuesta serán anónimas. De igual manera, la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación.

Desde ya le agradezco su autorización para la participación de sus hijos.

Cordialmente,  
XXXXXXXXXX

**CONSENTIMIENTO INFORMADO**

Yo.....identificada(do) con C.C.....  
manifiesto que he recibido información suficiente sobre la investigación: *“el uso de imágenes y fotografías como herramienta para fomentar el aumento de vocabulario y la expresión oral en Inglés”*; para lo cual ha sido solicitada mi autorización de la participación de mi hijo(a) \_\_\_\_\_.

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

### **Appendix H: Principal's Consent letter**

Bogotá D.C., abril 10 de 2014

Señor Rector:

**Name**

**School**

La ciudad.

Respetado señor Rector

En el marco del programa de la Secretaría de Educación Distrital “Formación Docente”, actualmente me encuentro cursando una maestría en Didáctica del Inglés en la Universidad de la Sabana, adelantando un proyecto de investigación enfocado hacia el uso de imágenes y fotografías como herramienta para fomentar el aumento de vocabulario y la expresión oral en la segunda lengua, pretendiendo que los resultados de la investigación fortalezcan los procesos educativos de la enseñanza-aprendizaje del inglés en la educación pública de Bogotá.

Teniendo en cuenta el objetivo propuesto anteriormente, planeo realizar el estudio a partir de la participación de los estudiantes de grado octavo, por lo cual requiero de su autorización, para así mismo solicitar la autorización de los padres de familia y de los estudiantes e iniciar el proceso de recolección de datos, primera fase del proyecto.

Agradezco su amable gestión y quedo atenta a sus comentarios.

Cordialmente,

XXXXXXXXXX



**Appendix I: One sample artifact**



**Appendix J: Photographs' checklist**

Workshop N.:1	Student N.:1	
Question	Yes	No
Is the picture related to the topic stated?		
Does it comply with the workshop requirements?		
Is it authentic?		
Does it support the student's explanation?		
Does it support language production?		
Does the student reflect upon the community issues?		

**Appendix K: Oral fluency rubric**

	<b>Superior (4)</b>	<b>Alto(3)</b>	<b>Basico (2)</b>	<b>Bajo (1)</b>
<b>Task achievement</b>	The speaker achieves the aim of the task communicating ideas effectively; almost always responds appropriately.	The speaker achieves the aim of the task and communicates effectively; generally responds appropriately.	The speaker partially achieves the aim of the task, tries to communicate, but sometimes does not respond appropriately or clearly	The speaker does not achieve the aim of the task. Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly
<b>Coherence and cohesion</b>	The speaker is coherent and includes many details related to the topic.	The speaker is mostly coherent and includes some details, generally related to the topic.	The speaker evidences some inconsistencies when speaking and includes minimal details generally related to the topic.	The speaker lacks of coherence when speaking. The speaker does not include details or they are not related to the topic.
<b>Smoothness</b>	The speaker communicates clearly and smoothly with minimal hesitation.	The speaker communicates clearly and smoothly with some hesitation pauses.	The speaker communicates with help of some prompts.	The speaker is unable to communicate ideas unless he/she uses given prompts.
<b>Vocabulary</b>	The speaker incorporates at least 5 to 6 new words presented in the unit and use them appropriately in the context.	The speaker incorporates 3 to 4 new words presented in the unit and use them appropriately in the context.	The speaker incorporates 1 to 2 new words presented in the unit and attempt to use them appropriately in the context.	The speaker does not incorporate new words.
<b>Pronunciation</b>	Pronunciation and intonation are almost always very clear/accurate.	Pronunciation and intonation are usually clear/accurate with a few errors.	Pronunciation and intonation errors sometimes make it difficult to understand the student	Frequent problems with pronunciation and intonation interfere in the communication of the message

**Appendix L: Pedagogical Intervention Survey**

**ENCUESTA**

Querido participante:

Lo invitamos a contestar una serie de preguntas relacionadas con la actividad previa. Agradecemos su completa y total honestidad. Estos datos serán anónimos y se tendrán en cuenta en nuestra investigación.

Marque una X en donde corresponda según su opinión:

**TD= Totalmente en desacuerdo**

**D= En desacuerdo**

**N= Neutral**

**A=De acuerdo**

**TA= Totalmente de acuerdo**



	<b>Preguntas</b>	TD	D	N	A	TA
1.	En general, me gustó la actividad					
2.	Me gusta participar de actividades de clase en inglés cuando estas están relacionadas con mi comunidad					
3.	Pienso que es importante reconocer lo que pasa en mi entorno					
4.	Creo que las fotografías que tomamos para la clase reflejan exactamente como es mi entorno					
5.	Puedo relacionar las fotos con mi contexto					
6.	Me gusta interactuar en inglés con mis compañeros					
7.	En la clase hay tiempo suficiente para expresar mis ideas					
8.	Participo activamente en las discusiones promovidas en clase a través de la fotografía					
9.	Me siento capaz de usar el inglés para discutir lo que sucede en mi entorno					
10.	La actividad fue positiva para mi					

11.	La actividad fue positiva para mis compañeros					
12.	Las interacciones con mis compañeros fueron positivas					
13.	El uso de fotografías que muestran mi comunidad me hace reflexionar sobre mi papel en ella					

14.	<p>¿Qué aportes recibiste de tus compañeros?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
15.	<p>¿Qué ha sido lo más difícil al interactuar con tus compañeros?</p> <p>a. Incluir vocabulario nuevo</p> <p>b. Construir oraciones simples</p> <p>c. Que mis compañeros me entiendan</p> <p>d. Comprender a mis compañeros</p> <p>e. Pronunciar las palabras</p> <p>f. Otro/a ¿Cuál? _____</p>
16.	<p>¿Cuál ha sido tu experiencia frente a la toma de fotografía?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
17.	<p>¿Cuál consideras que ha sido tu mayor progreso en la clase? Escoge una o varias opciones y explica por qué</p> <p>a. Has aprendido más vocabulario</p> <p>b. Has mejorado tu pronunciación</p> <p>c. Has construido oraciones correctamente</p> <p>d. Dices oraciones con mayor facilidad</p> <p>e. Comprendes mejor</p> <p>Si consideras que no ha habido un progreso durante la clase, escribe tus razones</p>

**Appendix M: Lesson Plan**

<b>Teachers:</b> Jinna Katherine Pedraza – Karen Julieth Larrota			<b>Lesson N:</b> 6
<b>Date:</b> Week July 6th to 10th <b>Class level and number of students:</b> False beginners / 30 <b>Class time:</b> 120 min <b>Independent work:</b> 60 min			
<b>Main aim(s) of the lesson: VIDEOED LESSON</b> By the end of the lesson learners will be able to create a menu for their school's breakfast/snack, according to their likes and dislikes.			
<b>Stage</b>	<b>Aim</b>	<b>Procedure Teacher and activity</b>	<b>Time and interaction</b>
<u>Warm up</u>	Students will get acquainted with the food categories included in their daily menus	<p>T will introduce the topic and the aim of the lesson.</p> <p>T will divide the class into seven teams and each group will organize a puzzle (Appendix A) in order to classify the corresponding items in one category within a nutrition pyramid (Appendix B).</p> <p>Ss will categorize according to the label and teacher will reinforce meaning and pronunciation.</p> <p>T will randomly ask <i>What is your favorite food?/ What is the food that you don't like?</i> In order to recall prior language and vocabulary</p>	15 min
<u>PreTask</u>	Learners will recall prior language	<p>T will give learners a vocabulary worksheet in order to review the new words and recall prior language. (Appendix B).</p> <p>T will give learners a conversation model (Appendix C). In pairs, learners will read the conversation, circle the food items, and in order to get acquainted with the question accurate structures they will underline the interrogative sentences they identify.</p>	45 min

		<p>T will make a round off in order to check the questions underlined.</p> <p>T will ask two learners to represent it to the class in order to check turn taking, intonation and pronunciation.</p> <p>T will check understanding by making a round off of specific questions according to the reading:          How many categories are there in the food pyramid?          What is your favorite category?          What category are _____ in the food pyramid?          What does Daniel have at breakfast?          Does he eat food for all the categories?          How much protein do you need during the day?</p>	
<p><u>Task</u></p>	<p>learners will create a menu for their school's breakfast/snack</p>	<p>By groups of 4, learners will be asked to create an ideal menu (Appendix D) for their community-based on the real possibilities that the school offers.</p> <p>Describe the dishes available at school by showing some in-context photographs (Appendix F), the categories required according to the nutritional pyramid and the students' answers.</p> <p>Learners will practice by making individual interviews (Appendix D) to their classmates by groups and then identify the food that they likes the most and dislike the most. (In the form of a survey)</p>	<p>45 min</p>

		Learners will present their interview findings and the menu they have chosen and the reasons.	
<u>Post-Task</u>	Learners will focus on the aspects of language worked in class	T will ask learners <i>What's your favorite category on the pyramid and why?</i> . T. will write on the board five good phrases used by the students during the task and five incorrect phrases/sentences from the task without the word that caused the problem. Students will discuss the meaning and how to complete the sentences accurately. (In Spanish) T will ask students to write down any other language chunks they wish to remember.	<u>15min</u>
<u>Independent work</u> <u>Photography workshop</u>	Learners will solve a worksheet in advance	Ss will take 1 photo of a lunch or dinner in their community following the tips in a worksheet. Ss will label the food with the categories and will post it on the facebook group.	<u>60 min</u>