

**FOSTERING COMMUNICATIVE SKILLS: STUDENTS' POSITIONS TOWARDS
SOCIAL PHENOMENA**

**TRABAJO DE GRADO PARA OPTAR POR EL TÍTULO DE LICENCIATURA EN
EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS.**

**CRISTIAN DAVID PÉREZ BORDA
20061165011**

**RUBÉN ARTURO ROSAS BERNAL
20061165045**

**CESAR ALEJANDRO SAAVEDRA SANCHEZ
20061165018**

THESIS DIRECTOR: PILAR MENDEZ

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
SCHOOL OF SCIENCE AND EDUCATION
TEACHER EDUCATION PROGRAM IN BASIC EDUCATION MAJORING IN
ENGLISH
BOGOTÁ, D.C.
2016**

**FOSTERING COMMUNICATIVE SKILLS: STUDENTS' POSITIONS TOWARDS
SOCIAL PHENOMENA**

**CRISTIAN DAVID PÉREZ BORDA
20061165011**

**RUBÉN ARTURO ROSAS BERNAL
20061165045**

**CESAR ALEJANDRO SAAVEDRA SANCHEZ
20061165018**

THESIS DIRECTOR: PILAR MENDEZ

**Monograph work presented as a final requirement for obtaining the Bachelor Degree in
Basic Education Majoring in English.**

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
SCHOOL OF SCIENCE AND EDUCATION
TEACHER EDUCATION PROGRAM IN BASIC EDUCATION MAJORING IN
ENGLISH
BOGOTÁ, D.C.
2016**

Note of Acceptance

Thesis Director:

Pilar Méndez M.A.

Juror:

Yolanda Samacá M.A.

Juror:

Julia Posada M.A.

Acuerdo

Universidad Distrital Francisco José de Caldas.

Acuerdo 19 de 1988 del Consejo Superior Universitario.

Artículo 177. “La Universidad Distrital Francisco José de Caldas no será responsable de las ideas expuestas por el graduando en este trabajo”.

Acknowledgements

We want to thank the people who, in one way or another, help us in the development of the present monograph. First of all, we thank God, who has given us the patience and intelligence necessary to keep working on the progress of this project. We would also like to thank Professor Pilar Mendez, who guided us and help us as advisor during the improvement of this research study by assessing, assisting, correcting, and focusing us during these years. Likewise, we would like to thank in general all of the teachers who have joined us during these semesters at university; Actually, their lessons made us aware of the power we have as teachers, in order to transform and make this a better society by educating through love, patience and commitment.

We would also like to thank Professor Julia Posada and Professor Yolanda Samacá, who not only served as jurors of our monograph, but also helped us meaningfully during this pedagogical process with lot of patience and wisdom.

Even more, we would like to thank our families, who also supported us emotionally and even economically during the whole process. For that reason, we give special thanks to Plinio Alberto Saavedra, Ana Beatriz Sánchez, Ángela Cepeda, Mariana y Sara Saavedra Cepeda; Vilma Lucia Borda Hernández, Omar Pérez Mesa, Leidy Katherine Farfan, María Fernanda Pérez Farfan y Luz Farfan; Gladys Bernal González y Laureano Rosas Puerto.

Finally, we also would like to thank our friends and colleagues from the university, who were a great emotional support during ten semesters, sharing a lot of academic and interpersonal experiences.

Dedictory

First of all, I want to thanks God. I want to thanks my parents and siblings, specially my beloved mother: Vilma. The two most important women in my life: Leidy and Mafe; my colleagues and friends: Ruben and Alejandro and everyone who made this dream come true by supporting me.

Cristian

Foremost, I must thank my friends Ruben and Cristian who offered me the opportunity to be part of this work.

Then, I dedicate this work to my family, my wife and my daughters who are the support of my life.

Finally, I am grateful to God for every single achievement.

Alejandro

First, I must thank God; then my parents whose love give strength, my partners, my siblings and my girlfriend who have been there supporting me in every achievement and goal in my life.

Again and again, thank you so much!

Ruben

Abstract

The present research study aims to give an account of the processes that a group of eleventh grade students from a state school of Bogotá carried out when establishing personal positions, through communicative experiences in the English language. The research process was conducted with six students. This research study is defined as an explanatory case study. Tape-recording transcriptions, peer observation formats, and physical artifacts were the instruments selected for collecting data. This research is a description of factors such as: mental negotiation processes, reflective thinking and critical thinking skills development, which are presented here as forming means of learners' moral personal positioning and, as common tendencies that emerge when communication by using E.F.L. takes place within the classroom. After studying and understanding the data collected, a difference between first order positioning and second order positioning was made by identifying different characteristics on the positioning displayed by students: Personal positioning by basing it on previous knowledge related to an specific topic (first order positioning) and Personal positioning by negotiating previous knowledge related to an specific topic, with new input established by their peers (second order positioning). The projection of students' positioning forced them to develop mental and communicative negotiation processes. Finally, language is considered as the means for students' personal positioning improvement and learning and critical skills' reinforcement within the EFL classroom context.

Key words: negotiation, reflective thinking, critical thinking skills, positioning, first order, second order.

Resumen

El presente estudio de investigación busca dar cuenta de los procesos que un grupo de estudiantes de grado once de un colegio público de Bogotá llevaron a cabo mientras establecían posiciones personales con sentido moral a través de experiencias comunicativas en la lengua inglesa. Este estudio de investigación fue desarrollado con seis estudiantes. Este estudio de investigación es definido como un estudio de caso explicativo. Transcripciones de grabaciones de audio, formatos de observación de pares, y actividades de los estudiantes fueron los instrumentos seleccionados para recolectar datos. Este proceso investigativo es una descripción de factores internos y externos tales como procesos de negociación mental, pensamiento reflexivo, y el desarrollo de las habilidades del pensamiento crítico, los cuales son presentados aquí como agentes que desarrollan el posicionamiento moral personal de los estudiantes. Luego de estudiar los datos recolectados, se hizo una diferenciación entre posicionamiento de primer orden y posicionamiento de segundo orden al identificar distintas características del posicionamiento demostrado por los estudiantes: Posicionamiento personal, al basar esta posición en conocimiento previo relacionado con un tema específico (posicionamiento de primer orden), y Posicionamiento personal, al negociar el conocimiento previo relacionado con un tema específico con el aporte externo establecido por sus pares (Posicionamiento de segundo orden). La proyección de la posición de los estudiantes obligo a los estudiantes a desarrollar procesos mentales y comunicativos de negociación. Finalmente, el lenguaje es considerado como el medio para el mejoramiento de los procesos de posicionamiento personal de los estudiantes y el refuerzo de las habilidades del pensamiento crítico y del aprendizaje del contexto del salón de clase de inglés como lengua extranjera.

Palabras clave: negociación, pensamiento reflexivo, habilidades de pensamiento crítico, posicionamiento, primer orden, segundo orden.

Table of Contents

NOTE OF ACCEPTANCE	3
ACUERDO	4
ACKNOWLEDGEMENTS	5
DEDICATORY	6
ABSTRACT	7
RESUMEN	8
TABLE OF CONTENTS	10
CHAPTER I	12
INTRODUCTION	12
RATIONALE	14
PROBLEM STATEMENT	18
MAIN QUESTION:	20
RELATED QUESTION:	20
RESEARCH GENERAL OBJECTIVE:	20
SPECIFIC OBJECTIVES:	20
CHAPTER II	21
LITERATURE REVIEW	21
THEORY	22
STATE OF THE ART	29
RESEARCH DESIGN	34
TYPE OF STUDY	35
PROFILE OF PARTICIPANTS AND SETTING	37
DATA COLLECTION INSTRUMENTS AND PROCEDURES	38
ARCHIVAL RECORDS (TAPE RECORDINGS)	39
PARTICIPANT OBSERVATION	40
PHYSICAL ARTIFACTS	40
TYPE OF DATA	41
UNIT OF ANALYSIS	42
CHAPTER IV	43
INSTRUCTIONAL DESIGN	43
INTERVENTION AS INNOVATION.	44
THEORY OF TEACHING	46
TEACHABLE QUESTION:	47
INSTRUCTIONAL OBJECTIVES	47
THEORY OF LEARNING	47

CLASS ORGANIZATION AND TASK BASED INSTRUCTION (TBI) IMPLEMENTATION	48
THE FRAMEWORK OF TBI	48
TYPE OF TASK.....	49
CRITICAL THINKING TASKS	50
INSIDE THE CLASSROOM.....	51
ACHIEVEMENTS TO EVALUATE	52
CRITERIA TO ASSESS	53
CHAPTER V	54
DATA ANALYSIS.....	54
CATEGORIES.....	57
CATEGORY 1: DETERMINING MY POSITION: STUDENTS' PERCEPTIONS ABOUT SPECIFIC SOCIAL PHENOMENON.	58
CATEGORY 2: MY POSITION, HIS POSITION OR HER POSITION? : ARGUING FOR OR ARGUING AGAINST AFTER NEGOTIATING.	67
ARGUING FOR.	68
ARGUING AGAINST.....	72
CHAPTER VI	78
CONCLUSIONS	78
PEDAGOGICAL IMPLICATIONS	83
LIMITATIONS AND FURTHER RESEARCH	86
REFERENCES	89
APPENDIXES	97
APPENDIX A – SCHEDULE (INSTRUCTIONAL DESIGN)	97
APPENDIX B - TAPE RECORDING TRANSCRIPTIONS (COLOR CODING METHOD EXAMPLES)	99
(ANNEX 2 – SAMPLE 2)	101
(ANNEX 3)	104
APPENDIX C – DATA ANALYSIS (COMPARING INSTRUMENTS).....	106
APPENDIX D – (STUDENT'S ARTIFACT N° 1)	107
APPENDIX E – (STUDENT'S ARTIFACT N° 2).....	109
APPENDIX F – (STUDENT'S ARTIFACT N° 3).....	111
APPENDIX G – PARTICIPANT OBSERVATION FORMAT	113
APPENDIX H – DATA ANALYSIS: TRIANGULATION MATRIX.....	114
APPENDIX I – TAPE RECORDING TRANSCRIPTION FORMAT	115
APPENDIX J: STUDENTS' ARTIFACTS.....	116
APPENDIX K: CONSENT FORM.	117

CHAPTER I

Introduction

Through Colombian education history, the whole educational community, has been developing and establishing some educational issues in which to work on, looking for English teaching-learning improvement, and we as teachers-students, are concerned about the way to help in this important mission: a higher English education level in public schools and better citizens to this Country. That's why, this project was, an analysis of the students positions according to the social impacts they face every day and at the same time this is an academic proposal to solve, or to foster main educational issues that English learning have presented in Colombian public school through critical thinking tasks.

We know that as teachers we can have a great impact on students too, students listen to us every single day and we know we can help them create and improve the positions they can have about their lives, the society they interact with and the institutions they move among during their school process. When we were students we not only were taught at home about values and life, but also the school and obviously our teachers played a great role in order to change or address our lives, in this project we want to improve the way teachers can do it, how, from school we can address correctly and help students to be better people for themselves, their families and the society.

This project is focused on one basic theory: Positioning theory, in which we analyzed students discussions about some social issues that they or their society has been dealing with; they needed to foster their capacity to analyze and talk about specific topics; The topics we

managed during the research project are based on social perceptions from the students, but taking into account their positions in front of the social problematic situations we were attending on.

Those discussions developed their English communicative performance. Obviously, this research project tried not only to foster and increase the students learning skills, but also this project was focused on output abilities. Beyond this, this project helped us in order to analyze the lack of English management on high school students, and how positioning theory, helped us to foster the English level on high school students.

According to what had been mentioned before, readers are going to find a different and useful research material in this document, this document is focused on how did we used this theory; they are going to find the reason why we based our research on this problematic situation; the main question and the sub questions that emerged through the development of this project; the different authors which support our theoretical framework; the different instruments that we used in order to gather the different data and the different conclusions that we as students-researchers obtained during, and at the end of the pedagogical project.

Rationale

When establishing the different parameters for developing the research project you are about to read, we took into account three main aspects. Firstly, we wanted to enhance our process as teachers-researchers by applying and leading methods, processes, paradigms, ethical concerns, importance of theoretical basis, and the ways of analyzing the data, among many others.

Secondly, the influence this study could exert in our daily lives, bearing in mind our educational experiences, daily life's context and interests. This was a primal agent that allowed us to select the field and matter of the research. Therefore, from the phenomena we were able to live and be in contact with during our pedagogical practicum, we decided to develop our research project in the field of social positioning, when realizing that our students were able to express their opinions or points of view, related to specific social phenomena, by using basic structures of E.F.L. Researching about this phenomenon will help us both, English teachers as a foreign language community to expand our knowledge about positioning in the E.F.L. classroom and students' communicative skills development by enhancing critical thinking skills and negotiation processes in order to establish personal positions.

Finally, an additional aspect we considered when committing with this study was the impact it would have on the community. In this regard, we were aware that positioning requires different individual and collective processes that help people in order to get into agreements, to understand and get to respect others' insights. Therefore, this holistic process of negotiation will assist our students when establishing positions in several dimensions of their lives outside the school background like making decisions, helping others, being critical, assume respectfully

other's opinions and so on. An outcome of this study would be that it promotes to the construction of more critical citizens that will benefit the whole Colombian society.

Our prime teaching experience allowed us to get in touch with the very academics and socio-cultural background of this setting. This experience of sharing with students, who had been facing different situations due to their daily lives' context, gave us the necessary elements for realizing that we could approach our research development by studying the impact on learning English as a foreign language, by studying different social phenomena 11 grade students could be exposed to (by knowing about them, hearing about them or even living it), when developing critical thinking and communicative negotiation processes.

It was important for us as well to develop a research process which would contribute to develop strategies to foster students' English as second language communicative skills, when analyzing social phenomena. It was important for us to set our research development into daily life context because their previous knowledge and different life experiences modify every person's perceptions and moral positions. As Pishghadam (2011) established, there is an agreement among researchers on the significance of assuming, as compulsory, to recognize the structures of connection between society and educational institutions by examining how social-cultural experiences influences their educational outcomes. By developing this process we could demonstrate, through the different data analysis we present in this paper, that bringing daily life situations into E.F.L. classrooms allowed students to assume a critical and very personal position based on the knowledge they already managed (previous knowledge) and the one we transmitted in our activities (new income).

We could as well demonstrate that students could develop complex and simple communicative negotiation processes, when establishing their positions, by using English as target language. Students were able of communicate their thoughts, believes, fears and even were able of listening and accepting others' positions, even if they disagree or were against what he or she had already communicated into the classroom (see Tape recording transcriptions: Appendix B). These processes developed by students are the result of different negotiation processes and the development of different critical thinking skills, but this communicative processes had as mean the use of the target language and the different clarifications that students could do when asking others, as Breen and Littlejohn declared: "negotiation is overtly social and occurs when people use language, either to indicate their understanding or their failure to understand (or, indeed, believe) what another person has said, or in order to modify and restructure their language to make things clearer so that they will be understood." (2000, p. 7).

Finally, we realized that through the development of this research process we were able of awake students' interest and awareness of their social surroundings events, by using and putting into practice the different E.F.L. communicative skills they had developed during their school lifetime. Motivation was a key factor when developing this process; it allowed us to reach students' interests by approaching our pedagogical research by talking and sharing about common social phenomena. That motivation forced students to put into practice the different communicative and social processes already mentioned.

"In the socio-educational model, motivation to learn a second language is viewed as comprising three elements: First, the motivated individual expends effort to learn the language.

Second, the motivated individual wants to achieve the learning goal and third, the motivated individual will enjoy the task of learning the language.” (Dörnyei, 2001, p. 6).

In terms of ELT this research was also significant, for the reason that this exploration tried to present a considerable choice of teaching or setting an ELT lesson through the implementation of critical thinking tasks, using as a methodological framework task based instruction approach. This element might be an attractive option for teachers who want to implement a methodology, as task based instruction (Ellis 2003), which gives meaningfulness to the language used in their class giving students more exposure to a whole range of lexical phrases, collocations and patterns, instead of focusing on language content and form lessons.

In this way, values education was an explicit topic inferred from this research study, on the assumption that discussions or debates of topics about social phenomena were influenced and discussed taking into account backgrounds of moral judgments from different positions such as students and society. In this way, it is important to consider further studies about values, which could involve critical thinking and communicative skills in English language.

This exploration also could be useful for teachers - researchers and educational institutions which are obliged to fulfill the national government requirements about the new issues or classes to be included on the curriculums such as “catedra para La Paz” and “competencias ciudadanas”. In this manner this study is a promising example of how to embrace those social current issues within the framework of a class.

Problem Statement

Currently, there is an imperative need to set a strong, effective and successful relation among school, family and social context in order to give significance and usefulness to the learning process undergone by students. In our country it is possible to evidence this necessity; the government is not concerned in proposing or implementing new scenarios to embrace a fruitful relation among the three aspects previously mentioned. Instead, our national educational system is mostly focused on generating policies to promote and assess students and educators, as “Decreto no. 230” and “Decreto no. 1290” from “Ministerio de Educacion Nacional” set. These policies manage quantitative criteria to evaluate and promote students to a higher grade and at the same time, these are objectively focused on academic success without evaluating or reflecting on aspects related to education in context and critical thinking skills.

The public school, where this study was held, reflected in a smaller scale the necessity previously described. In this manner, at this institution was also possible to perceive, throughout student’s artifacts such as class observations, surveys and preliminary worksheets, a lack of innovation and motivation demonstrated by teachers and students respectively. To go beyond and deeper, in this section readers will realize important findings and evidences found at the end of the implementation of each artifact. Those findings facilitated to identify a main problematic issue and finally to set a strong research questions and research objectives.

Perceptions and expectations about the English class. From this artifact (*Appendix F – student’s artifact N° 3*) it was possible to notice detailed features about the methodology applied in English classes at this public school; It was planned into a framework of presentation, practice and production (p.p.p.) method. English class was focused on grammar, vocabulary and

complex language structures, then, it was reproduced just in writing tasks. Consequently, this methodology became the class, according to student's perceptions, into a boring and tedious time. This survey also allowed to realize student's expectations about the class, the most common conception was to turn the class into a scenario where students could share their own ideas spontaneously.

Identifying sample population and Social Phenomena. Students, at this public institution, were besides surrounded and directly affected by different social phenomena; therefore, students expressed their expectations of dealing with those topics at classes (*see Appendix D – (student's artifact N° 1)*), mainly English sessions. But in real circumstances the institutional curriculum (<http://miguelantoniocar02007.blogspot.com.co/>) forgot including those problematic situations into any subject syllabus, neither as cross sectional project. This situation exposed a need of implementing a methodology to deal with these topics at class.

Critical thinking and positioning theory: at this stage and with the aim of observing the impact of problematic situations had on student's points of view, a preliminary worksheet (See Appendix E – (Student's artifact N° 2)) was held taking into consideration main social phenomena evidenced inside and outside the classroom. As a result, it was marked that students felt motivated and comfortable discussing about those topics in class. This fact demonstrated that critical thinking and positioning theory were the main constructs of this proposal.

In conclusion, the ideal of fixing a close relation among school, family and social context, as well as the intention of embracing and reflecting on social phenomena and critical thinking in class and at the same time, the need of exploring in drawbacks presented by students in ELT class, emerged the following research question:

Main question:

How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?

Related question:

How are critical thinking and negotiation affecting implicitly on students' positioning?

Research General Objective:

Identify how eleventh graders' position themselves concerning social phenomena, when developing critical thinking tasks, by using E.F.L. communicative skills.

Specific Objectives:

- To explore and describe the processes led by learners when constructing and projecting personal positioning.
- To analyze the impact that negotiation might have, within the E.F.L. classroom, when developing critical thinking tasks.
- To document how students develop E.F.L. communicative skills, by developing critical thinking tasks, based on social phenomena analysis.

CHAPTER II

Literature Review

The foundations of our investigation study are three constructs that we were able to build throughout this Literature Review. These constructs are: Positioning, social phenomena and analytical thinking. The following figure illustrates the connection existing among our constructs and how they are involved in our study:



Figure 1. Relationship among constructs.

Students positioning within the E.F.L. classroom is the phenomenon we focused our research on. It is when establishing positioning within the EFL classroom that the different kind of interactions that we will study later in this research takes place. Those interactions result in events such as students' roles, negotiation, sharing ideas and direct and indirect positioning among others.

Students positioning allow us to face the different social phenomena students deal with every day by developing analytical thinking tasks (part of critical thinking skills (Kincheloe, 2001)). This constructs were structured and assembled in this research paper through confronting ideas, concepts, models, theories and more, from different authors, and our own insights as individuals, students, teachers and researchers. Within this process we acquired, improved, and extended our own positions.

In this chapter, we explain how we assumed those constructs. Additionally, we based those constructs on authors' findings, which allowed us to compare, differentiate and connect their ideas and ours. This Literature Review goes from general to specific.

Theory

The base of our all research is positioning theory which is an improved concept to the theory of role, so we contrasted those concepts to have a better understanding of the positioning theory. On one hand, Roles are the assumptions and values that people carry out when interacting with others; people can take different roles according to the people they are interacting and the place they are interrelating (Turner 2002 pg 1); on the other hand positioning theory which could be explained as the management of cognitive language and cultural skills by every single person, the understanding of the world that they have. In this particular case, every single student, first of all; establishes develops, understands and presents concepts on an individual way Harré (2004). Then, we can say that positioning theory can give us a wider perspective about individuals and their thoughts because, according to positioning theory, it takes into account the social phenomena which affect the human being as: people, institutions and society (Harré and L. van Langenhove, 1999) not just subjective perceptions as the concept of roles implies.

That concept of positioning theory has been developed specially on psychology and social researches which focus the attention in the way people's subjectivity is "positioned" through some discursive practices which are commensurate with the new psycho-socio-linguistics (B. Davies and R. Harré, 1990).

Taking into account the positioning theory saw since a social point of view we should know that necessities and beliefs of each member are similar of those of every other (Harré 1999); we also could analyze that many times someone position him/herself by another person's

discourse or speech, but that is not intentional as Rom Harré says “one lives one’s life in terms of the kind of person one takes oneself to be” (Harré 1999, pg. 37).

Moreover, we can consider that when we talk, when we are in a conversation, we develop some topics while we communicate our thoughts and explicitly or implicitly through the usage of bibliographical discourse and illocutionary forces the people create positions by first and second speakers (B. Davies 1999). For instance when we talk about drugs addiction; first of all, we talk about our own or family experiences (biographical discourse). Through the discussion, intentionally or not, the intention (illocutionary force) of the speech is to persuade or convince the other people to have the same ideas or concepts.

We could have used in this research the concept of identities as another construct, because we as communicative beings use the language to build and find our identities; thanks to that we can categorize the people according to the type of person and the context in which that person moves. We position ourselves and position the other people according to those characteristics (Bakhtin, 1935/1981) but that is not the purpose of our research because what we wanted was not exactly to analyze how people changed their behaviors or the way they were when discussing some social issues; but we wanted to analyze how the people used those concepts to build up a stronger concept, the way they persuaded the others to position themselves intentionally or not in the same way.

Furthermore, we analyzed how some situations make them position in a very specific way. That analysis not only told us information about the group but also about the individuals because as Packer and Goicoechea (2000) describe, a schooled cognitive accomplishment (In

this case using language to analyze and describe situations) is not just going to tell us what the learner knows but who the learner is.

It is important to give a close example about the importance of something called indirect positioning; talking about a person and even countries favorably and unfavorably “positioning someone as stupid is, at the same time, to deny on that person the right to correct one’s cognitive performance” (Rom Harré. Pg.6). having expressed that speech, the person is going to give filled with a big feeling of exclusion to do some activities.

Giving those characteristics to a person or even to a whole group will help to increase the differences between beings or groups and also to highlight their different points of view or behavior. That can positively being seen by other people or group and affect the interests of the groups involved in a good and bad way.

There are three main aspects in which positioning can happen according to Howie (1999) establishments: “we can position ourselves and others, will or intention of being positioned, and power to achieve positioning acts” (Howie, 1999, p. 53) As we needed to work knowing ideas and concepts that students had according to their experiences and also their families experiences, this theory of positioning theory could give us a closer understanding of those positions that students had and that helped us in order to find later solutions to change students wrong perceptions, bad ideas and a wrong understanding of the world, which affected in one way or another the social world they were moving into.

It is well known that social, conceptual and cultural processes established on the different social groups are assumed by its population on thousands of different ways; this is because every

single person develops different assumptions and positions toward conceptions that emerge from those social processes already mentioned and our purpose was to analyze how those processes were happening on our students.

Besides, we think it was clue to clarify the position that teachers had in this research by asking a question; are teachers going to use their speech also to position the students in the classroom? On one hand, to answer that question we should be acquainted with the fact that teachers can position the students also in a very strong way thanks to the power they represent or can be affected by the identity they have (Applebee, 1996; Wortham, 2006). On the other hand, Davies and Hunt (1994) demonstrated the ways that teachers often limit the positions available to students (especially students who view themselves as powerless in the classroom interactions) based on their preconceptions of what success and competence look like. But that need to clarify teachers' position, in this case researcher's speech, was used just to give instructions which didn't affect students positioning.

It is stated by us that the problematic situation we attempted to work on is, how students analyze and take positions when discussing using English as Foreign Language learning, by analyzing social problematic presented on District schools in Bogota like pregnancy, smoking, drugs addiction, abortion, alcoholism, racism and xenophobia (Observatorio de convivencia y seguridad ciudadana, 2006).

Those discussions told us quite much information about the way those concepts were growing in the students and it opened a door in further researches that would help teachers and researchers to analyze, create and foster methodologies to lead students to understand the world

under the parameters of the values and create a scholar speech which persuaded the students to be responsible and created solutions to those problems they had to face every single day.

The concept of positioning theory cannot be understood without having cleared the concept of thinking. Thinking has many forms, but the form that is of paramount importance for most people is thinking as the use of cognitive tools to carry out the tasks of everyday life. The most important cognitive tools are symbols, usually words and other language like devices, and models and other forms of iconic representation. The domain of thinking is intrapersonal and interpersonal. Thinking is not only an Individual - Personal activity but also a Social – Public one (Andreouli, E., Gaskell, G., Sammut, G., and Valsiner J., 2015, p. 225).

After the reflective and thinking process is already established from the different people involved, they assume a role, some social rules, social perceptions and coherence in order to be part of this society.

Thoughts' management and sharing and interpersonal thinking were very important processes because when students shared their ideas we could analyse their speech in order to understand the positions they took about the problems they were discussing. The topics we managed during the research project were based on the perceptions that students had related to some social issues, but taking into account their positions in front of the social problematic situations we were attending on.

When we talk about the position that a student has about a specific issue, we also need to know that there are some power relations implied within positioning processes that students could present, and those power relations can affect the ideas or concepts they have. In order to

understand it better we need to define what a power relation is “power is about inequality related to many aspects of human beings as language usage, age, social status and many others” (Eller, 2009, p. 84). A position in a conversation is symbolic because many personal concepts and subjective perceptions about certain ideas can affect the position that people can have. says “One can position oneself or be positioned as e.g. powerful or powerless, confident or apologetic, dominant or submissive, definitive or tentative, authorized or unauthorized, and so on” (L. Van Langenhove, 2004, p. 108).

When the people discuss a topic they need to have clear many concepts in order to give their opinion about it in order to let the others know their position. We define concept as a mental image which represents semantically an object, those concepts can be expressed by words, statements and terms (Wang and Jiao, 2006) So Those concepts are, on a first level intrapersonal; something that each student develops according to what he or she already know and interpersonal, when the student does not know something and that unknown knowledge is acquired by he/she through their school process, Vygotsky (1978) we could manage this problematic situation based on positioning theory, but this process is developed according to their analysis, the management of “analytical thinking”

Lastly, we have to give you a closer relation to analytical thinking and critical thinking (which have a close relationship for us in this research) theories by defining them. For us analytical thinking is the practice of cognitive skills which give a higher possibility of obtaining desirable outcome (Pineda, 2003), and critical thinking which is that way of thinking – related to any topic, content, or problem - in which the person develops the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards

upon them” (Richard Paul and Linda Elder, 2008), so, critical thinking is a process students use during this pedagogical intervention, in order to ask themselves vital questions, interpret more effectively, comes to well-reasoned conclusions and open-mindedly recognizing their assumptions, implications and finally know the consequences of their acts.

Also we can think about analytical thinking process, as part of critical thinking, that means that critical thinking use some thinking skills in order to obtain clear information, and we found suitable and interesting to work on analytical thinking linked to positional theory at school basically because we have to be concerned that students are allowed to use critical argumentation in order to bring new ideas, believes or thoughts. Even if Kincheloe (2001) is a critical pedagogy theory representative, she also arguments that establishment of analytical thinking at schools is the best tool in order to develop new critical attitudes on students; that means to establish new ways of thinking and learning through using critical thinking at schools.

Furthermore, those critical thinking skills develop in the students some important aspects to be analyzed as: Concepts they have about live, principles that enable them to analyze, asses and improve thinking and their positions about those situations and aspects. Also they can foster themselves and their environment to improve the world in whatever ways they can and contribute to a more rational, civilized society (Linda Elder, September, 2007)

Thus, we realize that it was possible to manage our research project development by managing in a co-related way the analytical thinking process and positioning theory; the first one, as the one that allowed students, to bring up their different own ideas, or perceptions they managed about a specific topic and it would be very important to the development of our instructional design.

The second one: positioning theory, which was the one that helped us to understand the positions that students were taking in front of themselves, and in front of the social group they belonged and how the students were understanding the problems they had to deal as teenagers in their schools, their houses, their city; during all the process of the research.

State of the art

Investigation in the E.F.L. classroom has played a very important role when understanding the different phenomena that affects, in a negative or positive way, the diverse processes leaded when developing teaching-learning with a foreign language; positioning theory researches have helped in order to identify, analyze and understand some of those situations that emerges when communicating by using the target language. The following two papers or researches we are going to socialize show what diverse teachers-researchers have studied and detected lately in regards to the impact of positioning theory within the E.F.L teaching-learning context.

“How Student Positioning Can Lead to Failure in Inquiry-based Classrooms” Kelly Beatrice Campbell (2011) developed this academics research study to identify how the positions students selected or were pressed to take on could carry to failure in an inquiry-based classroom by determining positioning as temporary roles that a student or a teacher could place each other in or take in a given classroom setting.

This researcher began by working with a public school in the U.S.A. where she chose a population of four different students. The researcher looked for a classroom environment with talkative students, I mean, a classroom in which students participate constantly, and the target population would be those that were not obtaining good results (grades) due to their lack of

participation within the different class activities. The group she chose had a total of 26 students which were told about the study and were asked to participate.

For the data analysis, according to Campbell “used observations, field notes, memos, student journals, and interviews to triangulate my data and add support to my hypotheses and theory. All of these data collection methods were interrelated and influenced each other.” (2011, p. 35). This relation she could develop helped her in order to gather as useful as possible information for carrying her research process.

The researcher conducted three weeks of initial observations and five more weeks for obtaining the different data. In the initial observations Campbell was able of identifying the target population among the whole class, through field notes documented the different behaviors and situations that emerged when developing activities in the class, and something that was really important, during that initial observation the teacher and students got used to her presence in the classroom, without affecting the natural flow of the class.

During the other five weeks, Campbell was able of getting the whole data by applying the different data gathering methods, which at the end of the process gave her the necessary material for concluding her investigation process; thus, the different findings in this research process were:

1. The student might be failing because of the deterioration of positions or because of the Position pressures that are present.
2. Harré and Langenhove (1999) focused on positioning occurring through language in use. However, positioning also relies on the accompanying actions of the language in use.
3. Position pressures are a reflection of what participants in the discourse value and what external factors are present that press the participants into taking on particular positions.

4. It is through positioning that learning is impacted and that inquiry-based instruction is either maintained or undermined. It is plausible that student and teacher failure (or even success) is linked in an inquiry-based classroom because of positioning. Therefore, positioning is important to the learning and teaching of inquiry-based classes.

In this study, the researcher was able to identify the different influences that students' positioning, and even teachers', have on students' results when developing inquiry-based classroom activities. It was determined that even students' grades were determined by students' positioning towards the teacher's one; It could be a supporting positioning, in which students' reinforced or approve what teacher had presented, or could be a challenging positioning, in which teacher's perception would be students rejecting the position teacher puts upon them.

Finally, among the different similar conclusions that Campbell's research (2011) and the ones we are presenting as teachers-researchers in this paper, we could highlight the results on students' taking a particular positioning, when facing positional pressure by external factors. We as teacher-researchers were able to identify how previous knowledge, social surroundings and even personal beliefs influenced students when taking personal positions against social specific phenomena.

“Negotiating Power in the E.S.L. Classroom: Positioning to Learn” Kayı-Aydar (2012) conducted a study about the impact of positioning and negotiation on the learning of English, as second language, in an university-level English for Academic Purposes (EAP) Oral Skills (Listening and Speaking) class. The study aimed to explore the ways in which the negotiation of power and positioning affected language learning. Thus, during 3 months and 15 days the researcher was able to select the 9 different persons as the target research population, and could carry out some data gathering methods as teacher-student interviews, extensive observations,

field notes, audio and video tapes of classroom events, diaries, collection of artifacts (e.g., teacher notes, handouts) and an open ended questionnaire (Yin, 2003). Through this research process, Kayı-Aydar was able of demonstrating, among other findings “... *how focal participants constantly dominated classroom conversations and positioned themselves in ways beneficial to them, while other students in the same classroom experienced difficulties in negotiating symbolic power and gaining access to learning opportunities*” (2012, p. 8).

The researcher developed a very complete and serious research work by developing as well participant observation. Kayı-Aydar established that as participant observer “*I explored positioning, which refers to locating oneself and others with certain rights and obligations to allow or limit certain actions, in classroom talk and investigated its interaction with second language learning and use*” (2012, p. 8). These procedures allowed her to have a broader perspective of what was occurring within that E.S.L. learning context related to positioning and negotiation.

After developing data gathering process, and developing data analysis, she could identify some very significant findings associated with the relations among students’ positioning, negotiation and E.S.L. acquisition that will support her investigation project.

1. “The findings showed how interactive and reflexive positioning of learners, which were impacted by a large number of factors, including age, socio-cultural backgrounds, and beliefs, assigned students certain identities and social status over the course of the semester.” (Kayı-Aydar, 2012, p.9)
2. “If second language acquisition is fostered in the classroom by communicative interactions, teachers should attempt to minimize students’ differential access to second language learning opportunities as much as possible.” (Kayı-Aydar, 2012, p.9)

3. “The study adopts a post-structural view of Second Language Acquisition, which emphasizes that language learning is beyond mere acquisition of grammar rules and vocabulary of the target language. Rather, L2 learning influences and is influenced by social, cultural, and political contexts as well as issues of power.” (Kayı-Aydar, 2012, p.193)
4. “The findings of this study indicated that the negotiation impacted students’ access to learning opportunities in classroom events and ultimately their L2 learning and use.” (Kayı-Aydar, 2012, p.194)

These two different researches related in this chapter helped us to understand and demonstrate the importance of positioning, within E.S.L. classrooms, when developing communicative skills by learning a foreign language. As both papers demonstrate, positioning determines people’s understandings, thoughts, and/or points of view about specific situations; those positions depends as well on diverse and significant internal and external factors as social pressures, beliefs, social, cultural, political background and power relationships. This research project addresses to complement, support or even improve the different information that educational worldwide context knows and manage about positioning and its relation with languages acquisition.

CHAPTER III

Research Design

The purpose of this study research document is to give readers an account of the different processes students carried on or lead during their English language learning process, by establishing their personal and/or group position about social problems that affect state schools' students based on their analytical processes development.

The analysis of the different characteristics and processes that emerged as results of studying this problematic situation, allowed us to establish a core problem that is "How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?"; the research observation process besides helping us to find out a problematic question, allowed us to identify helpful data collecting tools in order to gather necessary information for the research project development; this data collecting tools were *archival records, participant observation and physical artifacts*, which were managed, developed and analyzed in order to concrete the data analysis and in that way reach the research conclusion.

Finally, we established that this research project development was also carried out, wanting to achieve the research project general objective established, which aim to foster in students English language communication skills management by developing analytical thinking tasks related to social problematic topics; the question that emerged from this problematic situation and the main objective that students-researchers established through this research project leading. Readers of this paper will be able to assume the research educational purpose and the form it affects.

Type of study

Through the research project development, we focused our research process on interpreting the project problematic situation and every relevant thing that emerges from this interpretation, but always taking into account that we as students-researchers had to develop a proposition, investigation and analysis process. In order to start developing our research process analysis, it was necessary to establish the most suitable research method to follow as a guide method, the one that focused our project gathered data and the processes we had to carry out in order to get that information.

At this point, the flow of the research management got in agreement with Johnson and Christensen (2008) ideas, when they describe a research method that bases its processes on collecting inductive hypotheses and tentative theory obtained from initial observations and then testing the observable consequences deduced through additional observations; this kind of research method is called qualitative method research and it describes in a brief way the manner we as researchers handle the whole research process from observing classes until getting research project conclusion; is our attempt to clarify that this research process mentioned before, was carried out through developing in a starting point high school class observation for finding out what we called research problematic situation, then we proposed a problematic question which we aim to analyze by developing English classes with eleventh grade students always seeking for gathering data that allow us to obtain group classification and this data had to be collected by putting into practice three different data collection tools (archival records, direct observation and physical artifacts.)

It is already established why readers can consider this research study a qualitative research project, but in order to set clear the main characteristics that show this project as an **explanatory case study research**, we need to base our explanation on the project purpose that approaches its attention on developing improvement in students' English language skills management, through establishing personal position by managing analytical tasks; Yin (2009, p. 9) called "explanatory case study method" the research method that allow researchers to keep meaningful and holistic characteristics of events from real life, referring by meaningful to all those process that established stages or characteristics on real life process and by holistic as the complete elements that belong to those life experiences.

Experiences are the ones that allow students to develop a positioning and analytical thinking process; this whole processes allow us to manage information or data that demonstrate us students' personal positioning and the analytical processes they developed in order to establish and assume those personal positions toward specific social problematic situations that are implicit on Bogotá state schools` environment, but also we are going to deal with a phenomenon that affects more than one student at schools; this is based on real life events because our research process was developed focused on gathering data developed by students by using what they already lived or knew and the positions they could established when analyzing the topics managed at class.

Finally, keeping on establishing arguments that support the research development by following explanatory case study on our project, we can aboard our research question: *How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?* Yin (2009) explains that questions that begins with why

and how, helps researchers in order to lead the use of explanatory case study, experiments or histories by giving them opportunities for gathering data due to its nature of looking for causes and consequences of specific situations; our research question aims to be an explanatory question, it is aiming to be a question that helps researchers to explain readers, in a careful and complete way the process (causes, development, and findings) that this research project lead in order to show the advances an gaining that research population could demonstrate when finishing the research course.

Profile of participants and setting

The project was carried out at Miguel Antonio Caro School state school; we worked on high school, yet the school had primary courses also. It was located at Quirigua neighborhood (Bogotá's zone 10), northwestwards Bogotá, locality of Engativá. Its school calendar counted with morning time, afternoon time and night time; each time counted with an average of 750 students, in our case we worked with afternoon time students during one year; this students came from the socio-economical classes rated one, two and three.

Educational processes at this school were based on its I.E.P. (Institutional Educative Project) that looks for "Improvement of the educational environment and its incidence in the quality of life" our research project, was a suitable tool for developing institutional I.E.P. because this project aimed to improve students' language skills and analytical processes, we can say that school was addressed to stimulate a better coexistence among students, based on their acquired values looking for a better life quality for each student and their society

This project was conducted with 6 students from eleventh (11th) grade (See consent form: Appendix K). Students were people from economic status not higher than medium class;

they were women and men as well, and it helped us in order to give positioning variety on our research project. They were 15 to 17 years old as average; they had English classes during 4 hours per week, but research development with the students group was just one hour per week.

In the first stage of the research, the whole group of students was taken as participants for this study to analyze the common actions of the students according to the condition to research about. Afterwards, we made a filtering of the students taking into account the following characteristics: first, a specific profile in which we denote the personal and social characterizations of learners, and second, the different collected data that linked students' activities development with research objectives and filtering processes.

Data collection instruments and procedures

Based on the nature of this project, it was necessary to establish the type of study we were leading and besides, the instruments needed, selected and designed in order to gather the different data that would respond the research question: *“How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?”*

In this section, we will give account of the instruments we designed and applied in order to collect the necessary and relevant data, which deals with the phenomenon of our study, explaining how they responded the research questions we stated in relationship with the phenomenon, which was the focus of our research study.

Talking about data instruments, Yin (2003) explains that case study is based on six different sources of gathering data, but those could not be used like simple gathering data ways, each method requires different researching skills from the researchers, even if you are not going

to use all of them, you need to bear it in mind; the six ones are: documentation, archival records, interviews, direct observation, participant observation, and physical artifacts. Bearing in mind what has been mentioned before we based our work on three different data collection instruments: archival records, direct observation and physical artifacts.

In order to provide a complete description about the instruments on which our research study relies, we will present a list explaining the instruments we implemented, the research questions, the types of data, and the unit of analysis. Later, readers will find a detailed explanation of each one of the instruments and their purpose.

We need to talk about the different data collection instruments that we, as teachers - researchers, can put into practice so as to gather information needed for our research development. We decided to implement to our data analysis three instruments in order to analyze the data, make the triangulation and get the categories; tape recordings, field notes and artifacts (Yin, 2003).

Archival records (tape recordings) (For some excerpts from the transcriptions, see Appendix B): we used tape recording as a data collection instrument, in order to obtain a bank of recorded data, which researchers could be able to listen and evaluate every single word expressed in the classroom, every time that was necessary.

The most important feature of tape recording transcriptions was the facility to manage and retake gathered data as much as it was necessary, as was established by Klenke (2008) by expressing that accurate data analysis and understandings, are the result of leading transcript processes by listening and analyzing the data repeatedly.

Finally, during the research development, we realized that tape recording transcriptions allow researchers to manage data repeatedly, in order to interpret and made sense of it as Klenke (2008) propose: “transcription facilitates the close attention and interpretive thinking that is needed to make sense of data ” (p. 137)

Participant Observation (For the participant observation format, see Appendix G): we as active participants in the research management were able to detect, analyze and keep the general data (verbal or non-verbal), by managing field notes which resulted from the interaction and observation of researchers with target population.

Participant observation allowed researchers to interact with target population, by being part of the natural research environment, Brain (2001) support this idea by giving the following establishment: “participant observations are where the researcher is also a participant in the group. For example, you could observe children’s behavior in the classroom, and you would be a participant observer if you were also the teacher or a classroom helper” (p. 310).

Participant Observation and the different artifacts that emerge from this process (field notes), allowed researchers to complete the information that teacher could skipped by applying tape recording and physical artifacts. For these reason, we chose participant observation formats to get observable information as students behaviors, verbal and nonverbal positions (body language) and the different reactions that characterize students as individuals sharing a social setting and as learners of a foreign language.

Physical Artifacts (for students’ artifacts N°1, N°2 and N° 3 see Appendixes D, E, F; for students’ artifacts see Appendix J): refers to any physical evidence gathered from the person

or group under investigation, in this case, we assumed physical artifacts as the different writing process developed by students during the research intervention at school (activities, tests, surveys).

One of the most important features of physical artifacts is that information captured on this writings is written directly by the target population; this will not allow researchers to establish “assumptions” or “presuppositions” but understandings and analyses from gathered data. This is why Gillham (2000) determines that “Physical evidence has a direct quality: It is first-hand. You can read or listen to what others have to say about it but the actual thing is there for you to make up your own mind” (p. 89).

This kind of data collection instrument, allowed researchers to analyze the written personal, or group position in front of the different topics managed or lead during the different EFL classes; Taking into account that by positions, we mean the different ideas and/or assumptions that students could handle about specific topics.

Type of data

When talking about type of data, we need to clarify the two different kinds of data we can work on: observable and non-observable. Each one bring us data in order to filter it looking for making data valid and reliable; in this research process, we can say that we can find both kind of types of data.

Talking about observable data, we refer to behaviors and attitudes; that kind of data is the one gathered by us when analyzing the participant observations. In this paper, teacher – researcher wrote down the different characteristics that the class target population showed up

during the intervention; in these journals, we could find also information about some specific group or person from the class, about their behaviors, attitudes or positioning characteristics according to the class development.

By the other hand, when we are talking about non observable data, we refer to opinions and/ or reflections; this kind of data is going to be found through analyzing artifacts. Through writings, and tape recordings, we were allowed to listen and read the different thoughts that students have about specific topics like social issues are.

Unit of analysis

The unit of analysis in this research study is the concept of students' insights and attitudes demonstrated by students when developing communicative (verbal and nonverbal) performance. In other words, our units of analysis are students' attitudes, behaviors and feelings expressed by the time they ran communicative processes inside the EFL classroom by developing critical thinking tasks, and how such actions contribute to the development of learners' positioning and negotiation processes. Every single instrument planned for this research study were applied to collect data concerning to this unit of analysis and to respond the research questions of this study. *Chapter V: data analysis* will provide the reader an analysis of the data collected through the instruments previously described.

CHAPTER IV

Instructional Design

This chapter is a synopsis about the pedagogical intervention held in a public school with the intention of develop this proposal, at the same time, it reflects a discussion among different decisions made during the application of task based learning methodology ,presented here as the main pedagogical approach to work on. This section is also divided in important segments in which readers will find a description about methodological procedures to assign, to manage and to asses critical thinking tasks elaborated by students and presented here as way to foster communicative skills in eleventh graders.

Given that this proposal aimed beyond a language target for the reason that it deals with social issues, it was important to diagnose social phenomena and social contexts surrounding the sample population for this study. As a first stage for recognize these previous aspects, it was proper to identify important features from the institution that allowed us to apply our plan of pedagogical intervention. The most useful tool used to define the main characteristics from institution was the PEI of this school (<http://miguelantoniocar02007.blogspot.com.co/>) which set the following objectives “Improvement of the educational environment and its incidence in the quality of life” this mission deals with the following objective “to educate reflexive, critic and involved students with attitudes toward the acquisition of values, knowledge (scientific, humanistic, theological and artistic) and aptitudes that improve their social performance. To raise students’ awareness as participants who transform their environment”.

Finally as vision, the school PEI proposes (ibid) “Autonomous individuals with cognitive constructs, and respectful of differences as the main essence of the coexistence”. In this way, the intention of this intervention is to follow the parameters of the school, to reinforce students’ self-reflection skills and to encourage students’ awareness during the application of this intervention.

Following the pattern of identifying social contexts from our sample population and according to the school data base and surveys applied during the intervention (*see appendix D. student’s artifact N° 1*) we also found the vast majority of students involved in this work live in the localities of Suba and Engativa. In line with a study made by the Health Department of Bogotá (2010.), youths and adolescents are the (25.4%) of the total population of Suba and the (22.3%) of the overall population of Engativa, These localities belong to the second socioeconomic level and its inhabitants, in relation to the same study and particularly the adolescents, are vulnerable to and surrounded, in order of impact, by different kinds of social problematic situations such as drug addiction, alcoholism, scholar desertion, high rates of criminality, illiteracy, adolescent pregnancy and abortion. In this way, we collected information about the most probable issues to work on during the intervention.

Intervention as Innovation.

At the beginning of this intervention we were concerned, as teachers, about the importance of fixing our study as innovative as possible, in this way, one of our main purposes was to establish a close relation between school and social contexts surrounding our students, thus, English classes worked as a mean to set this relation closer, applying as a framework critical thinking tasks. At the same time, we intended to set new learning environments in which students might feel encouraged, comfortable and self-confident to participate, discuss, discern

from different points of view and establish several positions, facing a large variety of current and close social issues. In few words, critical thinking tasks were presented as an instrument to foster communicative skills in eleventh graders at a public school.

We considered our intervention as innovative given the lack of students' motivation and interest to the English classes, students also had been complaining about the boring English classes, which were focused on grammar (*see appendix F. student's artifact N° 3*) They enjoyed the classes because they worked on a different way. Each class was set different from the common statements that are used in order to teach E.F.L. we tried to create a scenario in which they were able to develop debates among them in order to get a better comprehension of a problem, situation or topic they would like to discuss or the teacher would suggest to work on.

In regular classes, we set up topics different from the typical ones used for teaching a foreign language and critical thinking tasks, solved in small groups. Our proposal encouraged students to use their previous knowledge and experiences of social issues of their major interest at the same time use their prior knowledge of grammar and English vocabulary to put them into practice without applying a specific target language, as (Powers, 2008 p. 73) sets "Task-based instruction is different from other more traditional methods of language teaching. Lessons are constructed according to the language required to perform specific tasks rather than according to the aspects of language such as structures and vocabulary".

One of the main objectives of this instructional design was that learners express their feelings and ideas towards different social problematic proposed in class; in consequence, it was unknown what would be the answers or the end product for each critical thinking task, it means that the end products could be a large variety of answers, results and conclusions different from

the final or end product expected by the teacher. Like this, linking tasks to real life conditions contextualizes language in a significant way and offers large quantities of input and feedback.. He also affirms that “the ability to use a language is gained through exposure to and participation in using it, that experience, not training, is necessary”(Krahnke, 1987 p.59). Krahnke goes on to explain that TBI develops “communicative competence, including linguistic, sociolinguistic, discourse and strategic competence” (p. 59).

During the application of critical tasks, we also noticed that learners used or looked for new vocabulary and grammatical structures trying to express their ideas. It was an innovative position given that this kind of topics encouraged students’ imagination and stimulated learners to represent their ideas in different and new ways. Thus, we were prepared to change the direction of a task during its application. It means TBI could be successful for adult learners who are at an advanced level and possess a high degree of motivation and are at ease with taking risks in the target language (Powers, 2008)

Theory of Teaching

Taking into account our intervention, we considered task based instruction (TBI) was the most suitable pedagogical approach that justified our pedagogical intervention in this study. We could find some similarities to Task-based learning as an alternative approach to communicate language teaching because a task embraces a main emphasis on meaning, real-world procedures of language use and any of the four language skills. Task-Based Instruction strongly represents this intervention given that it shared important aspects from the description given by (Nunan, 2004), who define TBI as:

“A piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in target language while attention is focus on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.” (P. 10)

It was not important if students made mistakes in language forms, the main aim is to get the task meaningful for the teacher and students. One of the objectives of this intervention was the fact that students used their communicative skills, their previous Knowledge in English language and their life experiences during the application of these critical thinking tasks.

Teachable question:

How can critical thinking tasks foster communicative skills in a second language in eleventh graders at a public school?

Instructional Objectives

The objectives that we proposed for this instructional stage were:

- Learners will be encouraged to share their personal life experiences about the topics held on critical thinking tasks.
- Learners will solve different critical thinking tasks using tools given in each session.
- Learners will use their communicative skills in each critical thinking task.

Theory of Learning

We considered the most suitable theory behind our project was the constructivism, given that our intention was to expose learners to different social problematic, they should assimilate, understand and internalize in order to express points of view and feelings, as Piaget (1964)

proposed that through procedures of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they integrate the new experience into an already existing framework without altering that framework. So in our classes we noticed the students fostered their own learning process. Students also constructed a new knowledge taking into account what they knew about their social environment, showing their points of view and listening the other's opinion. Taking into consideration all of that, they achieved to build a better perspective about their society or the problematic they are surrounded.

Class organization and task based instruction (TBI) implementation

These classes were performed using task based instruction (TBI) as a pedagogical approach, in this case, critical thinking tasks, classes were based on different social topics that affected or called students attention; it did not matter if those topics affected directly or indirectly students' life, what was really important, is that students had to have at least a basic knowledge about the topic analyzed at class.

The framework of TBI

According to Willis (1996) it is important to set a task into a parameter or framework of task cycle which follows three specific patterns in order to arrive to a relevant goal. Thus, our intervention was adapted to these three following steps.

Pre task: a model of the task was provided; students were exposed to different inputs such as recordings, videos, magazines, newspapers and so on. They had to extract as much as possible of these resources; vocabulary, grammar structures, and tasks performances examples. In few words, students should familiarize with the task before perform it.

Cycle task: in this stage students should perform the task; they had to follow other stages related to task, planning and report.

Task: student should perform the task taking into account previous inputs seen at the pre task stage.

Planning: students should prepare a report orally or written about what they find or discovered during the task. What they think or decided to perform the task.

Report: at this stage, students arrived to different findings, consequently, in groups they should present their reports to the class to show their outcomes or exchange results.

Language focus: students should share and discuss about the results they arrived; finally they must accomplish the task and collect classmates' conclusion about it. The main intention at this stage is that students perform the task again keeping in mind the whole class conclusions.

Type of task

Willis (1996) proposes six different kinds of tasks with a variety of complexity, from easy listing tasks to complex creative ones. In this case , given the social nature of this study and according to proposed in this stage; Sharing personal experiences tasks was the most suitable type of task to apply on this study because it satisfied the following requirements.

Narrating: at this step, students shared their own personal experiences or background knowledge about the topics proposed for each session.

Describing: students should describe others personal experiences or prior knowledge about the topic assigned for each session.

Exploring and explaining attitudes, opinions, and reactions: at the end of the task students should share points of view about the topic and arrived to a conclusion taking into consideration every single attitude, opinions and reactions facing different topics studied during the tasks.

Critical thinking tasks

During the seven sessions, sequences of topics were organized in a specific order (*see appendix A Schedule*) keeping in mind the relevance and the level of relation of these problematic to the learners. In this way, we selected English education in Colombia as the first topic given its close relation to students; as a second topic we chose urban subcultures: finding your identity, it was important for us that students should place themselves as active and direct affected participants of the different social problematic. In this case those position were urban subcultures, from those students would emit their judgments and points of view for the subsequent topics.

The following three topics were chosen taking as support a study made by the health department of Bogota (2006) in which it indicates a large variety of social issues that affect youth directly, from that list we select the most important in order of appearance, those were, Drugs addiction: a big sickness, Tobacco smoking and alcoholism and Abortion: its effects on society. Finally, according to percentages referring to the large variety of ethnic groups living in Suba and Engativa, we chose the last two, and entitled them as Racism: we are all the same and Xenophobia: against the others, in those, students expressed their feelings, ideas and point of views toward the multiple ethnics group living in their neighborhoods.

Inside the Classroom

During the different activities proposed in classes, we described detailed actions done by us and our students using specific materials (*see appendix A- Schedule*). but it was not enough, it was important to generate an analysis of those behaviors that called our attention given our position of researchers concerned in the fact of identify variables of study.

In relation to the behaviors, attitudes and aptitudes of teachers and students facing the critical thinking tasks and mainly the topics, we could say, first at all, that we as teachers acted as guides and moderators more than instructors, given that the classes were proposed as presentations followed by a kind of debate, in which we were a tool to our students with the aim of helping them to express their points of view of an specific topic. In few words, we consider we applied a good classroom management based on students' needs.

In contrast, the case of students was different, their action changed according to each proposed activity and topic. There were activities that called students attention more than others. For instance, topics too general like Colombian English education did not achieve a great success, given that student though it was something irrelevant and distant from them, and finally, the results of the activities were not the expect by us.

On the other hand, social issues like drug addiction or abortion accomplished great achievements, students showed all what they felt and thought about those topics. Besides, they tried to use different grammatical structure and new vocabulary different from the already learnt. In this way, it was one of our research findings and thus, this fact filled our expectations.

Finally, there was an aspect that became in variable, materials; those performed an active role in order to achieve research findings, materials conditioned behaviors showed by students. For instance, we could noticed that topics presented by the use of visual aids called the students attention the most, and activities related to draw or write in imaginative way encouraged students in the different way.

Achievements to Evaluate

At the end of the implementation of this study, we expected that students could:

TO KNOW	TO KNOW WHAT AND HOW TO DO SOMETHING	TO KNOW HOW TO BE
<ul style="list-style-type: none"> • The correct pronunciation of vocabulary referring to social issues. • The use of polite expressions in order to give your opinion. • The importance of being conscious about the problems of our society. • How to find agreement in groups. 	<ul style="list-style-type: none"> • Students should be able to write their points of view about social issues. • To create environments in which tolerance and respect exist. • To express their opinions in a critical way. • To solve critical thinking tasks. 	<ul style="list-style-type: none"> • Critical toward different social issues. • Respectful persons with others' opinions. • An analytical person facing social issues. • Realistic about social issues, causes and consequences. • Aware of Colombian social phenomena.

Table 1. Achievements to evaluate.

Criteria to Assess

At this stage it is important to clarify that the assessment was not focused on evaluating language proficiency as such, given that this pedagogical implementation was expected to foster students to enhance their communicative skills during the tasks, in which, they simultaneously were encouraged to use to their previous knowledge in English language and their experiences about social problematic, with the purpose of constructing and developing concepts, grammatical expressions and speech. On the other hand, the intervention also looked to give students significance about the task performed. In few words, in this section the evaluation aimed to measure the usage and improvement of communicative skills in English and at the same time, to collect perceptions given by students about the meaningfulness of critical thinking tasks.

In terms of motivation, this evaluation was focused on measuring encouragement and development of communicative skills in students who, at the end of the task, used them with the intention of expressing beliefs about social phenomena. In conclusion, this item of assessment intended to measure the usage and improvement in terms of dynamically or passively.

One of the central criteria proposed to assess our pedagogical implementation also was task performances outcomes, thus, at the end of this implementation, we collected students insights about the task conclusions and morals those tasks taught them. Briefly, we asked students to explain in which way the task was meaningful and affected their life and their learning process.

CHAPTER V

Data Analysis

Regarding data analysis process we will present readers in this chapter the different ways we went through the gathered data obtained by applying three gathering data instruments: tape recordings, participant observations and physical artifacts. On the other hand, we established how this data answered the research questions: “How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?” and “How are critical thinking and negotiation affecting implicitly on students’ positioning?”

According to the previous ideas, in order to manage the different data we obtained we realized it was necessary to apply triangulation data method, looking for patterns that could emerge through analyzing data and data validity. Guion (2002) sets up that triangulation method is helpful in order to demonstrate validity in the different found related data by analyzing carefully the usages and results of the different collecting data instruments and Quinn (2014) defines data triangulation as the management of different gathered data in order to obtain similar points of view from different data collecting sources. (For the triangulation matrix, see Appendix H).

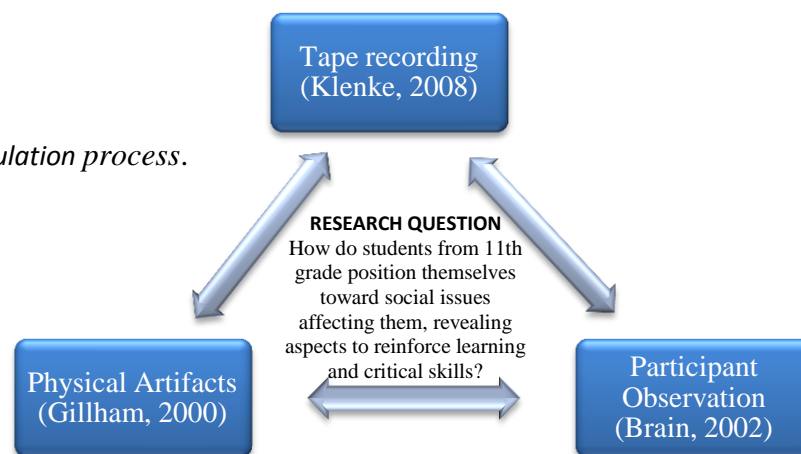


Figure 2. Data triangulation process.

Now when we talk about triangulation method is because we combined our explanatory case study with grounded theory data coding processes in looking for organizing and grouping the gathered data; as Lyle (2006) and Bryan and Charmaz (2007) established it is possible to apply coding methods from grounded theory method in case study data analysis process; this coding methods allowed us to find out the different categories and patterns for our research project.

The purpose of this research was to produce some conclusions or knowledge from facts as result of specific cases analysis (Yin, 2009). The procedure we followed is inductive due to the fact that we observed certain behaviors that were unique in the participants of the study then after analyzing we made some general concepts.

It is necessary to explain that we were able to reach these general concepts by following five different research analysis steps:

1. The review of the literature.
2. Constant comparison between data collection and data analysis.
3. Coding data.
4. Structuring of the analytical process.
5. Analysis of the findings

The steps mentioned before, are part of an analytical data process in qualitative research called “the spiral of analysis” (Boeije, 2010).

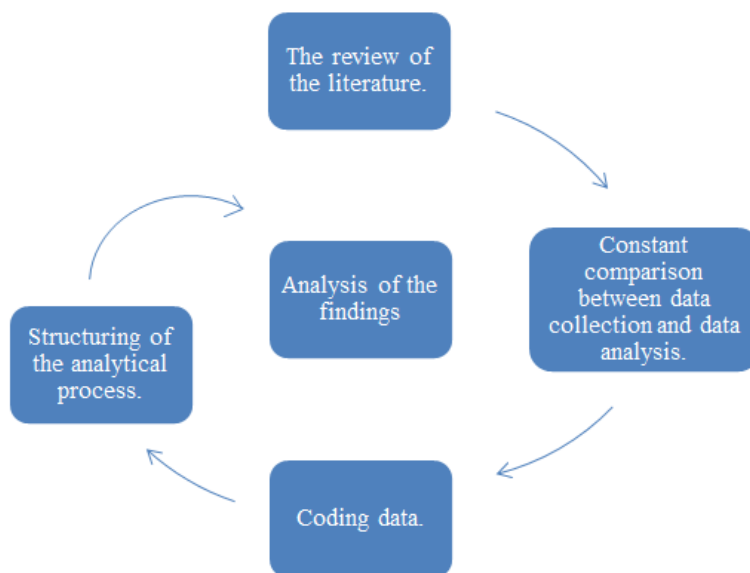


Figure 3. "The spiral of analysis" (Boeije, 2010)

Bearing in mind the nature of "analyzing gathered data process", we realized that coding is the best way for reconstructing the segmenting data with the aim of converting data into findings (Boeije, 2010).

We started the process by gathering, rating and filtering the whole different information in order to obtain main topics which became into data. In order to obtain that data we were involved in the management of different sources of data (tape recording, students artifacts and participant observation), looking for presenting data in charts, which allowed researchers to assemble organized data and look for tendencies, categories and patterns (Miles & Huberman, 1994).

After we reached the phase in which data were revealed, three criteria points were taken into account to find out categories and patterns by applying the color coding method in order to discriminate useless information and relevant information and gather the information which

became into data (Marshall, Rossman, 2011). First, for those ideas and concerns which inferred student's positioning on specific social phenomena, we used **red color**. Second, for students' agreements and counterarguments regarding others' opinions, about specific social phenomena, within the EFL classroom, we used **green color**. Finally, those processes which demonstrated negotiation communicative processes within the gathering data instruments, we employed **blue color**.

The extracts and samples were found in the different data gathering instruments; for their analysis, we depended on the color coding method, in which concerning the variable or issue to study, we selected a color to represent the corresponding variable in the texts according to the set of focus of our research study.

The categories of the present research study were found by grouping, comparing and contrasting ideas and concepts, which are commonly seen within the relevant data obtained from the instruments we applied. The findings finally allowed us to develop the construction of categories that emerged along the data analysis process. (Auerbach and Silverstein, 2003) After this process of identifying ideas and concepts, establishing relationships among them, we will give account for the categories, as well as for their connection to the research questions.

Categories

After the data analysis process, we have established two main categories. These categories are: *determining my position: student's perceptions about specific social phenomenon* and *my position, his position or her position? : arguing and counter arguing*. Each one will be described in this chapter.

Research question	Category
<p>How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?</p> <p>Related question</p> <p>How are critical thinking and negotiation affecting implicitly on students' positioning?</p>	<ol style="list-style-type: none"> 1. Determining my position: student's perceptions about specific social phenomenon. 2. My position, his position or her position? : arguing and counter arguing.

Table 2. Research questions and categories.

Category 1: Determining my position: Students' perceptions about specific social phenomenon.

This category aims to give an account for the processes lead by students toward establishing their own statements about specific social phenomenon, and how those statements are built up and projected from their perceptions to their expressions. In other words, this category aims to explain and describe how students express their positions, about specific topics, through certain actions developed within the English class. It is manifested through both: verbal and non-verbal components of the speech.

Nonverbal communication has been considered as a kind of language of emotion and interpersonal relationships. Nonverbal behavior is equally closely related to parlance. 'Speech-body synchrony' is not simply confined to hand gestures; movements of all parts of the body are closely synchronized with speech, particularly in terms of vocal stress. Spoken English is

produced in groups of words, typically averaging about five in length, where there is one primary vocal stress, conveyed principally through changes in pitch and through changes in loudness or rhythm (Ritchie, 1981).

To turn to positioning, as it is established by Harré and Van Langenhove (1999), positioning refers to an attempt to articulate and alternate the understanding of human relationship dynamic within a social constructivist paradigm. The term “position” and “role” are used to be considered as equal, but the main goal of position, unlike role is, is to demonstrate the paradigm of human communicative relationships’ flow not as an established, prescribed and predictable process but an ever changing one, vulnerable to every single environmental characteristic and moral perceptions rooted within society.

According to the insights revealed by the data, what students do is to analyze information from an starting topic, establish a specific position (pro or con), based on that information and show it to the others; these communicative processes can be divided into three: Based on previous knowledge, life experiences or moral prejudices students locate themselves and others within an essentially moral space (first order positioning); A person’s establishment or the establishments generated into a conversation (first order) generate others’ counterarguments or reactions and have to be negotiated (second order positioning); an individual who is not part, or is out of the main conversation, establish positions about the topics or the people presented in the main conversation. (Third order positioning) (Harré and Van Langenhove, 1999).

Through the development of this category, we will give an account of how students’ positioning phenomenon was developed during the EFL classes’ development and supported by the different data gathering instruments we used during this research process.

In the following sample, it is noticeable that students are able to establish different positions even by not uttering any word; as was mentioned before: “nonverbal communication is understood as the process of communication through sending and receiving wordless messages” (Leathers, 1976, p. 11). The example was taken from a peer observation format:

“After the other student answered to be in agreement with abortion, she said “I can’t believe it” while she crossed her arms, moved her head indicating disagreement whereas frowning”.

(Taken from participant observation format, April 25th - 2012)

According to the previous example, it is possible to observe and/or deduce that the student mentioned in the sample established a first order positioning, since her expression established a very clear attitude of opposition to general idea of abortion as a morally accepted decision. From our point of view, such attitudes and physical behaviors frames student’s position, in which she takes for granted her perceptions and moral judgments about the phenomenon of abortion; it reveals as well that her intentions were to show to the class her disagreement with the answer of her partner, due to the moral implications and value judgements this topic represents to population in general.

In the case of nonverbal communication, by crossing her arms, moving her head indicating disagreement and frowning, she basically accompanies his statement with body movements, which have very different properties from those of speech. Some gestures resemble representative pictures in which they attempt to represent the visual appearance of an object or

themselves, spatial relationships, or bodily action. Since body movement is visual, it is a silent means of communication. It is employed when communication is speechless (Bull, 2001).

The following example was taken from a participant observation format as well. It is known that instruments expose repetitive behavioral patterns. The sample that comes next is closely related to the one previously presented. Nevertheless, the gathered information supports the different data displayed by the three instruments.

“... When Teacher said “for some people, smoking marijuana is something that calm them down and relax them... is like escaping from reality” the student looked at a partner next to him, leaned back, smiled and moved his head affirming”

(Taken from participant observation format, April 11th – 2012)

In the same way as in the first example, in the sample above it is possible to notice that this student established an affirmative first order positioning throughout his body language and his facial expressions, by the moment the teacher was establishing his own point of view about the possible positive perceptions some people could have, present or feel when consuming narcotics.

The following sample, which was taken from a student’s survey, allows us analyzing that students are able to receive new data related to a specific topic, analyze it, establish a specific position about the topic inferred in the data and demonstrate their position through using Basic English language structures. In other words, even if the grammatical structures are not well developed students are able to communicate their perceptions by managing English as a foreign language.

FIRST ORDER POSITIONING.

1. What is your opinion about alcohol consumption?

The consumption of alcohol is dangerous because it can cause serious damage to the body, problems in families, violence in families and can cause many fights, deaths and accidents

(Taken from student's artifact, April 18th – 2012, Leidy1)

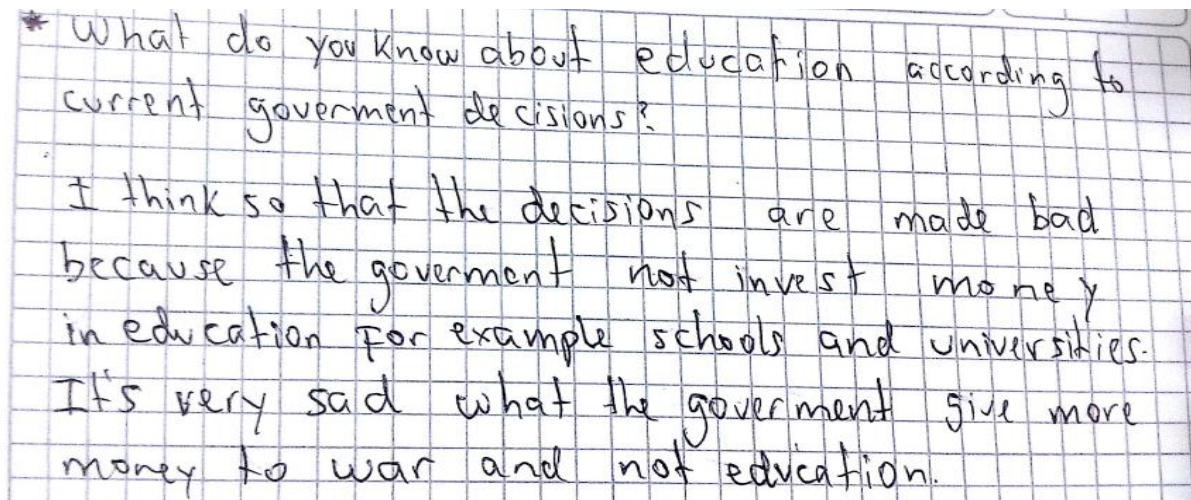
In the example showed above, this student as well locates herself in a moral space by using different arguments (Harré and Van Langenhove, 1999). This student could present her arguments in two different ways: in favor of or against the concept established in the survey's question. The student determined her position just by presenting the negative consequences of realizing a specific action. The answer to the question established on the survey also shows the student cares about the negative effects of a determined social phenomenon, by establishing a critical position, and the influence that previously acquired information exerts on her value judgments.

Two concepts related to this category are those of positioning theory and critical thinking. According to Forshaw (2012) "Critical thinking involves the production of an argument about an argument. The first speaker or writer says something, and the critic examines the argument of the first speaker, providing counter arguments that undermine the original position". (p. 01).

1 Fictitious name for ethical reasons

The sample above is a clear example of using critical thinking skills in order to determine a specific position and the ability of the student to express arguments, about her position related to a social phenomenon, by using the target language in an EFL environment.

In addition, in the following student's activity, the student justifies his position by presenting different arguments, since according to what is written, he presents or expresses his personal opinions about the apparent educational policies' weaknesses that an institution (government), displays or develops during current times.



* What do you know about education according to current government decisions?
I think so that the decisions are made bad because the government not invest money in education for example schools and universities. It's very sad what the government give more money to war and not education.

(Taken from student's artifact, March 14th - 2012, Oscar2)

This sample demonstrates a clear sign of deliberate position of others, which establishes that such first order positioning category allow people to postulate deliberately his or her insights, about specific topics or people, taking the form of moral reproaches (Given, 2008). As mentioned before, the student was able to demonstrate his disagreements with Colombian educational processes based on his own life experience.

2 Fictitious name for ethical reasons

The following extract was taken from a tape recording transcription, recorded within an EFL classroom, in which had been developed the topic “Performing sub cultural tribes’ characteristics”:

Teacher: take a look class! This is an example of “punk style”

S1: Teacher?

Teacher: Tell me ...

S1: I have a friend ...

Teacher: Yes ...

S1: Your ... ¿Cómo se dice “pelo” teacher?

Teacher: It is “hair”

S1: Your hair is funny... pero no, la cresta no es tan áspera como la de la foto teacher.

Teacher: Ahhh! ... You mean, you have a friend and HIS hair is funny!

S1: Eso teacher ... (laughs), pero esos “punkos” son bien “chirris”.

Teacher: “Chirri”? What is “Chirri”? (While laughing)

S1: ¿Chirri, profe? Son manes bien degenerados... y mi **parcero** se la pasa todo borracho y le casca a la mujer... esos “punkos”, a lo bien que son severas joyitas y ni trabajan por que se la pasan pidiendo plata en la calle...

(Taken from tape recording transcription 2, pages 2 and 3, March 28th – 2012)

When the student says “pero esos “punkos” son bien “chirris”” is establishing a disagreement position by comparing a subcultural tribe representative with a person who dwells streets and is a common stereotype of laziness, mental disorder, dirtiness and bad habits tendencies. This student frames people in general, who belongs to this subcultural tribe, as people who represent nothing but social discomfort by using words of derision; As Harré and Van Langenhove (1999) indicates when an individual is lying or teasing to other person, this exchange becomes into an intentional first order positioning.

Later on, the student shows a second statement: “... Son manes bien degenerados... y mi parcero se la pasa todo borracho y le casca a la mujer...” This statement, allows us to recognize that student’s position, about the topics presented or developed in the different classes, could be affected or influenced by different daily life situations they had faced during their lifetimes. In order to support the previous interpretation, Phillips (2006) declares that in the moment that an individual locates herself, himself or others into a specific conversation, discussion or storyline, within an essentially moral space, is applying a first order positioning.

In conclusion, to answer to the research questions that portrays this research study, we can state that: the different personal experiences, others’ life situations or previous acquired information by students, involved in the communicative processes experienced in the EFL classroom, allow them to receive specific data, analyze its context and possible negative or positive repercussions in a specific social environment or population , establish a personal moral position (first order positioning) and utter it by managing basic structures from the target language (verbal communication) or reveal and externalize diverse feelings, thoughts,

agreements or disagreements that emerge along the process within the EFL classroom by resorting to gestures or body movements (nonverbal communication).

As seen in the samples displayed during the development of this category, verbal and nonverbal communication is an essential process within the establishment of first, second and third order positioning. As it is presented by Key (1980) verbal and nonverbal communication are channels used in order to establish or maintain contact or interaction between people and the environment; this interaction allow people to express emotions, feelings, thoughts or ideas which can be assumed or rejected by the receiver.

Finally, it is noticeable that critical thinking skills are involved into the different process developed by people when establishing a position regarding a specific topic. Students needed to establish or communicate the different arguments, that supports or differs about the topic presented within the EFL classroom, but as it is determined by Reynolds, Judge, McCreery and Jones (2009) “in order to be able to think critically about a particular subject it is necessary to carry out a detailed examination of the elements that compromise it, in order to facilitate understanding or discussion of the object”. This process of stablishing a position, is necessary to develop a careful examination of the topic, and based on it they are able to understand it and/or discuss about it.

Category 2: My position, his position or her position? : arguing for or arguing against after negotiating.

Regarding to this category, we will explain the processes in which learners assume a specific position within the EFL class and expose different arguments or counterarguments, in pro or against establishments showed by others. According to this, we aim to reveal the phenomenon of stablishing a personal position by agreeing or differing with ideas, perceptions or establishments presented by his or her partners and/or teachers, about an specific topic and the processes leaded by the students in order to demonstrate the use of the target language by applying critical thinking skills and negotiation (tasks).

Within the processes leaded in the classroom, students gave account of the procedures of determining a personal position by receiving the information presented by his partners or teacher(s) (through verbal or non-verbal communication) and developing with the different data received the following processes: analyzing that information, comparing it with the imaginaries, concepts or moral personal perceptions already established by them and, restructuring or reaffirming their prime position and communicating it through verbal or non-verbal communication; this process in other words is what we considered a second order positioning (Harré and Van Langenhove, 1999).

Additionally, through the analysis of the different processes developed by students when finding out their personal positions, based on other's perceptions or establishments, we as researchers identified a specific communicative process, different to the previous processes presented during this research paper: negotiation. As was presented by Breen and Littlejohn (2000) this process of negotiation is openly social and happens when people use language either

to demonstrate their understanding or the failure to understand or believe what other has said; their agreement or disagreement about others' perceptions related to specific topics.

According to the situations described above, we divided this category into two different sub-categories. The first one refers to those students from the target population, who established their position, towards a specific topic, by agreeing or sharing some concepts presented by his or her mates and/or teachers within the EFL classroom. The second one refers to those students from the target population, who established their position, towards a specific topic, by disagreeing or refusing some concepts presented by his or her mates and/or teachers within the EFL classroom; this possibility of stablishing different positions was proposed by Harré (1999) "one can position oneself or be positioned... A "position" can be specified by reference to how a speaker's contributions are hearable with respect to these and other polarities of character, and sometimes even of role". The two different sub-categories are: **arguing for** and **arguing against** which the reader is going to find into the incoming paragraphs.

Arguing for.

Along the data analysis, it was observable how learners assume different personal positions, related to social problematics, by using the target language within the EFL classroom. Those positions represents the population's believes, understandings and/or thoughts related to specific phenomena or data, transmitted by using verbal or non-verbal communication but those positions, could back up or refuse the information or precepts presented or established by others. That is the case of people stablishing positions by arguing for others' ideas, looking for complement others perceptions by presenting their own.

Taylor, Wheterell, and Yates (2001), determined that “One can position oneself as a commentator upon the positions, social acts and storylines generated in the conversations ... there can be interactive positioning, in which what one person says positions another” (p. 264). As it was established by these authors, people are able to stablish a personal position, in which their arguments are based on, and/or follows the same line in which it was already established by someone else. The coming up extract was taken form a peer observation format and will give account of how students are able to assume a personal position, in regards of a specific topic, and based on an establishment already presented within the EFL classroom by using the target language:

“... after teacher’s intervention, one of the students rose her hand up asking for permission to talk, when she was able to, she said: I agree with what you said teacher. skin color was and is not a reason for rejecting or mistreating people, it’s absurd!”

(Taken from participant observation format, May 2nd – 2012)

We can realize through this example, the way in which students received a prime position, established by other person, about an specific situation and make that position her own; the way in which the student demonstrated her agreement with the perception presented by “other”; the way in which a second order positioning is presented, due to the management of a prime information established by other (first order) and had to be analyzed and negotiated looking for students to present their own positions (second order) (Harré and Van Langenhove, 1999).

But the process developed by the student in order to establish a second order positioning, could be able to be done, due to the negotiation involved into the conversation. When the student said “*I agree with what you said teacher...*” demonstrates that, first of all, the student had to receive the information putted into consideration in the EFL classroom, analyzed it looking for weaknesses or strengths, in order to support the idea or reject it and establish a different position, and finally, presented the result of that analytical, and argumentative process, in a verbal form, by agreeing with the prime position established by other; those processes mentioned in this paragraph is what assumed as “personal negotiation” (Breen and Littlejohn, 2000).

In the EFL classroom we realized, by analyzing the gathered data, that students got into agreements, most of the time, when the ideas, perceptions or believes are well structured or argued; the perception of the student (listener) will be really affected by the way in which his or her mates (speaker) set the information uttered or written by them. The following extract was taken from a tape-recording transcription, just to demonstrate how negotiation and argumentation are necessary, within the EFL classes, in order to get into agreements and allowing students to establish personal moral positions based on others’ concepts:

Teacher: ...We, Colombian people, are rejected and condemned just for other

Colombians’ actions; even though, in Spain we are drug dealers ...

S1: teacher, drug dealer?

Teacher: drug dealer ... people who sales drugs ...Jibaro!

Class: Ahhhhhh ...

Teacher: As I was saying: In Spain: drug dealers, in U.S.A. we are drugs abusers ...

S1: “Abusser” significa consumidor, ¿cierto teacher?

Teacher: Yes sir, you are right ... and in South America we are thieves! ... ladrones!

S1: Yes teacher: Colombian are ladrones! (sarcastic tone)

S2: Usted es que es bobo! ¿Ósea que por ser colombianos somos ladrones?

S1: ¿Qué le pasa? ...

Teacher: Noooo! You didn't get it, he was talking sarcastically! ... **I think you meant:**

Colombian are considered thieves but we all are not, right? (addressed to student S1)

S1: Teacher, no le entendí (laughs) pero lo que quería decir realmente es: all the

Colombian are noot... ladrones!

S2: Ahhh, ya le entendi! ... Hable bien! (classmates laughing) ... Teacher. ahi si estoy

de acuerdo !

(Taken from tape recording transcription 7, pages 2 and 3, May 16th – 2012)

From this extract we can identify three different stages: in the first one, teacher is making an analysis about Colombian people being mistreated in other countries (Xenophobia); in the second stage an student (speaker) is communicating his inconvenience by attacking, verbally, the student number 1, and the final stage shows student number 1 and teacher clarifying the message and restructuring it for making it easier to understand and; this clarification allowed student

number 2 to get the message as it was meant to be established by the other student and present his agreement personal position.

Based on the context already evidenced in this extract and as it was recognized by Harré, Moghaddam, Pilkerton, Rotbart and Sabat (2009) “Positioning is something which happens in the course of an interaction; as such it is a discursive process. It can be deliberate, inadvertent, presumptive, taken for granted, and so on...” (p. 10). People’s final position is a variable and changing process, and in the extract above we can identify an example of that phenomena when S2 reacted, in a negative way about the concept expressed by S2, but during the course of the interaction, the population involved into the topic discussion was able to argue and clarify the message and S2 was able to modify and establish an agreement final position.

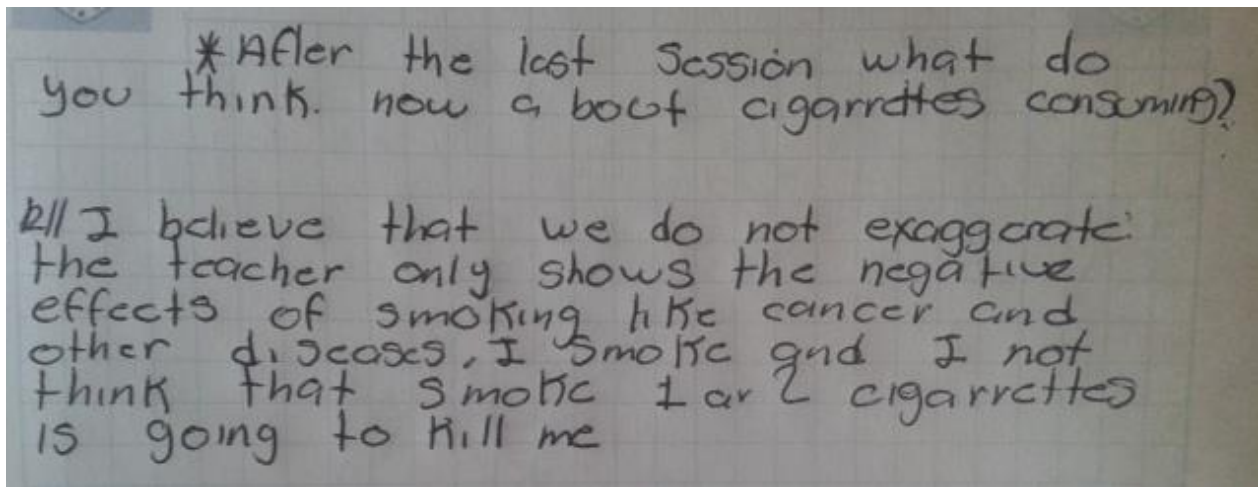
This process of stablishing a final position was able to be done due to the natural process of negotiation implicit into the course of the conversation. Negotiation was visible at the moment that a discussion in the classroom appeared; the message or position established by a student was not clear for other, but after people involved into the situation intervened and explain the context of the S1 position, S2 was able to develop “interactive negotiation”. As it was proposed by Breen and Littlejohn (2000) “This kind of negotiation is exemplified by discussions between people who are likely to have different interests or different points of view but who seek to reach agreement on a matter ...” (p. 8).

Arguing against

Through the previous sub-category, we could realize about students’ positions established in order to demonstrate agreement with other’s positions, but as was documented by Van Langenhove (2010) “... the second position could occur when the first order positioning is not

taken for granted by one of the persons involved in the discussion” (p. 112). It means that agreement and disagreement are possible and common positions that people (in this case: students), could present in front of others’ and the intention on this sub-category called “arguing against” is to show readers, the different situations during the research process, that allow researchers to identify those processes developed by students, looking for establishing disagreement positions in front of others’ perceptions.

The following example was taking form a student artifact, which is a clear example of establishing positions against others’ concepts or positions as well:



(Taken from student's artifact, April 18th – 2012, Carolina3)

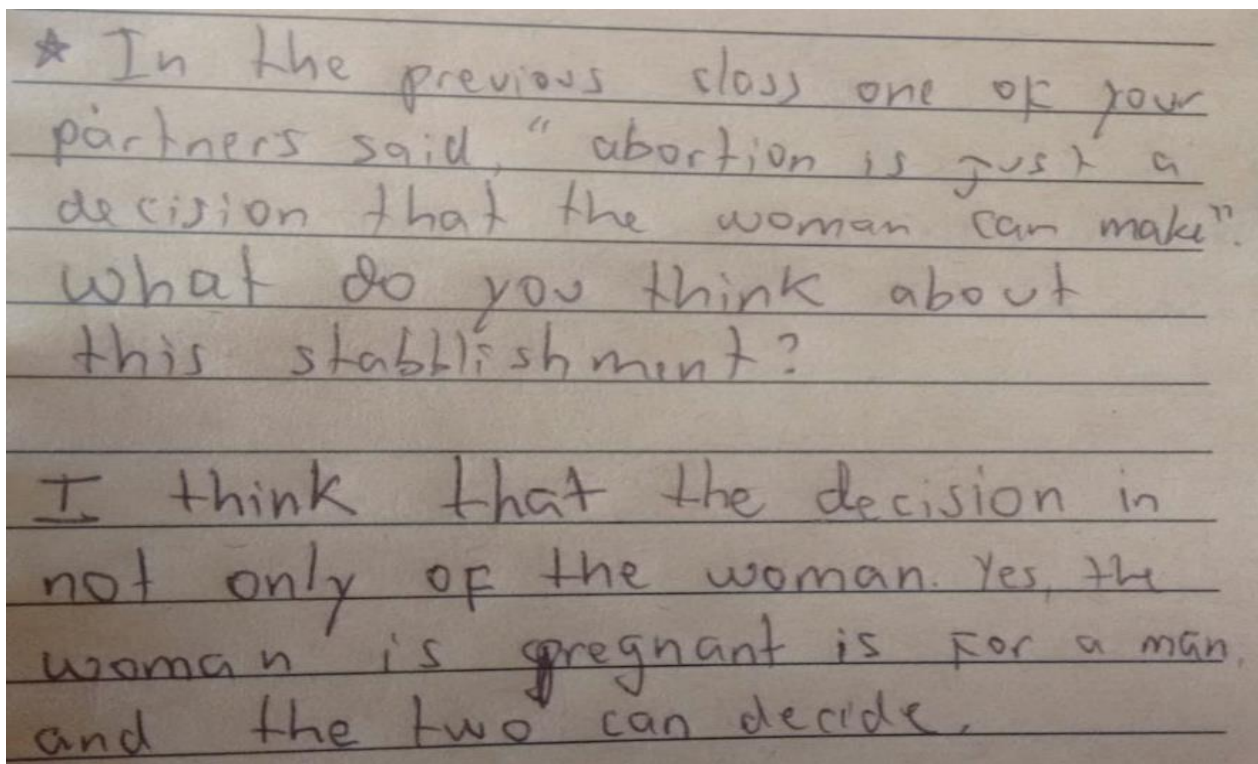
As it was established by the student, first of all she forced herself, as it was acknowledge by Breen and Littlejohn (2000), to develop complex and unobservable mental negotiation processes that happened in her search for understanding and her efforts to be understood . She had to analyze the information acquired in the previous lesson, confront it with the information

3 Fictitious name for ethical reasons

already managed by her and establish a personal position, after the personal negotiation process reflected on her answer.

Based on the previous ideas, the answer she gave us was a clear indication that the position she was presenting was due to the fact that actions implicit into the considerations, are activities she considered “common” due to the frequency she developed them; The previous explanation is a clear example of Davies and Harré (1999) explanation: “People can be positioned with regard to the moral orders in which they perform social actions. It is often sufficient to refer to the roles people occupy within a given moral order or to certain aspects of social life to understand positions that people take” (p. 21).

In the upcoming example, we attempt to demonstrate that moral concepts are key concepts that people have in order to assume a specific topic and demonstrate or imposed a personal position; the following example was taken from a student’s artifact developed during the research process:



★ In the previous class one of your partners said, “abortion is just a decision that the woman can make”. What do you think about this stablishment?

I think that the decision is not only of the woman. Yes, the woman is pregnant is for a man, and the two can decide.

(Taken from student's artifact, April 25th – 2012, Oscar4)

Moghaddam (1999) proposed that a different way of positioning is “reflexive positioning” which is a process by which one intentionally or unintentionally positions oneself about stories or situations told to oneself. This extract is a perfect example of reflexive positioning developed by the student; he is representing his disagreement by showing intentionally the lack of sustenance on his partner’s considerations (or at least that is his perception); his writing demonstrates his willingness for detracting from his partner’s position and arguing that her considerations are not taking into account the different factors that affect the topic that was putting into consideration the teacher.

In addition, we identified that personal negotiation processes allowed the student to propose his own perception ... yes, it was necessary for him to receive some input and put it into his own consideration, but the answer he gave was the result of the confrontation of the input he was receiving against the concepts and moral prejudices that are part of his personality. Breen and Littlejohn (2000) postulated that personal negotiation is: “an autonomous action which is typified by thinking and acting according to one’s own principles rather than habitually conforming to someone else’s.” (p. 22).

These previous examples were just data that supported the establishment presented during this research development: Students are able to establish personal positions by counterarguing precepts, already presented or put into considerations by his mates or superiors within the EFL classroom, and by assuming conscious or unconscious negotiation processes which helped them

4 Fictitious name for ethical reasons

in order to analyze the input they were facing and present their thoughts by uttering (verbal communication) or writing them (non-verbal communication).

By bringing back the research question: “How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?” We think that the data displayed here showed two different ways in which students position themselves, in front of specific topics, within the EFL class: Agreement position or disagreement position. Is a matter of students’ social environment, moral prejudices, daily life actions and so on, the necessity to implant a personal moral position related to specific topics (in this case social problematics) for him or her thoughts been taken into consideration in regards with a storyline or conversation (Harré and Sabat, 1999).

To sum up, in the one hand we found, in this general category two different main aspects, which were based on critical thinking skills development (tasks), negotiation processes and students positioning, In which students were able to express their thoughts by following simple indications, analyzing specific data and/or answering short topic related questions or debates within the English class, by using the target language (EFL). On the other hand, we could observed the different processes leaded by students in order to develop the different tasks, which were established in looking for demonstrate students ‘abilities to express their ideas and were able to obtained different data which support those processes’ development mentioned before.

Finally, we can ensure that students assumptions, thoughts and/moral perceptions (positions) are totally based on their life experiences, the information they have acquired during their data exchanging processes with other people (conversations) and the information that mass media has put at their fingerprints (first positioning), but when the information reliability

managed by them, is forced to be analyzed or is confronted by others' perceptions, students are able to handle that input, processes it and giving outcome with two possible aiming (negotiation): Affirming that external position (by agreeing with it) or assuming and presenting a different position to the external one, by presenting the reasons that supports his own perceptions (by counterarguing it).

CHAPTER VI

Conclusions

This research project was born due to the necessity of answering two different questions and clarifying lots of doubts that, as teachers-researchers, we had been finding along the processes carried out in our EFL teaching practices' duties. By having many of those queries and doubts, we had to apply general filters to the data gathered; those filtering processes allowed us to identify the problematic situation we wanted to deal with during the research project development. The problematic situation was summarized into two different questions, the ones that will have to be answered according to the insights we obtained, the different outcome from the data analysis and the interpretation processes; the analysis and the answers to this inquiries is what will let us trace the conclusions regarding the present research study.

Main question: “How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?”

Related question: “How are critical thinking and negotiation affecting implicitly on students' positioning?”

Returning to the main research question “How do students from 11th grade position themselves toward social issues affecting them, revealing aspects to reinforce learning and critical skills?” we could identify that positioning is a social and communicative process that emerged from students' necessities of sharing thoughts, ideas, arguments and/or moral establishments based on specific topics developed within the EFL class. Analyzing these positioning processes, we were able to discover that students' positioning were showed through

verbal and nonverbal communication; in other words, students were able to present their positions by uttering sentences (verbal) or just by demonstrating their positions using or performing different movements, gestures and/or sounds which represented their perceptions (nonverbal).

When students attempted to set their positions in English, they attempted to do it as good as their English management level allowed them. For some of them the pressure of talking in front of the others was something that made them feel uncomfortable, but the necessity of expressing what they thought, felt or believe, about the topic we were discussing in classes, encouraged them to apply basic EFL structures and vocabulary (verbally or not).

Based on the ideas mentioned before, we also could recognize that students' positioning could be derived from two different situations: the first one is when the student defined a personal position by linking the information that was been given during the EFL classes with the knowledge previously acquired by him or her, due to their daily life activities, their family or social environment and/or mass media information; the second one is when students set a personal positioning by supporting or disapproving, a partner's, teacher's, others' or general's attitude about an specific topic dealt within the EFL class.

The different positioning processes showed by the target population, as it was presented before, emerged just from the barely compulsion of setting a personal moral believe about social situations, considered indoors the EFL classes (First and second order positioning), but this communicative necessity forced students to developed mental procedures, which involved getting into agreements or disagreements with the information managed (negotiation), and the

development of those mental negotiation processes (personal negotiation) by developing certain communicative skills through solving tasks (critical thinking).

Regarding the part of students' supports or disapproval, with respect to others' positioning, it is necessary to retake the two subcategories that emerged from second order positioning: arguing for and arguing against. Bearing this in mind, we are to evoke what the reader could find in the data analysis chapter.

Firstly, when we talk about arguing for, we refer to different findings we obtained by analyzing data, in which students demonstrated communicative capabilities when using EFL for supporting different ideas established by their classmates referring to social problems. It was noticeable that students were able to transmit ideas by writing or uttering them, in a foreign language, without being aware of grammatical, pronunciation or structural weaknesses that they could reveal.

Secondly, arguing against category exposes students' communicative abilities by making use of EFL, aiming to set out their disapprovals in relation with other's establishments, by taking those perceptions and presenting their positions in regards to theirs. This process of confronting different ideas let students to propose debates, classes' analysis and respects others' thoughts without putting apart their own positions.

Regarding to the related question "How do critical thinking and negotiation affects implicitly on students' positioning?" it is possible to say that in the EFL classes, teachers find a wide variety of people's insights to deal with and it is necessary to be understood that every single mental process is different from person to person; that every single person develops

critical thinking processes (knowledge, comprehension, application, analysis, synthesis and evaluation) according to his or her values, moral prejudices, life's experiences, social surrounding and some others stages that modifies people's conception of specific themes.

The different tasks applied during the research development were fundamental in order to reveal how critical thinking skills were developed by students when answering questions, when wondering about social contexts, when reflecting about theirs or others life's contexts and proposing personal establishments when reflecting about specific matters. Critical thinking skills allowed students to find his or her personal perceptions about the daily environment but as well, gave them communicative tools aiming to develop negotiation processes that provided as final result into students' positioning.

Negotiation, as well as critical thinking skills, became into an essential noticeable process when refers to students' positioning development (data analysis chapter). Based on the different data obtained through the different data collect instruments, we were able to realize about different negotiation processes (personal negotiation and interactive negotiation) that students had to develop in order to propose a final position.

In the first case (personal negotiation), when students had to define a position about any topic attended within the classes, they had to assume and analyze others' positions and reevaluate their different preconceived concepts, ideas, prejudices and others; after these steps, students could demonstrate just two different results: even they reaffirm their original position or they modify certain believes and showed up a similar or a total different final position in regards to the original. In the second case (interactive negotiation) students' final positioning was conditioned by the appropriation, analysis and personal negotiation respecting others'

perceptions or assumptions expressed during the topic's analysis or debates that emerged within the EFL classes; in other words, students' positioning emerged from negotiating others' positioning.

To sum up, students positioning in regards to different social factors, that affects students' environment, are the result of the development of different mental processes in which are implicit necessary mental processes like: income, analysis, synthesis and negotiation of different information received within the EFL classes; the results of this processes are communicative codes uttered, written or simply expressed (nonverbal communication) by students, aiming to let others to know their point of view by using EFL communicative skills, but this is not possible without students' efforts to develop and put into practice different language processes, acquired during the second language acquisition program carried out within his educative process in our country educational and social context. In our case it is possible to say that students are able to project their personal positions based on certain communicative experiences that take place in the EFL classroom.

Pedagogical implications

This chapter will present some situations that had to be handled by the researchers throughout the research development process looking for giving readers some recommendations for similar studies and ELT community in general.

Research in education has allowed teacher-researchers to comprehend different phenomena and circumstances, which occurs during the EFL teaching-learning process and evidences the different communicative and/or social interactions carried out by people who attend this spaces: teachers and students. During the progress of those spaces we could identify some features that affects (negatively or positively) the processes of teaching – learning EFL. However, those features that we identified as positive or negative aspects are just normal behaviors or situations presented in pedagogical environments.

As teachers, you are going to find different students' social processes during the teaching-learning activities, specifically, the way students share these social conventions with their mates and the manner that students use different EFL language skills aiming to communicate or receive their beliefs about different topics in their lifetime. As a result, we could realize that in the students' position establishment, negotiation processes are fundamental elements as they permit the debate, the argumentation and counter argumentation within the communication of ideas by applying EFL. It is our desire to recommend you to inquire deeper in those negotiation processes and assume those processes as an specific category that will allow you finding out class debates and students roles within the EFL classroom.

Keeping on the situations that have to be taken into account by the pedagogical community, we have to mention how the research project development can interrupt or supports the forwardness of the EFL institutional curriculum. It is necessary for teachers-researchers to bear in mind the I.E.P. focus, the E.F.L. institutional curriculum and the different socio-cultural characteristics that represent the institutional population in order to establish specific problematic situations to be solved. This necessity is supported by Crossley and Vulliamy (2013) when establishing that the starting point for those developing educational research must be the analysis and assumption of the different milieu sociocultural characteristics because knowledge of this atmosphere can lead to get to know how best to enrich local ability to state, examine and settle educational problems. For those reasons mentioned before, it is important to take into account how to develop educational researches by taking into account the approaches and/or objectives established by the institution for EFL classes' curriculum, and the different environmental features that educational population have, looking for avoiding misunderstandings and unforeseen changes.

Another important feature in our study has to deal with mass media influence. By developing the processes of establishing a moral personal position students had to confront the information displayed within the classes' activities with their previous knowledge, related to the topic. Social networks were presented as the most influential factor for: students' information gathering and students' positioning development. According to Cohen, Gottlieb and Underwood (2000) social relationships are influenced positively and negatively by social networks usage; one of the two possible results of social networks influence on social relationships' development (positive or negative) is influencing on participants' self-concepts, feelings of self-worth, and sense of personal control. In other words, social networks usage as part of social interactions can

affect cognitions, emotions, behaviors, and biological responses. Taking into account what was exposed previously, it is important for the ELT community to revise different external but common students' daily life factors that influence on students' social perceptions, within the EFL classroom, as internet and current mass media.

To sum up, through this chapter is our hope to help ELT community understanding that cognitive and teaching processes within the EFL classroom are unique in every single person. One of the most important characteristics that human being possesses is the heterogeneity of their cognitive development compared to the others; teachers-researchers has to demonstrate how skillful they are for assuming that heterogeneity and being able to develop teaching and individual cognitive development processes by applying general research activities and planning general approaches for developing EFL communicative skills. It is as well our desire to guide teacher researchers, who are willing to develop or continue the process we have begun with this research project, through the different aspects that must be taken into account when approaching students' positioning development.

Limitations and further research

Along the study, as was mentioned before, we had to face different factors that affected the natural process of this research project; some of them were the result of internal or external aspects. This chapter will frame the different difficulties we had to face when developing this educational research project and the different advices we want to transmit to teachers-researchers who wants to keep working on similar lines of investigation than the ones were developed here.

As well as recommendations, we have some limitations that affected both of the sides in this research process: pedagogical and research dimensions. Therefore, we will present those limitations and their effects.

When working on data gathering, we were not able to apply video recording method but tape recording method. This situation was a disadvantage due to the nature of this research; it was our intention to detect different verbal and non-verbal communication and/or interaction processes that students showed up during the development of different activities within the EFL classroom, but by using tape recording method we were not able to analyze every single situation that emerged within the class; we couldn't identify every single aspect just by checking the transcriptions obtained from the classes because we were able just to replay the verbal interaction carried out in the class. We recommend for forthcoming studies to apply visual and hearing data gathering methods; these methods are going to allow you to repeat as many times as you need every single aspect that emerges within the EFL classroom and you will be able to consider every single verbal and nonverbal behavior showed up by every single participant indoors the investigation process.

A very important and common limitation we found was: time limitation. Due to the public nature of the institution, we were forced to postpone our research spaces due to activities like celebrations, national and district's strikes or events developed by other state agencies (Profamilia, Secretaria de Educacion, Fecode, Bienestar familiar, etc); those different activities outside the research planning schedule forced us to decrease the quantity of ours we had in order to develop our research study and affected the quantity and quality of data we gathered for developing our research study. In other words, time plays an important part within the interaction with the target population.

Owing to the different requirements that main teachers have with their institutions (following class planning, grading students' processes, comply with the dates already set, etc), investigation processes were not taken as seriously as they are by homeroom teachers. Sometimes, homeroom teachers considered more important their duties than the development of spaces for research processes and did not allowed teachers-researchers to develop the research activities, even though knowing that researchers plan activities' schedules before beginning with the research project implementation.

For upcoming studies, the phenomenon of positioning can be approached in different ways. The most important modes of positioning are covered within this research project, but we can take into account some others sub-modes like: Performative and accounted positioning, Moral and personal positioning, self and other positioning, tacit and intentional positioning, deliberate self-positioning, forced self-positioning and forced positioning of others (Harré and Langenhove, 1999). Nonetheless, it is necessary for researchers to consider the period of time

they will need in order to reach every single mode of positioning and carry out a denser investigation by focusing on every single aspect that influences positioning in human beings.

Keeping on the different advices for further researches, it is necessary to bear in mind that most of public schools' students demonstrate a very English management levels. Due to this situation, it was necessary to consider activities' length, periods of time required in order to develop activities which helped us for developing data gathering; so it is our suggestion to develop this research process whether having longer periods of time available in order to develop the activities or English classes with higher levels of communicative skills' management, in which would be interesting to identify the management of social phenomena by developing EFL.

Finally, it is our called for researchers to follow the different indications established in this chapters for obtaining better and deeper results within your research processes and for researchers who are willing to do future researches on the phenomenon of students' positioning against specific topics indoors the EFL classroom, might think of the following research question: "How does negotiation affects students' positioning by developing social interaction skills within social networks usage?"

References

- Andreouli, E., Gaskell, G., Sammut, G., and Valsiner J. (2015) *The Cambridge Handbook of Social Representations*. Cambridge, United Kingdom: Cambridge University Press.
- Retrieved from
https://books.google.com.co/books?id=_LgsCQAAQBAJ&pg=PA451&dq=The+Cambridge+Handbook+of+Social+Representations&hl=es-419&sa=X&ved=0CCAQ6wEwAGoVChMIx62HyL_YxwIVgZMeCh10lgkV#v=onepage&q=The%20Cambridge%20Handbook%20of%20Social%20Representations&f=false
- Auerbach, C. and Silverstein, L. (2003). *Qualitative Data*. New York, USA: New York University Press.
- Bai, H. Cohen. & Green, L. (2008), “An Experiment in Radical Pedagogy: Enactment of Deep Democracy Practices in a Philosopher’s Café”, an interdisciplinary, peer- reviewed journal devoted to the analysis of teaching and learning, vol, 9, pp 12-14.
- Bakhtin, M. (1981). *The Dialogic Imagination: Four Essays*. Austin, Texas: University of Texas Press.
- Boeije, H. (2010). *Analysis in qualitative research*. London, United Kingdom: Sage Publishing.
- Bogotá D.C. Secretaria de salud de Bogotá. Informe tercer trimestre infancia y adolescencia 2010. Retrieved from:
http://www.shd.gov.co/shd/sites/default/files/documentos/Informe_tercer_trimestre_2010_infancia.pdf

- Brain, C. (2001). *Advanced Psychology: Applications, Issues and Perspectives*. Cheltenham, United Kingdom: Nelson Thornes Ltda.
- Breen, M., and Littlejohn, A. (2000). *Classroom Decision Making: Negotiation and Process Syllabuses in Practice*. London, United Kingdom: Cambridge University Press.
- Bryant, A., and Charmaz., K. (2007). Grounded theory in historical perspective: An epistemological account. *The Sage handbook of grounded theory*, (pp.31-57). California, United States: Sage Publishing.
- Bull, P. (2001). State of the art: Nonverbal communication. *The Psychologist*, 14(12), 644-647.
- Campbell, K. (2011). "How Student Positioning Can Lead to Failure in Inquiry-based Classrooms." (Master thesis). Brigham Young University, Utah, United States.
- Cohen, S., Gottlieb, B., and Underwood, (2000). *Social Support Measurement and Intervention : A Guide for Health and Social Scientists*. New York, United States: Oxford University Press.
- Crossley, M., and Vulliamy, G. (2013) *Qualitative Educational Research in Developing Countries: Current Perspectives*. New York, United States: Routledge Publisher
- Retrieved from: Retrieved from <https://books.google.com.co/books?id=ZbpYAQAAQBAJ&pg=PA260&dq=developing+educational+research+socio+cultural+characteristics&hl=es-419&sa=X&ved=0ahUKEwjrpqWZrObKAhVG6x4KHehIDTwQ6AEIHTAA#v=onepage&q=developing%20educational%20research%20socio%20cultural%20characteristics&f=false>

- Davies, B. and Harré, R. (1990). "Positioning: The discursive Production of Selves". *Journal For The Theory Of Social Behavior*, 20, 43-63. Oxford, United Kingdom: Blackwell Publishers.
- Davies, B., and Hunt, R., (1994). Classroom Competencies and Marginal Positionings. *British journal of Sociology of Education*, 15, 389-409.
- Denzin, N. (1970). *The Research Act in Sociology*, 1st edn. London, United Kingdom: Butterworth.
- Eaves, M., and Leathers, D. (2008). *Successful Nonverbal Communication: Principles and Applications*. California, United States: Pearson Press.
- Eller, J. (2009). *Cultural Anthropology: Global Forces, Local Lives*. New York, United States: Routledge Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Forshaw, M., (2012). *Critical Thinking for Psychology: A Student Guide*. West Sussex, United Kingdom: British Psychological Society.
- Given, L., (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. California, United States: Sage Publishing.
- Guangming, S., Lipo, W., Licheng J., Xue L., and Jing L. (Eds). (2006). *Fuzzy Systems and Knowledge Discovery*. Berlin, Germany: Springer Press.
- Guillham, B. (2000). *Case Study Research Methods*. London, United Kingdom: Continuum Press.
- Guion, L. (2002). *Triangulation: establishing the validity of qualitative studies*. University of Florida, USA: Gainesville.

- Harré, R. and Moghaddam, F. (2003). *The Self and Others: Positioning individuals and groups in personal, political and cultural contexts*. Westport, United States: Praeger Publishers.
- Harré, R., Moghaddam, F., Pilkerton, T., Rothbart, D., and Sabbat, S. (2009). Recent Advances in Positioning Theory. *Theory & Psychology*. 19(1). 5-31. Retrieved from: <http://fathalimoghaddam.com/wp-content/uploads/2013/10/1256625732.pdf>
- Harré, R., and Sabat, S. (1999) Positioning and the writing of Science. In Harré, R. and Van Langenhove, L. (Eds.). *Positioning Theory: Moral contexts of international actions*. Oxford, United Kingdom: Blackwell Publishers.
- Harré, R. and Van Langenhove, L. (1999). *Positioning Theory: Moral contexts of international actions*. Oxford, United Kingdom: Blackwell Publishers.
- Howie, D. (1999). Preparing for positive positioning. In Harré, R., and Van Langenhove, L. (Eds.), *Positioning theory*. Malden, United States. Blackwell Publishers.
- Johnson, B., and Christensen, L. (2008). *Educational research: Quantitative, Qualitative and Mixed Approaches*. California, United States: Sage Publications, Inc.
- Jones, Judge, McCreery and Reynolds. (2009). *Critical Thinking Skills for Education Students*. California, United States. Sage Publishing.
- Kayı-Aydar, H. (2012). *Negotiating Power in the E.S.L. Classroom: Positioning To Learn*. (Ph. D. thesis). Retrieved from <https://repositories.lib.utexas.edu/handle/2152/ETD-UT-2012-05-5506>
- Klenke, K. (2008) *Qualitative Research in the Study of Leadership*. Bingley, United Kingdom: Emerald Group Publishing Limited.

- Kincheloe, Joe. (2001). *Toward A Critical Politics of Teacher Thinking: Mapping the Postmodern*. California, United States: Praeger Publishers.
- Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching*. Washington, D.C., Center for Applied Linguistics/Eaglewood Cliffs, NJ: Prentice Hall.
- Leathers, D. (1976). *Nonverbal Communication Systems*. Michigan, United States: Allyn and Bacon Publishers.
- Levine, G. (2011). *Code Choice in the Language Classroom*. London, United Kingdom: Short Run Press Ltd.
- Lyle, G. (2006). *The Effect of Web-based Homework on Examination Performance and Study Habits of Secondary School AP Physics Students*. Canyon Country, California: Canyon High School Press.
- Marshall, C., and Rossman, G., (2011). *Designing Qualitative Research* (5th ed.). California, United States. Sage Publishing.
- Merhabian, A. (1972). *Nonverbal communication*. New Jersey, United States: Transaction Publishers.
- Miles, M., and Huberman, A. (1994). *Qualitative data analysis: an expanded sourcebook*. Michigan, United States: Sage Publications.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Observatorio de seguridad ciudadana. (2006). *Convivencia y seguridad en ámbitos escolares de Bogotá D. C.* Retrieved from <http://www.elespectador.com/files/d8f4461c07272f8357a73012230992f3.pdf>.

- Packer, M. and Goicoechea, J. (2000). Sociocultural and constructivist theories of learning: Ontology, not just epistemology. Turner, J. (2002). *Face to Face: Toward a Sociological Theory of Interpersonal Behavior*. Stanford, California: Stanford University Press.
- Piaget, J., (1964). *Seis estudios de psicología*. Retrieved from <http://www.uruguaypiensa.org.uy/imgnoticias/756.pdf>
- Phillips, D., and Hayes, B. (2006). Moving towards a model of professional identity formation in midwifery through conversations and positioning theory. *Australian Journal of Adult Learning*. 46(2), 224-242. Retrieved from: http://researchonline.jcu.edu.au/3660/1/3660_Phillips_2006.pdf
- Pineda, Clelia. (2003). *Searching For Improved Efl Classroom Environments: The Role of Critical Thinking-Related Tasks*. Bogotá, Colombia: Universidad Externado de Colombia publicaciones.
- Powers, Debra (2008) Task-Based Instruction: From Concepts to the Classroom. Retrieved from: https://www.hpu.edu/CHSS/English/TESOL/ProfessionalDevelopment/200880TWPfall08/6_2_08Powers.pdf
- Quinn, Michael. (2014). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*. California, United States: Sage Publications, Inc. Retrieved from: https://books.google.com.co/books?id=ovAkBQAAQBAJ&pg=PA316&dq=data+triangulation+qualitative+research&hl=es-419&sa=X&ved=0ahUKEwivpsiCkObKAhWKVh4KHba4B_oQ6AEIGjAA#v=onepage&q=data%20triangulation%20qualitative%20research&f=false

- Richards, J., and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge, United Kingdom: Cambridge University Press.
- Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, (2008)
- Ritchie, M. (1981). *The Relationship of Verbal and Nonverbal Communication*. The Hague, The Nederland: Mouton Publishers.
- Taylor, S., Wheterell, M., and Yates S., (2001) *Discourse Theory and Practice: A Reader*. California, United States: Sage Publications, Inc.
- Tudor, I. (2001). *The Dynamics of the Language Classroom*. Cambridge, United Kingdom: Cambridge University Press.
- Van Langenhove, L., (2010). *People and Societies: Rom Harré and Designing the Social Sciences*. New York, United States: Routledge.
- Vygotsky, L., S. (1978). *Mind in Society: the Development of Higher Psychological Processes*. Massachusetts, United States: Harvard University Press.
- Weinstein, C. (2006). *Handbook of Classroom Management: Research, Practice and Contemporary Issues*. Retrieved from <https://books.google.com.co/books?id=HSbfAQAAQBAJ&printsec=frontcover#v=snippet&q=teaching%20has%20been%20taught%20&f=false/>
- Willis, J. (1996). *A framework for task-based learning*. Essex : Addison Wesley Longman Limited.
- Wortham, S. (2006). *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*. Cambridge, United Kingdom: Cambridge University Press.

Yin, R. (2003). *Case study Research: Design and methods*, 3rd ed. California, United States:
Sage Publications, Inc.

Yin, R. (2009). *Case study Research: Design and methods*, 4th ed. California, United States:
Sage Publications, Inc.

Appendixes

Appendix A – Schedule (instructional design)

SCHEDULE

Number of sessions	Date	Goals	Tasks	Activities
1	March 14th “Introduction: English education in Colombia”	Identifying Group work and Population	Introducing teachers and project to the students	Teachers are going to introduce themselves let students know about their research project; after that, they are going to talk to the students about Colombian educational system.
2	March 28th “Finding your identity”	Students are going to represent the main characteristics about the urban subcultures.	Teacher is going to talk them about the most important urban subcultures like punks, emos, rapers, etc.	Students will represent with a very short role play urban subcultures they know and how they perceive them.
3	April 11th “Drugs addiction; a big sickness”	Ss will reflect on the personal and social issues that drugs addiction causes in human beings	Teacher is going to show a power point presentation about drugs addiction consume effects.	Students have to create a reflective story about negative effects of drugs when consuming them.
4	April 18st “Accepted drugs?”	Students will be aware of those health and social problems caused by tobacco smoking and alcoholism. Besides, they are	Teacher is going to do a power point presentation about tobacco smoking and its negative effects on people health and society; after	First, Students are going to answer three different questions related to the topic. Second, students are going to discuss about the acceptance in the

		going to discuss about why those “drugs” are accepted into the society.	that he is going to show them some pictures about consequences of tobacco smoking.	society of those drugs.
5	April 25th “Effects of abortion in the society and women”	Students are going to discuss the effects that abortion has in the society and how it can affect the health of the women physically and mentally.	Teacher is going to show them a power point presentation, a video with a song, and some pictures about abortion health effects and their consequences on the fetus.	Students are going to analyze the lyric from the first paragraph of the video’s song looking for relationships between that song and the abortion topic. Also students are going to express the impact of the pictures they saw to their partners.
6	May 2nd “ We are all the same and we should be treated as equals”	Students will express their feelings about identity and how differences in race enrich the society.	Teacher is going to talk to them about racism, its characteristics, some historical events related to racism and some pictures about the same topic.	Students are going to develop a poster, in which they are going to express their thoughts or feelings about racism through a drawing or some sentences related with the topic.
7	May 16th “Against the foreign”	Students are going to understand the difference between racism and xenophobia.	Teacher is going to talk them about differences between xenophobia and racism. He also is going to give them a common example about xenophobia against Colombian people	Students are going to write a short essay related to the the topics seen in class and then they are going to represent them with a drawing or a piece of art.

Appendix B - Tape recording transcriptions (color coding method examples)**(Annex 1 – Sample 1)**

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: I.E.D. Miguel Antonio Caro Date: March 28th – 2012 Group: 1101 Class topic: Finding your identity Class number: 2	
Page Number: 2	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
<p>S1: Teacher, ¿Y qué trae en esa bolsa?</p> <p>Teacher: This? ... These are some pictures for the activity today.</p> <p>S2: y... ¿De qué vamos a hablar hoy?</p> <p>Teacher: <u>ne, ne, ne! ... Try to speak in English!</u></p> <p>S2: De what ... vamos a talk?, hehehehehe</p> <p>Teacher: ok, no problem, but it is: What are we talking about today? (While smiling)</p> <p>Teacher: Buddies ...</p> <p>Teacher: take a look class! This is an example of “punk style”</p> <p>S1: Teacher?</p> <p>Teacher: Tell me ...</p> <p>S1: I have a friend ...</p> <p>Teacher: Yes ...</p> <p>S1: Your ... ¿Cómo se dice “pelo” teacher?</p>	

Teacher: It is “hair”	
------------------------------	--

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format

School: I.E.D. Miguel Antonio Caro Date: March 28 th – 2012 Group: 1101 Class topic: Finding your identity Class number: 2	Page Number: 3
--	-----------------------

TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
----------------------------	---------------------

S1: Your hair is funny... pero no, la cresta no es tan áspera como la de la foto teacher.

Teacher: Ahhh! ... You mean, you have a friend and HIS hair is funny!

S1: Eso teacher ... (laughs), pero esos “punkos” son bien “chirris”.

Teacher: “Chirri”? What is “Chirri”? (While laughing)

S1: ¿Chirri, profe? Son manes bien degenerados... y mi parcero se la pasa todo borracho y le casca a la mujer... esos “punkos”, a lo bien que son severas joyitas y ni trabajan por que se la pasan pidiendo plata en la calle...

Teacher: Got it! So, “Chirris” are rude people?

S1: ¿Rut, teacher? ...

Teacher: Not Rut, rude! (While writing it down on the white board.) That means in Spanish “grosero”.

(Annex 2 – sample 2)

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: I.E.D. Miguel Antonio Caro Date: May 16th – 2012 Group: 1101 Class topic: Against the foreign Class number: 7	
Page Number: 1	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
<p>Teacher: Good morning everybody!</p> <p>SS: Good morning!</p> <p>Teacher: You missed me?</p> <p>S2: ¿Qué teacher?</p> <p>Teacher: never mind ... well this is our last class with you guys; remember we didn't have class last Wednesday so, we have to finish this by today.</p> <p>S2: No profe, solo le entendí: clase</p> <p>Teacher: Que esta es la última clase y que recuerden que la semana pasada no tuvimos clase, así que hoy terminamos el proceso...</p> <p>S3: ¿a lo bien, profe? ... ¿y no vuelven?</p> <p>Teacher: no creo... pero nunca se sabe...</p> <p>Teacher: Well, the last Topic we are going to cover is Xenophobia</p> <p>S2: profe, en español!</p> <p>Teacher: Xenofobia! ... el odio a los extranjeros!</p>	

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: I.E.D. Miguel Antonio Caro Date: May 16th – 2012 Group: 1101 Class topic: Against the foreign Class number: 7	
Page Number: 2	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
<p>S3: jajajajaja... yo pensé que era algo con los senos! (classmates laughing).</p> <p>Teacher: no way! (While laughing) ... In our case, here in Colombia, it is not that common; colombian people love foreign people, a los colombianos les encanta ver extranjeros</p> <p>S3: uy las foreins! Jejeje</p> <p>Teacher: Yes, but it is not the same with Colombian people in other different countries, for example ...</p> <p>S2: <u>a nosotros nos detestan!</u></p> <p>Teacher: ... We, Colombian people, are rejected and condemned just for other Colombians' actions; even though, in Spain we are drug dealers ...</p> <p>S2: teacher, droc diler?</p> <p>Teacher: drug dealer ... people who sales drugs ...Jibaro!</p> <p>SS: Ahhhhhh ...</p> <p>Teacher: As I was saying: In Spain: drug dealers, in U.S.A. we are drugs abusers ...</p>	

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: I.E.D. Miguel Antonio Caro Date: May 16th – 2012 Group: 1101 Class topic: Against the foreign Class number: 7	
Page Number: 3	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
<p>S1: “Abusser” significa consumidor, ¿cierto teacher?</p> <p>Teacher: Yes sir, you are right ... and in South America we are thieves! ... ladrones!</p> <p>S1: <u>Yes teacher: Colombian are ladrones!</u> (sarcastic tone)</p> <p>S2: <u>Usted es que es bobo! ¿Ósea que por ser colombianos somos ladrones?</u></p> <p>S1: ¿Qué le pasa? ...</p> <p>Teacher: Noooo! You didn't get it, he was talking sarcastically! ... I think you meant: Colombian are considered thieves but we all are not, right? (addressed to student S1)</p> <p>S2: <u>Teacher, no le entendí (smiling) pero lo que quería decir realmente es: all the Colombian are nooot ... ladrones!</u></p> <p>S1: <u>Ahhh, ya le entendi!</u> ... Hable bien! (classmates laughing) ... <u>Teacher, ahí si estoy de acuerdo !</u></p>	

(Annex 3)

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: I.E.D. Miguel Antonio Caro Date: April 18th – 2012 Group: 1101 Class topic: Accepted drugs Class number: 4	
Page Number: 3	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
<p>Teacher: Despite of adverse effects upon drinkers' health and negative social consequences in his or her life.</p> <p>Teacher: What are we talking about?, De qué estamos hablando ahí?</p> <p>SS: Consecuencias negativas.</p> <p>S3: <u>Con la salud y con la sociedad.</u></p> <p>Teacher: perfecto. ¿Qué consecuencias sociales puede generar el alcoholismo?</p> <p>S4: <u>que se gastan mucho la plata.</u></p> <p>S3: <u>uy! Si yo tengo un tío que se gasta todo, pero todo lo que gana en guaro.</u></p> <p>S4: <u>uy que paila.</u></p> <p>S3: <u>lo peor es que no invita. Jajajaj</u></p> <p>SS: jajajaja.</p> <p>S1: <u>y que todo el mundo lo rechaza.</u></p> <p>Teacher: Very good! Rejection, lack of money...</p> <p>SS: enfermedades.</p>	

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: I.E.D. Miguel Antonio Caro Date: April 18th – 2012 Group: 1101 Class topic: Accepted drugs Class number: 4	
Page Number: 4	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS
<p>S3: Algo del hígado.</p> <p>Teacher: Perfect, that is called cirrhosis.</p> <p>Teacher: What else? With our families...</p> <p>S2: Addicted.</p> <p>Teacher: Being addicted. Fights, for example with your family you start fighting</p> <p>S1: Pelear.</p> <p>S5: <u>No hay nada peor que un borracho pelión</u>, la vez pasada, en el barrio, unos manes que estaban borrachos se iban a dar y otro se metió y se terminaron dando entres los tres y como que eran primos o hermanos.</p> <p>S3: <u>pelean con la familia teacher</u>.</p> <p>Teacher: exactly. Familiar argues. Seguimos... Similar to other drugs addiction, alcoholism is medically defined as a treatable disease.</p> <p>S3: Enfermedad, cierto?</p> <p>Teacher: Yes sir, you are right ...</p> <p>S1: Ósea profe que si uno es alcohólico ¿en el seguro lo ayudan a uno?</p>	

Appendix C – Data analysis (comparing instruments)**DATA ANALYSIS CHART**

	INSTRUMENTS SAMPLES	PATTERNS OR COMMON CHARACTERISTICS	THEMES
Archival records (tape recordings)	When students performed different classes' activities, they were able to share some thoughts with their surroundings. When Student 1 said "...son manes bien degenerados... esos "punkos", a lo bien que son severas joyitas y ni trabajan por que se la pasan pidiendo plata en la calle..." demonstrated a first order positioning by giving a moral value to some specific situations. On a second statement, Student 2 said "Ahhh ya le entendi! ... Hable bien! ...Teacher, ahi si estoy de acuerdo !" he is referring to a second order positioning due to the negotiation mental processes he had to develop by assuming an external perception and modifying his own perceptions.	Student's Insights: Demonstrating their positioning by expressing orally their ideas and/or thoughts.	<ol style="list-style-type: none"> 1. First order positioning. 2. Second order positioning. 3. Negotiation.
Participant Observation	Through this method, we were able to analyze verbal and non-verbal language. Researchers were able to get different situations, within the class that were out of context when working with tape recording method.	Behavior and attitude: Getting students' verbal and non-verbal communication for understanding their positioning (Mehrabian, 1972).	<ol style="list-style-type: none"> 4. Verbal and nonverbal communication. 5. Students' positioning. 6. Negotiation and communication.
Physical Artifacts	<ol style="list-style-type: none"> 1. The consumption of alcohol is dangerous because can cause serious damage... 2. ... the government not invest money in education, for example: schools and universities. 3. ... I not think that smoke 1 or 2 cigarettes is going to kill me. 	Student's Insights and Attitudes: Seeking for establishing personal moral positions. Mental negotiation processes: students' positioning being affected by others' insights.	<ol style="list-style-type: none"> 4. Students' insights. 5. Positioning. 6. Social perceptions. 7. Critical thinking skills. 8. Analytical thinking.

Appendix D – (student’s artifact N° 1)**INSTITUCION EDUCATIVA DISTRITAL MIGUEL ANTONIO CARO.****FICHA SOCIOECONOMICA Y DE VULNERABILIDAD.****GRADO 11.****1. DATOS PERSONALES:**

NOMBRES Y APELLIDOS _____

EDAD _____ SEXO: F ___ M ___

BARRIO DONDE VIVE: _____ LOCALIDAD: _____

VIVIENDA: PROPIA ___ ARRIENDO ___ FAMILIAR ___

ESTRATO SOCIOECONOMICO: 1 ___ 2 ___ 3 ___ 4 ___

CONVIVE CON: PADRE ___ MADRE ___ HERMANOS ___ ABUELOS ___ TIOS ___ PRIMOS ___

OTROS ___ ¿QUIENES? _____.

HIJOS: SI ___ NO ___ ¿CUANTOS?: _____

PERTENECE O PERTENECIÓ A ALGUNA SUBCULTURA URBANA:

¿CUÁL? _____

2. FENOMENOS SOCIALES:

Califique, según su criterio, la frecuencia con que se presentan los distintos fenómenos sociales mostrados a continuación en su comunidad (barrio, familia, colegio etc.). Marque con una X.

FENOMENO SOCIAL.	Nunca	Rara vez	Ocasionalmente	Frecuentemente	Siempre
SUBCULTURAS URBANAS					
ABORTO					
DROGADICCION					
TABAQUISMO					
ALCOHOLISMO					
RACISMO					
XENOFOBIA					
PANDILLAS URBANAS.					
EMBARAZO ADOLESCENTE					

3. FENOMENOS SOCIALES EN LA CLASE DE INGLÈS

- ¿Te gustaría que los temas tratados en cuadro anterior fueran vistos en la clase de inglés? ¿Por qué? _____

Appendix E – (Student’s artifact N° 2)**I.E.D MIGUEL ANTONIO CARO
Worksheet on students’ positioning
(First, second and third order)
11th graders**

NAME: _____ DATE: _____

El siguiente cuestionario tiene como objetivo conocer las diferentes posiciones que pueden establecer los estudiantes con respecto a fenómenos o problemáticas sociales específicas. A continuación usted encontrara distintas preguntas, en las cuales, deberá justificar o argumentar la respuesta según sea el caso.

FIRST ORDER POSITIONING.

1. What is your opinion about alcohol consumption?

2. Which do you think are the most dangerous consequences of alcohol abuse?

SECOND ORDER POSITIONING.

3. According to teacher’s explanation about health negative consequences of alcohol abuse, Do you agree? Do you disagree? Explain.

4. according to the article read last class "*Teenage women may drink to have fun, but it could also be to cover up insecurities, improve mood, increase confidence, reduce tension, cope with problems, lose inhibitions, enhance sex or lose weight.*" What do you think about this comment?

Appendix F – (student’s artifact N° 3)

IED MIGUEL ANTONIO CARO

PERCEPCIONES Y EXPECTATIVAS SOBRE LA CLASE DE INGLES.

Name: _____ Date: _____

Group: _____

El siguiente cuestionario tiene como fin conocer las percepciones que tienen los estudiantes sobre el desempeño y las actividades realizadas en la clase de inglés.

Como también los temas propuestos por la propuesta investigativa para la clase de inglés.

1. ¿Crees que es importante para ti aprender una segunda lengua, por qué?

2. En tu opinión, ¿Qué es más importante aprender en la clase de inglés? Enuméralas de 1 a 6 siendo 1 la más importante y 6 la menos importante.

Hablar _____ Leer _____ Escribir _____ Escuchar _____ Gramática _____

Vocabulario _____

3. A continuación encontrarás una serie de actividades con las que pueden ser abordados los temas planteados por la propuesta investigativa. Califica el nivel de interés que tienes en frente de cada actividad

Actividad	Poco	Nada	Mucho
Mesa redonda			
Exposiciones			
Juegos			
Debates			
Ejercicios de traducción			
Ejercicios de escucha			
Ejercicios con base en videos			
Ejercicios de lecto – escritura			
Ejercicios de gramática			

4. ¿Qué tipo de materiales esperas que sean utilizados para el desarrollo de las clases de inglés?

Texto guía ____ Videos ____ Ayudas tecnológicas ____ Historias ____ Artículos ____
 otros ____ ¿cuáles? _____

Appendix G – Participant Observation format

**UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS
DATA ANALYSIS AND GATHERING PROCESS
PARTICIPANT OBSERVATION FORMAT**

Teacher/researcher: _____

Class goal(s) _____

DATE	CLASS' TOPIC	CLASS DEVELOPMENT (ACTIVITIES)	OBSERVATIONS	STUDENTS' ACTIONS/REACTIONS	OBSERVATIONS

Appendix H – Data analysis: Triangulation Matrix


RESEARCH QUESTION	<ul style="list-style-type: none"> How do students from 11th grade position themselves in front of social problems around them, reveling aspects to reinforce learning and critical skills? 		
RELATED QUESTION	<ul style="list-style-type: none"> How are critical thinking and negotiation affecting implicitly on students' positioning? 		
TRIANGULATION MATRIX			
RESEARCH QUESTION	FIRST DATA SOURCE	SECOND DATA SOURCE	THIRD DATA SOURCE
<ul style="list-style-type: none"> How do students from 11th grade position themselves in front of social problems around them, reveling aspects to reinforce learning and critical skills? 	Tape recording (Klenke, 2008): Allow researchers to be able of listen to it and evaluate it as many times as possible.	Participant Observation (Brain, 2002): Due to the possibility for researchers being part of the research environment, it allows them to analyze every single situation presented within the class.	Physical Artifacts (Gillham, 2000) : Different activities developed by target population, when developing critical thinking tasks, which allows researchers to analyze target population's first hand work.
<ul style="list-style-type: none"> How are critical thinking and negotiation affecting implicitly on students' positioning? 	Physical Artifacts (Gillham, 2000): Different activities developed by target population, when developing critical thinking tasks, which allows researchers to analyze target population's first hand work.	Tape recording (Klenke, 2008): Allow researchers to be able of listen to it and evaluate it as many times as possible.	Participant Observation (Brain, 2002): Due to the possibility for researchers being part of the research environment, it allows them to analyze every single situation presented within the class.
TYPE OF DATA	Behaviors Verbal and nonverbal communication. Students' insights. Students' Attitudes.		
UNIT OF ANALYSIS	Students' insights and attitudes demonstrated by students when developing communicative (verbal and nonverbal) performance.		
DATA GATHERING ISSUES	Lack of research time. External situations which modify students' common behavior (teachers' presence). Lack of some students' wiliness for developing research activities. Tape recording didn't allow researchers to analyze students' actions and/or body language performing.		

Appendix I – Tape Recording Transcription Format

Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Tape Recording Transcription Format	
School: Date: Group: Class topic: Class number:	
Page Number:	
TRANSCRIPTION OF THE CLASS	RESEARCHER COMMENTS

Appendix J: Students' artifacts.

Los artistas



Los artistas son personas que andan en total armonía ya que su cultura se usa en conocer así mismos gracias a su filosofía su manera de pensar.

Para ellos es importante estar en paz con la naturaleza ellos crecen mucho en la forma de vida del león ellos se caracterizan por otros que son como la forma de su revelación contra el gobierno y su forma de vida nos enseña a ser únicos.

ARTISTS ARE PEOPLE WHO ARE IN A COMPLETE HARMONY BECAUSE THEIR CULTURE IS ABOUT HOW TO KNOW THEMSELVES BECAUSE OF ITS PHILOSOPHY AND ITS THOUGHTS WAY.

FOR THEM IS IMPORTANT TO BE CONNECTED WITH NATURE, THEY BELIEVE IN A LION'S LIFE STYLE, THEY PERFORM THEMSELVES WITH ART THAT IS A KIND OF REVOLUTION AGAINST THE GOVERNMENT AND THEIR LIFE STYLE TEACH US TO BE TOGETHER.

Hernan J. Gonzalez Gorman 11-01

* what do you know about education according to governments decisions?
 // the education is regular, because us help a litte to leavie ahead.

* what do you know about Bilingual programs on High school programs?
 // not person nothing, no by short of information

* Have you heard about Education candidates to presidency.
 // Not, because not me taste the politics and not me interesting.

FIRST ORDER POSITIONING.

1. What is your opinion about alcohol consumption?

The consumption of alcohol is dangerous because it can cause serious damage to the body, problems in families, violence in families and can cause many fights, deaths and accidents

* What do you know about education according to current government decisions?
 I think so that the decisions are made bad because the government not invest money in education for example schools and universities. It's very sad what the government give more money to war and not education.

Appendix K: consent form.

Bogotá, D.C., 22 de febrero de 2012

Estimado padre de familia:

Cordialmente nos dirigimos a usted para informarle que estamos adelantando un proyecto de investigación como requisito de grado en el proyecto de Licenciatura en Educación Básica con Énfasis en Inglés de la Universidad Distrital Francisco José de Caldas, el cual consiste en identificar las distintas posiciones que toman los estudiantes frente a las problemáticas sociales que los rodean, lo anterior mencionado dentro del marco del aprendizaje del inglés. Por ello, solicitamos su permiso para que su hijo(a) participe en nuestra investigación. Ahora bien, vale aclarar que la identidad de los participantes no será revelada sino que hará referencia a ellos en términos generales.

Este proyecto no tendrá incidencia en las notas finales de los participantes tales como notas parciales o evaluaciones. Además, los resultados de la investigación serán revelados posteriormente a ustedes, para que puedan evidenciar nuestra intervención con los estudiantes y la institución.

Finalmente, aclaramos que la participación de los estudiantes es opcional, sin embargo estaríamos muy agradecidos de poder contar con su aprobación para que su hijo(a) participe en el desarrollo de nuestro proyecto.

Cordialmente:

Cristian David Pérez Borda

Cel: 310-8718822

Rubén Arturo Rosas Bernal

Cel: 310-4869531

Cesar Alejandro Saavedra Sánchez

Cel: 320-8053427

Firma padre de familia y/o acudiente:

Firma Rector Institución Educativa