Understanding EFL Preschoolers' Subjectivities through Art-Based Literacy Practices

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Master in Applied Linguistics to TEFL

Bogotá D.C.

2020

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A thesis submitted as a requirement to obtain the degree of Master of Arts in Applied Linguistics

to the Teaching of English as a Foreign Language.

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Universidad Distrital Francisco José de Caldas

School of Sciences and Education

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2020

NOTE OF ACEPTANCE

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"To my Dad Simon who has always taught me that reading and studying would always take me places, my Mom Rita Ofelia who knows all the layers of myself, my little brother Juan Camilo who has stood by my side in the best and the worst of times, my cousins Maribel and Nicole who have taught me that strength and faith would heal my heart, to the Jaramillo Family my shelter Clarita, Alvaro, Aleja, Diego, Migue and Pablo for being with me in the darkest of times and welcoming me into their home, and my other family, Martha and David, for pushing me the hardest into finishing this paper and being my friends and my eldest siblings. Without any of these people, I would not be here today. I will always be grateful for having you in my life. It is because of you that I know God has been always right next to me."

Abstract

This qualitative interpretative study explores the perceptions of self that EFL preschoolers had about themselves through the use of collaborative work and art-based literacy in a private school. It also had an endeavor of understanding how those perceptions impacted the EFL classes and the learning itself. It aimed at understanding and describing the multiple layered interrelations of the subjectivities they portrayed. In order to do this exploration there were some elements in regards to the pedagogical platform. First, two weeks and a half of art-based literacy based lesson were designed. Second, some elements from the flipped classroom and task-based learning were incorporated. In regards to the data, this study recognizes that the only ones accountable for the perceptions of self were students. Consequently, the main instrument used was an interview with seven participants, which validated the video recordings of the class interactions and their artifacts. For doing the analysis of the instruments collected, some principles from the Grounded Theory Methodology were used. This research understand that power, gender and the social-learning positioning, are key concepts when analyzing EFL learners' perceptions of themselves and others (Foucault, 1988; Butler, 1990; Weedon, 1987, 2004; McMara 2019). The main finding of this study deepens into the notion of subjectivities by using the *infinite reflections metaphor* where it is determined how subjectivity is built upon chained layers of emotions, and experiences which arise from situations in an EFL preschool classroom context.   This layered perception shows more evidently through the category of *Racing to be the class Sheriff*, which embodied a complex figure of authority and respect in the class.

Keywords: perceptions of self, subjectivity, intersubjectivity, symbolic power, *EFL* preschoolers, gendered subjectivities, Participatory Multiliteracy Practices

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Chapter I

Introduction

For those teachers who have been in contact with preschool or early years' education ()
and early childhood education, it is very common to listen and even to use the common
expression children absorb like sponges. This traditional view of language learning, resides
within the utilitarian view of learning and teaching in which motivation (Clément, Gardner &
Smythe, 1980; Gardner,1985), input (Krashen, 1981), output or even intake are now considered
by post-structuralism little to non-existent parts of the landscape but not the whole in English
language learning and teaching.

There has been a shift in Language Teaching as we know it, and now words such as
Subjectivity and identity have become key foundations for understanding why our students feel
and see themselves through different lenses. Based on Foucault's theory on investment, power
and knowledge (Foucault, 1972), studies have demonstrated that contexts where English as a
foreign or second language are taught, serve not only for the production of knowledge, but also
for the production of selves (Norton, 2000; Pavlenko & Norton, 2007; Norton & Toohey, 2011)
in relation to class, gender, and race (Pavlenko, 2012).

Attached to this shift, there are also perceptions of the self, where the students feel
subjected, and positioned by peers, friends and other people such as their family (McNamara,
2019b). These situations has pushed ELT Research to understand the WHO and the HOW of the
students' transformation in the English class. Also, the impact these perceptions and relations in
the classroom work, how students participate, what they learn and how they do it.

In Colombia, studies related to the discovery of the self within EFL classes, and how this is unfolds in class throughout narratives or discourses have been developed (Castañeda-Peña, 2009; Castañeda-Peña, 2010, Rondon, 2012; Velandia, 2015; Benavides, 2016; Moreno, 2016, Benavides, 2017) and even teacher subjectivities (Gomez, 2017) as well as the positioning of the self (Leon, 2016). This is relatively still a research interest that is still constantly in progress, but more studies could be done with subjects experiencing EFL classes in early stages.

In regards to this need of going deeper into these stages of EFL education in school, this study responds to such necessity and aims to understand those perceptions preschoolers expressed about themselves and others during cooperative work framed in art-literacy based practices. Such practices and moments took place over a two-month period of a pedagogical intervention filled with adaptations of the Flipped Classroom (FLIP), Teaching for Understanding (TfU) with the help of Task-based Learning (TBL) and collaborative learning strategies for forming the groups.

The theoretical framework in this study has been based on three main constructs: Subjectivities (Weedon, 1990, 2004, McMara 2019), and branching out of this one there are two: bilingual subjectivities (Garret, 2007) and gendered subjectivities. Social-learning positioning (Davies and Harré, 2001) and Participatory Multiliteracy Practices in an EFL Classroom (Cañas, Ocampo, et al., 2019) were the other constructs explored. Subjectivity in this paper is understood as the power of the multiple discourses of others and ourselves to shape each other's beings (Weedon, 1990, 2004), and as the result of being the subject of and subjected to discourse (McMara, 2019) falling in a constant struggle of such subjectivation and social structuration (Rebughini, 2014).

When a complex notion as this one is relocated from highschool and university to a more complex on, and with so many fronts, such as preschool, the datum collected has to be more carefully analyzed. As a teacher researcher I was careful not to meddle with the perceptions the children had, leading to protecting and preserving their voices alive during the data collection procedure and the data analysis procedure. For example, when analyzing the data and naming the categories, I used the verbatim for the coding process which lead to the categories. On that account, children's voices constituted the unit of analysis, this implies that in this research interviews were the main instrument. These interviews, which triangulated with students' artifacts and video excerpts (exteriorization of such subjectivities), were key to help me understand and describe their perceptions.

Hence, the subjectivity along with the social learning positioning constructs established a social phenomenon which demanded a research analysis where children's voices were present, along with a pedagogical implementation that would lead me to explore in depth this phenomenon. For accomplishing both purposes, I took a role of participant observer and teacher with my students and participants.

After conducting the analysis, two categories emerged , the first one, *Racing to be the Class Sheriff*, a figure to look up to and secondly, *I'm a Gentleman and I'm a Lady so what?* From the first category two subcategories emerged as dichotomies of this subjectivity the children perceived in their class; they were entitled as: *Being the Sheriff as looking from above* and *Being the sheriff as supporting the other*. From the categories and subcategories mentioned, I explain these subjectivities as infinite reflections metaphor by using Weedon (1987) and Kramsch (2009), and explaining how, from a very young age we build chained layers of

emotions and experiences deriving from situations (in this study these were the situations in an EFL preschool classroom context) and the form through these layers of reflections there is a constant subjectivation of the other or their subjectivation towards ourselves (Kramsch, 2009).

To summarize, this document presents: (a) the reason behind conducting this research study along with the statement of the problem where, I illustrate why subjectivities were relevant to explore his context, as well as the process, which supported this research endeavour; it also guided me towards the formulation of the research questions and objectives. (b) An explanation of the theoretical constructs that guided the study along with some state of the art in regards to subjectivities in preschoolers locally and globally, (d) the description of the setting, the participants, the research method and type of study chosen to achieve the objectives of the research, along instruments used to collect the data, (e) the instructional unit and the pedagogical implementation with a post-method due to its adaptations for the class and the ages, (f) the data analysis procedures and findings, (g) the conclusion section where the research question is answered by displaying the categories and its features aiming to understand and describe the EFL Preschoolers subjectivities through art-based literacy practices, the implications for future research as well as the pedagogical implications of it.

Justification

By developing this research, I aimed at describing and interpreting preschoolers' voices in order to understand the ways in which their perceptions of self, impacted the EFL classes and themselves. Despite the fact that the learning of a foreign language could provide people with some opportunities in order to know the world socially and culturally, and act as agents of change, the Colombian government and even the tradition of EFL in Colombia narrow those opportunities to the acquisition of a simple skill for competing in the labor market and obtaining a job. In the Programa Nacional de Inglés (PNI) Colombia very well 2015-2025 (MEN, 2014), the government stipulates that Colombian highschoolers and technicians with a B2 English level could be able to work on the touristic sector, in call centers, and others areas of the commercial market. In this sense, bilingualism is found in the realms of symbolic power; it has a hidden agenda to serve the interest of specific groups presented in a hidden or subtle way. According to Guerrero (2008) the National Bilingual Plan (PBN) disregards the inequities of children in Colombia. Not every child has access to education and due to our societal-economical conflicts this difference seems to be more noticeable day by day. In this study, this symbolic power was perceived even by preschoolers, because from a young age children learn how to characterize the social world, and as EFL teachers and researchers it is essential to question ourselves the teaching practices we promote to perpetuate these social dynamics. In a future our students will live these practices and discourses on a larger scale, and if we do listen to what children have to say about themselves and their understanding of learning and society., the wheel may be broken.

Corsaro and Rizzo (1988) give an account of children's social world when they demonstrated how kindergarteners use the discussione, an Italian oral device of public debate

predictable in style and structure. Kindergarteners in this study used the stylistic devices characteristic of a discussione which without them noticing, created a specific peer culture and practiced cultural and political routines of the adult society. Preschool years are crucial because on one hand, children spend more time outside their family circle and become more knowledgeable members of a class or a group.

In the categories of Communicational practices by Bourdieu: Field, Habitus, Practice, Agent and Capitals (Bourdieu, 1984, as cited in Rivero, Aldana & Baquero, 2014), there is a constant dynamic among its agents. Here, the Field and the Habitus belong to those structures that give space for being subjected or to subject in a particular type of environment (Bourdieu, 2007, as cited in Rivero, Aldana & Baquero, 2014). Such dynamics among the agents involved in the stirring relationships involving Field, Habitus, Practice result in having added or a reduced amount of capitals, such as the symbolic one which is strongly related to this study's findings.

Subjectivities framed in EFL practices represent the struggle for the Symbolic capital of speaking English and being bilingual in the classroom, because is fed from the cultural and social capital as it holds a collectively recognition and legitimacy by other group agents in the field, in this case, the agents are the peers within the preschool classroom (field) (Rivero, Aldana & Baquero, 2014).

Additionally, this study aims at shedding light on what it implies the understanding of the students' voices at such a young age to escalate such understanding onto a bigger picture, resulting in the children reinforcing the social hegemonic boundaries of English learning and bilingualism (Irvine and Gal, 2000), or seizing bilingualism and breaking the wheel. In any moment, I pretend state generalizations on EFL preschoolers' subjectivities, but these findings

show a deep relationship on inequities in the EFL class, how we are allowing children to have a perception where English is a dominant and a language of control.

Optimistically, this study can serve as a tool for teacher-researchers who are interested in the area of Literacy Processes in Two Languages and Discourse Studies within Educational Contexts, because it includes themes such as the teaching of reading and writing at schools, the discursive construction of the self (as it addresses subjectivities), and how are this related to the children's voice in the class. Thus, this thesis project might enrich the literature about subjectivities in EFL as well as social positioning in the early years' classroom.

This is a study that understands how power, gender and the social-learning positioning establishes a solid foundation for the learners perceptions of themselves and others (Foucault, 1988; Butler, 1990; Weedon, 1987, 2004; Davies and Harré, 2001; McMara 2019) in an EFL preschool classroom.

In this way, by analyzing the interviews, where seven preschool students expressed their feelings and experiences, it was possible to explain and exemplify the subjectivities which they hold onto; in addition to this, how the power relations that emerged were shown through gender as a site of discussion and negotiation, and along with this some discursive strategies which wanted to demonstrate the control exerted by having a teacher role, or one they thought it was as important as the teacher.

In the next section you will find the process I had to undergo in order to find a local issue in my teaching context, starting from a pre analysis of some document to the needs analysis along with the research questions and objectives.

Statement of the problem

To start locating my research problem in context, my locus of enunciation for this study was the one of teacher observer-researcher. With this in mind, I started developing some previous memoing writing on some school documents (Denzin & Lincoln, 2005), and after that a needs analysis process supported some of my memoing notes, which had a critical stance upon the balance between how much of the approach used by school was being achieved and the space for exploration of selves children should be taught at such a young age.

This study was carried out in an elite bilingual school at the north of Bogota, Colombia. In the preschool section, which was the specific place where the study took place, the institution is known for supporting struggling learners within all their group age ranges, as well as having a big team of occupational therapists, in order to back up children's learning processes.

In addition to this, they also work hand in hand with the Teaching for Understanding approach as their main teaching frame and with Cambridge International Examinations Curriculum (for teaching English, Science and Mathematics), starting from prekinder up to eleventh grade. However, the curriculum documents just cover from transition to eleventh grade. Therefore, teachers from kinder and prekinder adapt the milestones achieved in transition, for prekinder students and kinder in order to have a full coverage of the curriculum.

As I was the teacher, I was in charge of creating and adapting the English and Mathematic lessons and units of prekinder. For this study, the subject used for applying all the data collection was English. The age of the students in prekinder ranged between four and five years old.

TfU, the main school teaching framework was derived from a research project (1988-1995) in Project Zero at Harvard Graduate School of Education. The framework was tested in collaboration with 60 middle and high school teachers. It has grown to become a widely adopted framework in the US and some non-English speaking countries like Mexico and China through online teacher development certificate programs (Lulee, 2010).

There are two main contributions of the Teaching for Understanding framework to the teaching field: It provides a set of language and structure for planning curriculum and for discussing pedagogy, always being cognizant of collaborative work among other colleagues and students voices (Lulee, 2010). Equally important is the treatment of the term understanding. When students "understand" a topic, they will not only rephrase knowledge by heart, but also will be able to go beyond and put their understanding into action and applies it to a novel situation.

This framework goes along with the Cooperative Learning (CL) strategy, which is being implemented at school. The reason behind this implementation of this strategy remains in the knowledge and meaning individuals in a group can obtain, and the different types of understandings they can share together. As shown in figure 1:

Cooperative learning is a way to support the construction of members' knowledge in a variety of ways (Roth and Roychoudhury, 1993)

In TfU, understanding involves the construction of knowledge by individuals through interaction in their own activity, so that they develop a personal investment in building knowledge (Carpenter & Lehrer, 1999)
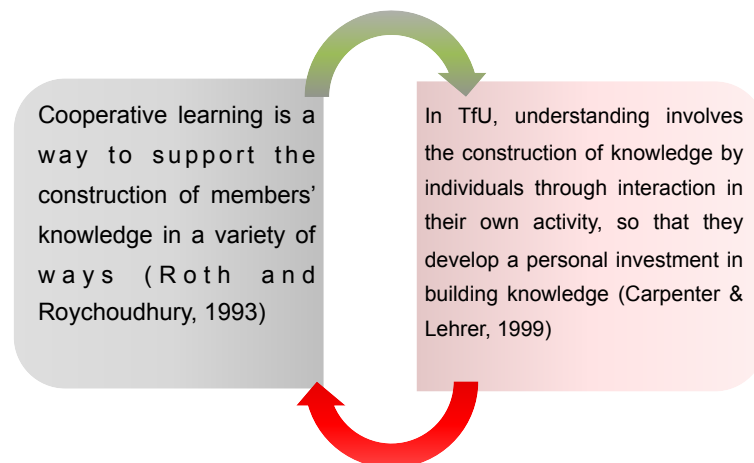
Figure 1. Relationship between TfU and Cooperative Learning

As a teacher researcher, I was amazed by how coherent some of the goals of a Cambridge Learner and the goals itself of the TfU framework bound. As a reflection from this connection, I also was more aware of how important in the teaching practices is to listen to my students' voices as well as bearing in mind the stage of development were they are at. As a result, I decided to go thoroughly into this previous analysis and make a deeper needs analysis that could guide me towards finding my research problem.

Needs Analysis. Consequently, to the analysis of the evidence found within my teaching and research context, I decided to make class observations on one hand, and on the other, to read most of the institutional documents as well as evidence from the literature.

Participant classroom observations and field notes (Van lier, 1988; Freeman, 1998), was a good way to start because it implied not intervening but rather observing and taking as I call them in-vivo notes because I would quote what kids would say and stay as close as possible to what was going on, being descriptive to the facts and not using my own adjectives to describe the situation. As Van lier would say, this concern of mine as a researcher not to bias my study was the reason why I decided to stay within this quadrant first.

A constraint to this was that as I taught the class, I did not have time to sit down and write most of the time, so I used some recording memos of what happened and at times, the Stimulated recall technique in order to transcribe the main parts of the lesson and also to yield insights of the teaching practices in the classroom (Nunan, 1992).

Some of the items checked during these observations were, map of the room, what was the direction of the interactions between teacher and students (bidirectional or unidirectional), interactions among students, use of technology and other visual aids, how cooperative

interactions are implemented in the tasks as well as the use of the Teaching for Understanding framework.

All in all, there were a total of ten classroom observations and field annotation. As a result, there were some elements to be highlighted in order to get to the problem of this research. First, in contrast to the promoted framework of Teaching for Understanding, the classes seemed rather knowledge centered. Knowledge is one of the dimensions that are included in the performances within this framework (Blythe & Associates, 1998), but not the main point. This first concern is very related to the material to be covered at school and the rush in which kids need to fill it out. An example is shown below in Excerpt 1

> **Class Observation 12. March 19th 2016:** Teacher gives instruction for task completion. (…) Teacher reads a story and elicit different questions for students to answer. Students are shown different flashcards in order to name and identify different body parts.

Excerpt 1. Taken from the class observation 12.

In teacher-centered classrooms, control is of primary importance and "authority is transmitted hierarchically" (Dollard & Christensen, 1996, p. 3). This means the teacher exerts control over the students. It was also seen how to help teachers (both main teacher and teacher assistant) maintain control over students, certain forms of instructions were used (Edwards, 2004). These forms of instruction were the teacher standing in the front of the classroom while all students work on the same task (Edwards, 2004). As seen in the map of the classroom from Excerpt 2. Similarly, the physical design of the classroom often promotes a focus on the teacher

and limits student activity that disrupts that focus. In other words, rooms are often organized so

that desks face toward the primary focal point: the teacher (Boostrom, 1991).

Class Observation 12 March 19th 2016:
The map of the classroom is the following one. It is important to highlight that during the whole session students did not change position nor the teacher hers.
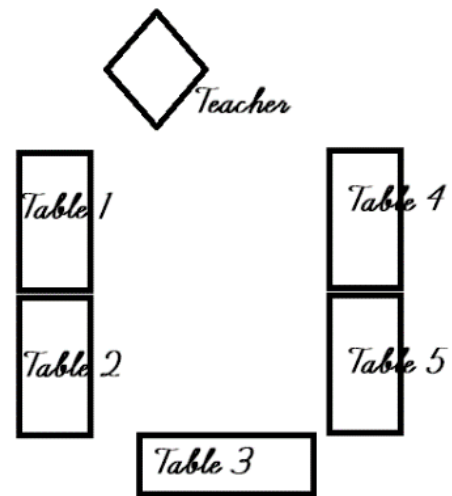
Excerpt 2. Taken from the class observation 12.

As seen so far, the classroom practices and the framework promoted along with the Cooperative learning strategy are not evidenced in the context. In the next excerpt of one classroom observation, which was done to one of the fellow teachers in the prekinder level of language, there seems to be a lack of these cooperative interactions and performances in class (excerpt 3), where the teacher allows students to interact and make that understanding construction around the topic.

Class Observation 13. March 18th 2016: Teacher gives instruction for a mimio activity where children will make a memory game on classroom objects. During the activity students are sitting down on the floor but participate individually of the game. At a point, after 15 minutes of the activity, students seem not to be concentrated in the activity and prefer to talk among themselves. Teacher seems to be oblivion and

Excerpt 3. Taken from the class observation 13.

When looking at the documents from the school, I found how they are fond of promoting new ways of teaching and new approaches and how TfU is their main framework for teaching

but there is not yet a policy for the training that is being held regarding Cooperative learning, but, as seen before, they are deeply connected, since the last one is rather a strategy than a framework.

A good example of the gap between the theory and the practice is the never ending process of planning under certain formats, in which a connection between the curriculum and the approach should be evident.

1SL9 Engage in imaginative play.	**Reading** **Students book 54** Warmup: I can Stop Students will look at the pictures and try to read them. They will talk about the characters and the situations that they have.	Formal: Teacher will see how students can identify printed situations involving body movements.

Excerpt 6. Taken from one of the Teaching for Understanding Unit.

Subsequently to the practices, the guidelines of the way in which the classes should be taught, do not follow any of the criteria seen in TfU and none cooperative tasks among students. From this gap, there was one concern more to be involved, and it was the age and the children in prekinder and how they understand their Language Class within their image of self-construction process, how the learning of a language they listened to and attempted to talk at school affected the way they see themselves and their surroundings.

For instance, from the literature and the analysis that was done, it was found that, during Early Childhood years, children start building self-worth, confidence, belief about self-ability, and belief about the anticipation and achievement of becoming a social being with a group (Ahn et al., 2011). Hence because a subjectivity construction process starts, children rather than focusing on individual academic activities, should start a construction about becoming a social

being in group. Meanwhile, the EFL class, as a space and an opportunity to share these experiences, and the sense of becoming in a group, was lacking this purpose.

It is also important to note that in the cooperative learning as well as the way in which TfU approach to the interaction in class, language use is more a form of self-representation which is deeply connected to one's social perceptions and values (Miller, 2003). As for literacy, it is not only taught for understanding and constructing textual meaning, but it also lets agents into the participation of the process of assembling themselves and their world (Bomer & Bomer, 2001; Yagelski, 2000).

Subjectivity is the power of the multiple discourses of others and ourselves to shape each other's beings (Weedon, 1990, 2004), and as the result of being the subject of and subjected to discourse (McMara, 2019) falling in a constant struggle of such subjectivation and social structuration (Rebughini, 2014). Conversely to the theory and the way in which literacy practices, along with the TfU framework and cooperative learning strategies are being implemented, there is a need of a stronger visible connection between these three elements. In addition to this, how they articulate in order to open a world of possibilities for the minds and understandings children experience.

With this in mind, there is little knowledge on how EFL preschoolers' subjectivities emerge during these literacy practices, and how they position themselves and others. For one thing, the school teaching policy uses approaches such as Teaching for Understanding (TfU) and Cooperative Learning that translated into the English Language Teaching Literacy practices evidence a mismatch, where little or none cooperative activities are implemented.

Research Questions and Research Objectives

The research question of this study was stated in order to understand, through children's interviews, class artifacts of the interviewees and video transcriptions of their interactions, what they perceived of themselves and others in their group during art-based literacy practices using elements of the approach of the school and Flipped Learning. These perceptions need to be understood as those beliefs and emotions of all the participants in a classroom (Weedon, 1987)

According to this, there was a research question, a research sub-question and two research objectives which emerged in order to explore those perceptions or constructions of subjectivity:

Research Question

What perceptions do EFL preschoolers hold about themselves and others during cooperative art-literacy based practices?

Sub-Question

How do students display power relations in the EFL class?

Research objectives

General

To understand the perceptions preschoolers express about themselves and others during cooperative work framed in art-literacy based practices

Specific

To describe the multiple layered interrelation of the subjectivities EFL preschoolers portray.

Chapter II

Theoretical Framework

This section discusses the constructs on which this research study is based: subjectivities (Weedon, 1987, 2004, McMara 2019), and attached to this one two more are encountered bilingual subjectivities (Garret, 2007) and gendered subjectivities (Butler, 1990; Norton Peirce, 1995; Norton, 2000), additionally, social-learning positioning (Davies and Harré, 2001) and Participatory Multiliteracy Practices in the EFL Classroom (Cañas, Ocampo, et al., 2019). These are integral and fundamental elements for understanding the data analyzed in this study.
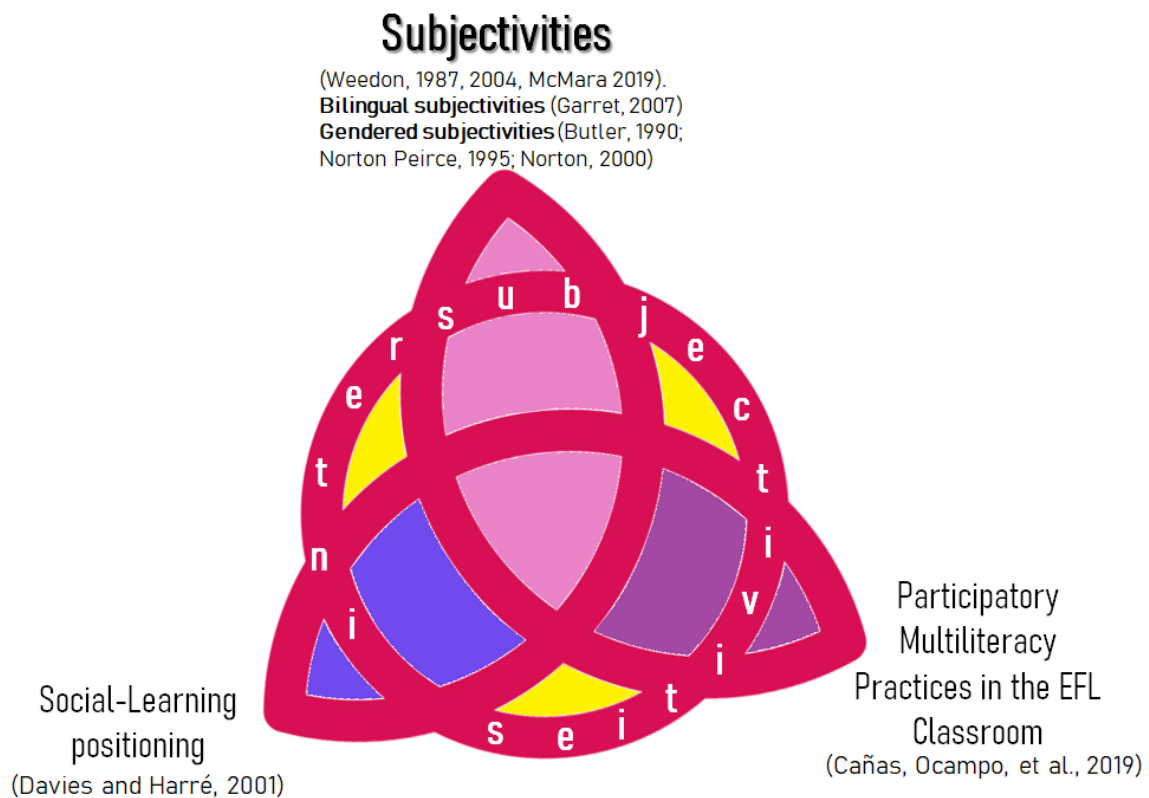
In addition, my epistemological position is the poststructuralist one (Foucault, 1980; Derrida, 1998; Freire, 1968). With this in mind, a brief discussion of post-structuralism and the

transition from identities to subjectivities will be presented, then the definition to subjectivities will be given, including the ones of bilingual subjectivities and gendered subjectivities. Equally important, from this subjectivity construct, social-learning positioning and literacy practices are other constructs deeply linked to that one of subjectivity. Finally, local and global theoretical and research-based sources have been included within the discussion, to show the different perspectives in which this study lies its foundations on.

Language through the poststructuralist lenses differs significantly from other theoretical frameworks. This paradigm calls attention to the idea that not all languages, neither the discourses can be equal in the linguistic marketplace. It is far from the traditional views of language as consisting of grammar, phonology and the lexicon, where language transforms itself into "an array of discourses imbued with meaning" (Pavlenko, 2002, p.283). These discourses are taken as symbolic capital (Bourdieu, 1991), meaning that this can be any of the resources available to an individual for escalating prestige and recognition, and also hold a great value within a culture. Such is the symbolic power of language that it can serve as an instrument of domination which categorizes humans and structures them into hierarchies of social value (Bourdieu, 1991).

Due to the relevance in this paradigm towards the social world, and the self, intertwined within multiple power discourses, it is no wonder that poststructuralism enlightens the path of the perceptions of the self and selves and how individuals position these two. The subject, his/her subjectivity and its subjectivation are not a stable body, so we will find collaboration and resistance continuously involved in the positioning of selves and others (Davies & Harré, 1990)

Poststructuralist Walkways to Subjectivities

This research emphasizes on the social and literacy processes in a classroom embodied in the construction of the self, from a learner and a gendered perspective. As it was previously explained, whereas the structuralism view defines language as something that may have patterns that repeat themselves all around the world, post-structuralism defends how language practices and even the learning of a second or foreign language are sites of struggle (Bourdieu, 1991; Norton and Morgan, 2013). Likewise, ranging from linguistic communities to a group of learners in a classroom, we as teachers have rather a heterogeneous arena characterized by conflicting claims to truth and power.

Power is found, produced and reproduced in the discourse; according to Weedon (1987), it can be undermined and exposed by discourse, even render it fragile, to the point of thwarting it (Weedon, 1987). In the same manner, for Foucault (1972), discourses are about what can be said and thought, but also about who can speak, when, and with what authority. They embody meaning and social relationships, they constitute both subjectivity and power relations. Discourse even may use literacy practices that systematically form the objects of which they speak.

Power is as a form of hegemony, where the oppressed class gives the oppressors the permission to oppress them (Foucault, 1972; Van Dijk, 1989). Such power contestation and the relation between oppressors and oppressed is better described by Freire, who defines oppressors as those who deny the others' personal autonomy through an imposition (Freire, 1968). This imposing of a worldview paradigm, in this case the hegemony represented through the learning

of English as a Foreign language, denies those subjected to this power to see how by learning English they can transform themselves and the world.

Much of this hegemony cycle occurs through social practices, including education, even more when a second language or foreign language is taught. Borrowing Mendez (2012) perspective applied into this educational context, subjects involved within teaching and learning are in a constant and dialectic opposition to forms of power oppression. And it is at this point, where the dichotomy of power and resistance constitutes subjects making them an active and important part in the process of contesting such power.

This active role can be seen in studies such as the ones of Méndez and Garcia (2012), from where resistance was born to take sides among students, showing solidarity among them; Castañeda-Peña (2008) also mentions how 'Peer-Approval' discourses which can either show resistance or construct friendship and solidarity ties among preschoolers by increasing or decreasing the power degree during children interactions, all this framed within a gendered perspective. In this sense, and having in mind Fairclough (1989), education and the EFL classroom can be powerful elements with regulatory and prescriptive positions, because participants have the ability to either control and constrain the contributions of less powerful discourses of the less powerful participants. Additionally, Fairclough (2001) underlines the significance of language in this interaction, and highlights the role of language in resistance and the transformation of social relations of power.

As discourses and power use language, Mendez (2012) argues that the sense of becoming and being is a mere effect of language. We are constituted through language. Discourse is

interwoven with power and knowledge to establish the oppression of those "others" in our society. Our classroom can be used to marginalize, silence and oppress those others.

Keeping this in mind, let us move to our EFL context and area. The learning of a foreign language occurs in countries where English is increasingly shown as the language of international power (Garrett, 2007), such as Colombia, where there is even a plan to make the most of the students' population into bilingual speakers (National Bilingualism Program 2018-2022). Thus, many private schools moved by economic and political forces (Pennycook, 2007) might have decided to shape and reshape the options and opinions of their individuals in relation to which second language to learn, parallel to their mother tongue, as it is the case of English for this study. Therefore, the classroom and the class itself become a space where many situations of power are displayed along with the use of language and discourse as a constant search for knowing who and where the participants are placed (teachers-students, students-students). These pictures of the social self may display a constant struggle of power, change, and even resistance (Norton, 2000; Norton and Toohey, 2011; Ros i Solé & Fenoulhet, 2013).

Subjectivities

Many studies involving learners self-reflections, discursive power and subjectivities, generate a never ending quest for alternative ways of in which individuals show and perceive themselves and their peers, their teacher and even to the world through the second or foreign language (English) they are learning have been conducted in Colombia (Benavides, 2016; Moreno, 2016; Velandia, 2015, Rondon, 2012), but these studies tend to analyze some elementary and secondary populations, and university students. In the literature, there is still a gap missing of how subjects are constituted from early stages in their education

Castañeda-Peña (2008), in his exploratory study, revealed how the discursive construction of teacher-like has an impact on girl-teacher's discourses, which were negotiated by those subtle resistant discourses aiming to weaken female powerful positions. He also explores those gendered-friendship manifestations where masculinities and femininities positions cross traditional boundaries. A similar case happens on two other studies, outside Colombia, with Norton and her immigrant women (Norton Peirce, 1995; Norton, 2000), Kissau and his 9th graders (Kissau, 2006). We may find studies regarding subjectivities, positions, and identities in children, but just a few conducted within the classroom environment where English as a second language is taught.

The extent work which has been developed upon subjectivity has shown that classrooms go beyond being rooms where the production of knowledge occurs, but also where the agents involved in this process of learning interact, produce, and reproduce images of themselves (LoCastro, 2001). Having these self-images can engage in conflict with one another (Block, 2007). This multiple-identities perspective is treated like roles such as wife, mother, boss, the customer (Norton Peirce, 1995, 2000), some others run deeper and are associated with social groups Latin, woman, Catholic, liberal (Bucholtz and Hall, 2004).

At the beginning of this study, the term social identities, was a construct to be studied in-depth, and Norton (2000) defined these social identities as "how a person understands his or her relationship to the social world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton, 2000, p. 5). For this study, I transitioned from identity into subjectivity, as I understand subjectivities as those practices of social organization mediated through language (discourse) and how they have a consequence

into the social and political dimensions. Due to those social practices, subjectivities are in a constant dispute and debate, where the sense of ourselves, is constructed (Weedon, 1997)

Furthermore, the understanding of the sense of ourselves in the social world, rather than multiple identities arising internally, reinforces the idea of subjectivity, given the power of the multiple discourses of others and ourselves to shape each other's beings (Weedon, 1987, 2004). Subjectivity is the sense of Self, the result of being the subject of and subject to discourse (McMara, 2019). The subject is that someone who has been thrown into a world of filled with languages and pre-established rules and could find a trap in the interaction of these two, falling in a constant contingency and social structuration (Rebughini, 2014).

With this in mind, Weedon considers the word discourse has a twofold purpose. On the one hand, through discourse (singular), the language in use is the medium in which subjectivities are built. On the other hand, discourses (pluralized) are broader ways of perceiving the world (Bakhtin, 1981) where meaning is categorized (Pennycook, 1994), society constructs and structures principles (Weedon, 1987), and systems of power and knowledge lay their foundations (Foucault, 1972).

As a result of this discourse combination, subjectivities are negotiated and enacted in the discourse as a medium, while there is a range of subject positions available to be negotiated by the multiple discourses. This results in the many intersections that subjectivity can have, embodying altogether the raced, gendered and socially positioned subject (Lutz et al., 2011), and why not to add a multifaceted view on the subject within second language education, shedding light on bilingual subjectivity. At this point, the constitution of Subjectivities takes place through

multiple discourses, where the idea of fixed self-image opens the space for struggles towards constant change.

Bilingual Subjectivities in EFL Preschoolers: From policies to the classroom. As it has been mentioned discourse can shape subjectivities, but then, how discourses can shape the vision or perception of both: the language being learned and the subject who is learning it? Given that the choice to learn any particular language is a different learning experience for each subject in terms of the meaning given to it, the process of learning becomes a personal matter (Ros i Sole´ and Fenoulhet, 2013). But looking beyond this, learners of a foreign and second language are the subject of a variety of discourses, and this choice can be understood in another way, as involving positioning of the self in relation to the choice of languages to be spoken, and the process of language learning, are situated within discourses to which they are subjected.

During the data analysis of this study, it was noted that many children showed code-switching and code-mixing discursive strategies, which are mentioned by Auer (1998). I draw upon the concept of emergent bilinguals, (García, 2009; García & Kleifgen, 2010) to describe young children who could be able to develop dual language and literacy abilities, though their immediate environments, such as home and school.

It might not be clear how children at early stages learn to become aware of the ways and the extents to which community members organize the linguistic resources, and how they differentiate their foreign language as a distinct code, but research has proven how emergent use of the languages they are learning differentially and appropriately with different conversation partners (Fantini, 1985; Genesee, 2001; Paradis, Nicoladis, & Genesee, 2000). All these characteristics mentioned above constitute a manifestation of bilingual subjectivity.

Bilingualism cannot be taken as a stable state or property of either communities or individuals, it is more of a dynamic phenomenon shaping into different forms and trajectories in different society settings. Garret (2007) considered this to be a fleeting phase in a community's history or something permanent or temporary in the lifespan of an individual speaker, depending on his or her personal narratives.

A clear example of this is shown in the Critical Discourse Analysis (CDA) carried out by Guerrero (2008) made to the Basic standards for competences in foreign languages. In her study, Guerrero states how bilingualism being in the realms of symbolic power, has a hidden purpose to serve the interest of specific groups presented in a hidden or subtle way. According to her, the promoters of the National Bilingual Plan (PNB) simply did not acknowledge the inequities of children in Colombia. Not every child has access to education and due to our societal-economical conflicts this difference seems to be more noticeable day by day.

This social status and inequity is better explained by the continuum proposed by Hornberger (2003) in which biliteracy and bilingualism need to be understood from sociolinguistic and educational aspects extended to political dimensions. De Mejia (2002) also acknowledges the multiple types of bilingualism, but highlights Elite bilingualism. For this particular context of the study, this type of bilingualism is seen as a high need from the privilege of middle-class and high class, well-educated members of Colombian society (Harding & Riley, 1986). These families choose to be bilinguals in fully immersive programs for their children (Valdés & Figueroa, 1994), taught in high status schools where bilingualism is planned from very early stages (Baker & Prys Jones, 1998). Thus, the learning of a foreign language as symbolic capital is a prize and a luxury.

This bilingual elitism is also explored in the 2018 article by Gómez-Vásquez, & Guerrero Nieto, when the two explore these dichotomies in teachers. In here English in some of their participants' narratives was even the only requirement to teach content subjects (biology, chemistry and math) to the point of not perceiving as necessary a degree in teaching any content subject. They also reinforce the idea of the constant struggle not only from learners, but even non-native teachers to shaping their bilingual subjectivities through acceptance and rejection. Garret (2017) explores in his study also the idea of being bilingual inside an island in the Antilles.

In his 2007 study based on St. Lucia community, located at the northeast of the island of Saint Vincent in the Antilles, Garret (2007) explored how children have the ability to draw on both English and Kwéyòl as communicative resources, and how being bilingual inside the community give the subjects a certain kind of power. Bilingual subjectivities in Garret's eyes, are these new ways of experiencing and understanding the known world and one's place within it through different discourses from parents and teacher and people inside their community, new ways of being bilingual and of experiencing bilingualism (Garret, 2007). In the same way, Mcnamara (2019), insists on rescuing and having a broader perspective of language education towards fulfilling the goals of the education of the person, and not just the goal of the creation of a mobile and flexible workforce.

On this account, having certain perception towards what is to be a bilingual or multilingual means taking onto complex personal meanings from the experience of language learning. Although this may be true, bilingualism in Colombia is not perceived by the government or the institutions like that. Bonilla Carvajal & Tejada-Sánchez (2016) bring

attention to the fact that bilingualism in Colombia is detached from Spanish. This detachment

adds to bilingualism as being a helpful mobile for job skill technical training but not as a concept

embodied in a real integral education (Vargas et al., 2008). And using the symbolic power

attained to it, this vehicle can be used to ideologically influence and to alienate teachers' beliefs

(Guerrero Nieto & Quintero Polo, 2009), and those of their students as well.

All in all, the bilingual subjectivities that participants in an education system can carry on

happen in social spaces, where other individuals, socioeconomic background, gender, age,

among others shape and define the outcome of this type of subjectivity. It also arises as a

collective subject, inside a community, such as the one of the school.

The school where this study was done, has always had coexistence of two normatively

differentiated language codes. At first, for children that are so young, one may think that this

constant translanguaging is an unproblematic situation, but how children in pre-kinder

understand the way in which this coexistence occurs, became a point of discursive and social

tensions which were key to unveiled their perceptions upon language learning (Garrett and

Baquedano-López, 2002 can also give an account of this).

In a community such as a private bilingual school, certain kinds of linguistic differences

may be mapped onto other social categories and divisions based on such notions as class and

gender. As de Mejía (2006) observes, this social division has also been adopted by private elite

bilingual schools. Learning English at these elite schools comes across as being useful because,

in words of the Minister of Education Maria Fernanda Campo, it would empower future

Colombian generations and even the country to be more involved into global, economical and

cultural dynamics and the knowledge this would entail to Colombia (MEN, 2014)

The Ministry of National Education (MEN) fails to acknowledge the inherent value of learning any language as having bilingualism under such a utilitarian perspective. This idea of bilingualism will always prevail if schools' teachers, parents and all the subjects implied in education by mark, reinforce, and police the social hegemonic boundaries of English learning and bilingualism (Irvine and Gal, 2000). When we move from these tension onto preschool bilingual education, this symbolic power is still there.

Among little children, conflicts or tensions may appear on the surface, they will come across to be of second language learning, but on multiple subjectivities' levels. The multiple and dynamic practices children at early ages carry on when learning two languages entail that they are constantly adapting and adjusting in response to the possible scenarios in everyday situations (García, 2013; Larsen-Freeman & Cameron, 2008). Bilingual children borrow words and other language elements from both linguistic repertoires. When they do so, they make a unique sense of their world and maximize their understanding, contrary to what some schools may believe to be impossible due to their monolingual perception of being bilingual, and the detachment previously mentioned.

In specific communicative practices and activities involving differential use of two or more normatively defined codes (Schieffelin, 1994), children, or in this case, bilingual young learners, developed indeed an awareness of these related issues, and showed different ways of dealing with them. This constant adaptation and the conception of English learning arising inside a process of socialization, where the subjectivities come to play needs a further exploration from a positioning perspective (Harré, Moghaddam, Cairnie, Rothbart, Sabat, 2009).

In this study, something that called my attention was how children still struggle with all the flow of information from home, and school, regarding the rules or norms, established, and how they depicted this in the classroom. In early stages of childhood, the formation of selfves such as esteem, self-image are crucial for preschoolers (Sunal, 1990). In particular, the self as a subjectivity has a social connotation, which includes an awareness of being in a group and drawing linguistic elements from both languages, in this case Spanish and English. EFL bilingual subjectivities is key to be investigated from different perspectives that can generate possibilities for new ways of seeing, doing, and being a bilingual in the world. Therefore, early childhood is an important time for exploring these perceptions of bilingualism, where the building of confidence, the self-ability, and belief about the anticipation and achievement of becoming a bilingual social being (Ahn et al., 2011) can impact the way in which children see themselves and the foreign language they are learning.

Gendered EFL Subjectivities. The process of language learning is also subject to discourses of gender, this means that possible forms of social organization, as well as social and political consequences are defined and contested through the use of language (discourse). In this sense, this organization influences us to build a sense of selves, our subjectivity (Weedon, 1987). This subjectivity in words of Buttler (1990) is embodied in gestures and enactments, generally constructed within family and societal discourses. Gender subjectivity in this view is performative because it implies manufactured discursive fabrications. Gender shifts from being static to socially temporal and always renewed through actions (Butler, 1990)

This shift is seen in the work of Norton and her study of immigrant women in anglophone Canada which shows the negotiating manifestations when learning English, and how salient their

gendered subjectivity was in some aspects of their investment in learning English (Norton Peirce, 1995; Norton, 2000). In the word of Gal (1991), gender constitutes a system where culturally constructed relations of power are produced and reproduced. This constant recreation of relations is found among men and women's interactions. Thus, this post-structuralist view of differences in the gender construction, focuses somehow on emergent masculinities and femininities, as well as beliefs and ideas about gender relations (Pavlenko, 2012).

In practical terms, this construction involves learning what social roles and categories exist in one's social world, and which of those are viable choices for oneself; how one's choices among those options are likely to be interpreted and evaluated by others, and what social consequences are likely to result. This is well illustrated by Castañeda-Peña (2008b), he discloses how literacy practices can influence the communicative styles children would use among themselves and the use of assertive language. In his feminist post-structuralist view, both boys and girls would use these language patterns distinctively.

In the same vein, these language patterns are elements in what Gutierrez (2008) called layered structures of power in the classroom. Beyond the gendered subjectivity, there is a vision of the space between the "I" and the "You", where an alternative space of enunciation emerges, such as the Third Space (Delgado, 2019). In his study gendered subjectivities were given among the learners in an EFL learning process feel identified with their vision of selves throughout different masculinities or femininities. In Delgado's study (2019), it was clear how subjects can adopt different pre-established discourses, but they could also leave this idea aside to embrace new ones.

Correlated to this, in his study of Femininities and Masculinities construction of EFL

ninth graders, Castillo (2014), highlights how power discourses can enact violent ones. It was

observed and analyzed that between Boys and girls, boys enacted the most "Discourses of

Violence" falling into a male stereotype (Maynard, 2004). These leads to the idea that gender

discourses are predominant in an EFL classroom where we have teenagers as participants. These

discourses have a predominant role in its classroom politics.

If we take a closer look at Castañeda-Peña (2008b), Castillo (2014) and Delgado (2019),

a hegemonic built up of gendered subjectivities can be appreciated. Castañeda-Peña (2008b)

works with early preschoolers, whereas Castillo (2014) and Delgado (2019) have as participants'

young adults and adults. The two latter can agree that these gendered hegemonic discourses, due

to their constant stereotyping can thwart an authentic construction of gendered subjectivities.

According to these authors, these discourses even diminished the EFL students' learning

process.

In both young adults and adult cases, the power exercised was relational (Paechter, 2007)

thus, the level of power within a social fabric such as the school, and the classroom is not the

same for all its participants. Even if in both studies students did not fully speak the language,

language learning, and a second language literacy were vehicles to empower students in unfair

gender conditions, in order to resist to such power (Paechter, 2007).

In contrast to above studies and focusing on gendered subjectivities at early stages, such

as EFL preschoolers, Castañeda-Peña (2008b) analyzed through a Feminist Poststructural

Discourse Analysis (FPDA) how boys seemed to subtly thwart powerful positions earned by

their female members (e.g. girl-teachers and the female EFL teacher, respectively). This would

happen, during whole EFL class or in particular moments. Equally paramount in this finding is the male resistance which would be ignited when girls validate their male peers discourses.

Gabrýs-Barker and Bielska (2013), when addressing the affective dimension of multilingualism, may not hold a post-structural perspective as the one previously described, or a description of gender issues in the classroom as micro-political findings in early stages of education, but she pinpoints something that is common to gendered subjectivities in preschoolers, in accordance with post-structuralist discussions. Since our first years of life, we are subjected to temporary emotions (Gabrýs-Barker & Bielska, 2013). Indeed, we may or may not start recognizing our own feelings and others'. One predominant phase in early stages, is the management of our emotions to relate and to form the self and relate to others (Gabrýs-Barker & Bielska, 2013).

In 2002, Turner also demonstrates how these affective socialization process may influence the way in which children learn a second language in regards to the opportunities they may have in order to acquire such foreign language (Turner, 2002). The classroom set up was pre-assigned by the teacher, so that children were distributed in two gender lines, her female Mandarin-speaking learner was at the girls' table, while the boy was on the other table. The discourses used during these socialization processes were profoundly marked by gendered masculinities and feminities. While girls were characterized by carrying out their tasks in a friendly manner with her female subject, where they even got to the point of entitling themselves as to who was the most popular girl in the group, the boy at the other table did not have the same treatment. The social interactions for carrying out the tasks in their class turned competitive, but with the other boys falling into stereotypical subjectivities (Maynard, 2004) succeeding in every

attempt to diminish Turner's subject, using the power of their first language, Mandarin, to be invisible to the researcher and the teacher.

In this sense, this research aimed to study those in depth visions of the bilingual, and gendered self, without pre-establishing classroom set ups, as the girls and boys would be distributed by random drawings, so that girls and boys would sit down with members of their own gender or different one. Subsequently, it is important to take on board to this discussion, why social positioning compliments this vision of subjectivity as interactive momentaneous positioning based on story lines.

Social-learning positioning into the EFL classroom

Using Andreouli's (2010) perspective on subjectivities, the social representations positioning dynamics between self and those others a whole range of possible subjectivities. The self-image is produced in the course of communication throughout discourse. Inside a classroom, societal discourses emerge, and subjects take positions, or multiple categories that people identify with, as well as a wide range in the meanings they have.

Positioning has a feature that makes of it something unique. According to Davies & Harré (Davies & Harré, 1990; Harré, 2012; Harré et al., 2009), there is a here-and-now quality, where positioning can be seen as a conceptualization of producing subjectivities as we speak. Therefore, when positions are analyzed and participants take upon these positions, the understanding between the social and the psychological self comes to play (Harré et al., 2009).

Social positioning according to Castañeda-Peña (2008b) and Andreouli (2010) is our never ending course of life, where our lives produce constantly and new self-perceptions are born. Inside a classroom, a learner's social status, gender, race, and culture influence the way in

which they position themselves, or are subjected to be positioned by others. This positioning process comes from a social interaction, such as speaking or holding to certain discourses.

When a language learner has communicative exchanges in the foreign language, and is constantly translanguaging as is the case of preschoolers, they fall onto a continuous cycle of shaping and reshaping themselves including ways to manage the social world (Lam, 2000). Within this bilingual discursive process which is individual and collective, using their language codes generate the construction, acquisition and transformation of meaning; as well as understanding the world around them and being within the world (Castañeda, 2008; Tirado and Galvez, 2007). These multiple meaning and understandings may produce specific positions (sets of categories subjects identify with) shaping and reshaping the subject (Andreouli, 2010).

This shaping and reshaping in the classroom is observed in Castañeda (2010) when he demonstrated how power was positioned and placed in preschoolers' discourses. In here, a collective subject either recognized or disapproved of two of the girl-teachers. For instance, when the teacher positioned Lina (one of the students) as the girl-teacher (students assistant who helped the teacher), the students would acknowledge Lina by greeting her as "Hello teacher". It can be seen how the members of the group accepted her the position assigned by the teacher. Whereas Lina was greeted as a teacher, Tereza, did not have the same recognition. When Tereza was called to be the girl-teacher, the group did not greet her but rather clapped as an indication of Tereza's turn as being over. All of these shows, how power, as a social force (Slocum-Bradley, 2009) is a crucial factor in classroom discursive interactions.

One way for understanding even more this social-learning positioning is using Slocum-Bradley's (2009) diamond. She, proposed a diamond where positioning needed to touch many

bases inside a diamond: identities on the one hand, and rights and duties, on the other hand. This translated into the learning process of students has a very strong connection to the rights and duties each learner has as a student and peer and how is subjectivity built through those rights and duties that the learner builds, or that are attributed to him or her. This distinction is useful for understanding and exploring the power dynamics that emerge and the norms in shaping those interactive relations in different parts of a class, and during the interviews.
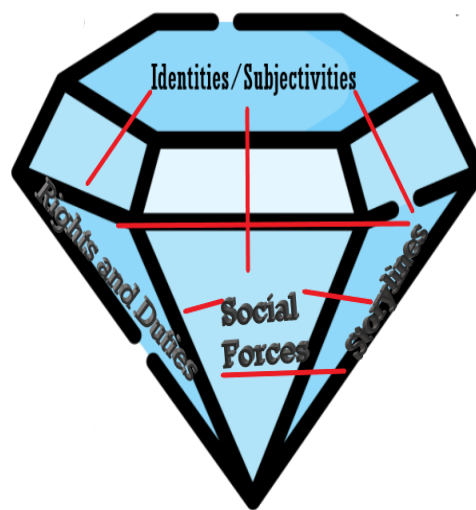
Figure 1 Slocum-Bradley's Positioning Diamond (2009)

The discourse and the constant seek of power from the social and learning perspective come to play in Kayi-Aydar's (2014) research interpretive study. She discovers how the social side of subjectivity and the learning element join. Ahmad one of her subjects in the research, possessed the most fluent level. And, because of this, we would constantly check and validate whether or not his classmates knew the meanings of particular words he used or if they understood what he said. At a social level, DaSilva Iddings(2005) would call this "Developing identities of competence" (DaSilva Iddings, 2005, p. 176). To this research, this is relevant because, these constant struggles have been analyzed in young adults at a school level and

university students, leaving a gap of how this phenomenon might be experienced by children

learning English as a foreign language in early ages (EFL preschoolers).

Going back in time, and bringing up Hollway (1984), the social and the learning

discourses a student uses to position themselves or the others around them, will always have a

unbreakable bond to pre-existent relations to others in the classroom. In an EFL classroom,

Social-learning positioning may hindrance or promote empowerment upon learning English if

students are given a wide range of language and authentic social opportunities (Kayi-Aydar,

2012).

Hence, the importance of providing in those early years, a true transformational literacy

practices experiences, even more for this Colombian context, where there is a need of not only

replicating what he international methodologies and approaches suggests (Kumaravadivelu,

2003) but to make children, in this case EFL Preschoolers more involved in the process of

incorporating their realities and personal practices (Cañas & Ocampo, 2015).

When Participatory Multiliteracy Practices in an EFL Classroom, Subjectivity and positioning
become one

In retrospective, literacy in the second language has come a long way. First we have

Clay's term of emerging literacy. In her study, Mary Clay (1966) observed all the reading and

writing process, from the moment children started school to the moment they used this

knowledge in their school learning. By saying, emergent literacy, this was understood as a

gradual progression of how to master reading and writing (Clay, 1974). It would take some more

years for Clay to discover that through the development of the emergent literacy, children needed

and were exposed to multiple sources such as books, , and learning language.

This is still, a monolingual version of literacy, because it portrays how children engage on their first language literacy processes. This vision is important and relevant, but it is not situated in our context. In the school where this research was carried out, a more monolingual perspective of bilingualism was promoted, where children had to be exposed to as many books, print, and learning language as they could, regardless if these were higher for their level. In fact, it is important to remember the discourses, bilingual schools can engage their communities, reproducing the discourse of being bilingual as learning a foreign language the same way we learn our first.

This is still a common way of taking upon EFL literacy practices. Studies and advances upon Early EFL/ESL Literacy practices is still an emerging topic according to the framework provided by Cañas, Ocampo, et al (2019). To exemplify this better, we can see all of the recent research towards multimodalities of EFL literacy practices in young adults and adults' material, but when looking at the EFL materials available for children to learn English as a foreign or second language, these are not situated in space and context, and can see children as naturally good language learners, because "Little kids are like sponges" (de Mejia, 2002; Bernstein, 2016). And parallel to the constant findings upon the social connections to language learning and early literacy practices in a second language, one can still hear up to this day expressions like the one presented before from different agents and participants involved in the field of early childhood education.

This view of children having a sponge learning only makes this EFL/Second Language literacy practices to fall into monolingual bilingualism (Ismail, 2012). In his study, Ismail (2012) states how the EFL literacy and language practices framed within the communicative approach

can detach even more the use of L1 (first language) in the class by not advocating its use (Ismail, 2012). This, coupled with the existence of elements of a colonised discourse reinforces the propagation of this monolingual fallacy (Ismail, 2012).

For the last three years, the team of Literacies in Second Languages Project (Mora, 2015a), have been drafting a framework directed to contexts like Colombia. This framework would implement conceptual backgrounds from contemporary literacies research studies (Cañas, C., Ocampo, et al.,2019).

This new perspective of Literacies in Second Languages acknowledges personalized literacies into the EFL classroom by saying that they are constituted by in- and out-of-school practices (Cañas, Ocampo, et al., 2019). This idea of having multiple personal literacies, intertwines with the one of having multiple images of the self or subjectivities. Pahl (2007, as cited in Cañas, C., Ocampo, et al., 2019) calls for action by demanding a curriculum permeated by students' voices so that it reflects the connections children make. This voices, these multiple and layered subjectivities, stress the importance task at hand for EFL teachers' community, administrators and other participants involved in bilingual education to concede space for such literacies and design and lead activities where students feel successful and have the opportunity to be active participants in the class (Cañas, C., Ocampo, et al., 2019).

An early example of this is the research carried out by Reyes in 2012. Additionally, Reyes (2012) carried out a community project with at-risk elementary school students in an after school program. In this research college students promoted the awareness of community resources in language education in Bogotá. She integrated those funds of knowledge that students brought from home, which constituted their out-of-school practices (Cañas, C., Ocampo,

et al., 2019) as important elements inside the curriculum. In addition, she pinpoints the strong

bond between linguistic and cultural sources from the community into the EFL classroom.

Mora (2010, as cited in Cañas, C., Ocampo, et al., 2019) explains this relationship, or

continuum arguing that, children distant from adults because they do not compartmentalize their

literacy practices as separate places, but view home and school as rooms of the same apartment

(Mora, 2010, as cited in Cañas, C., Ocampo, et al., 2019). Barrera (2019) could have

misunderstood this notion, in her study with young learners and the impact of teaching

vocabulary. In her research she was the one making connections of those in and outside the

classroom practices and not the children. Even though, the study was successful regarding the

students learning new vocabulary that could be used a context different from the classroom, it

does not mention whether or not children had been forced by her as a teacher-researcher to make

such connection evident or they did this naturally as Mora suggested. Complimentary to this, I

would add that not only children see their literacy practices as one apartment, but also the way

they perceive themselves is very similar to this view.

The previous lines of this theoretical framework provided some discussions and

reflection around subjectivities (Weedon, 1990, 2004, McMara 2019), bilingual subjectivities

(Garret, 2007), gendered subjectivities, social-learning positioning (Davies and Harré, 2001) and

Participatory Multiliteracy Practices in an EFL Classroom (Cañas, C., Ocampo, et al., 2019). The

next section will present the research design paradigm applied for this study as well as describing

in detail the research questions, objectives, participants, context, and instruments, among others.

Chapter III

Research Design

As stated before, this research is concerned about understanding the perceptions from EFL preschoolers about themselves and others during cooperative art-literacy based practices. In order to accomplish this, the following research question was posed. What perceptions do EFL preschoolers hold about themselves and others during cooperative art-literacy based practices? How do students display power relations in the EFL class? Consequently, to understand the perceptions preschoolers can manifest during cooperative work framed in art-literacy based practices, and a more specific one is to describe the multiple layered interrelation of the subjectivities EFL preschoolers portray.

With this in mind, the purpose of this chapter is to present the type of research design and the reasons why it is adequate for the study. I will describe the context and the participants, the instruments and techniques that were applied. The chapter will also define some ethical issues, the expected scope and some possible limitations.

The Qualitative Interpretive Paradigm

This study follows a qualitative interpretive paradigm, in which the study or research is "characterized by a concern for the individual" (Cohen, Manion and Morrison, 2005, p.22). Given the nature of this study, which was to explore and understand individuals' subjectivities, as a researcher, I believe that reality is made of people's subjective experiences of the external world, and that there is a constant knowledge construction of the self, based on such premise. Thus, it can be said that in this type of studies it is understood that only through social constructions such as language, and shared meanings people are able to understand themselves

and their reality (Denzin and Lincoln, 2011). As a result of this, the goal of this paradigm and

this research is to rely on the participants' views of a experience (Denzin and Lincoln, 2011).

According to Larsen-Freeman (1993), this paradigm is defined as "a study in which the

researchers do not set out to test hypotheses, but rather to observe what is present with their

focus, and consequently the data, free to vary during the course of the observation" (p. 11).

Type of Study

Due to the nature of this research, a Qualitative descriptive interpretative study. Creswell

(2009) makes a distinction between qualitative and quantitative research, saying that while the

first approach is framed in terms of using words, the second one is an inquiry into a social or

human problem This one, is based on testing a theory composed of variables, measured with

numbers and analyzed with statistical procedures in order to determine whether some predictions

are still valid. For this this study, the voice of the participants, associated to the phenomenon of

subjectivity, were purely based on what they have to say without any replication of a theory. Due

to this fact, a quantitative approach might limit all those interpretations coming from the data

analysis and what the researcher can add regarding the phenomenon under study.

Then, when adopting a definition of qualitative method for this research, I considered

Creswell's (2012) definition of what a qualitative study is. It represents an inquiry process of

understanding a social or human problem. This understanding process is based on building a

complex, holistic picture, formed with words, reporting detailed views of informants and

conducted in a natural setting. It is also a situated activity, that locates the observer and the

researcher into the world (Denzin & Lincoln, 2005). This connection is given by a series of

interpretations granted from representations of the world such as field notes, interview, conversations, photographs, recordings and memos to the self (Denzin & Lincoln, 2005)

The question and focus of this study is to understand a social phenomenon, such as subjectivity and how is this one perceived. By the use of techniques such as oral interactions and interviews, it can be seen how an approach where there is only one reality, which is definite and can be reflected in numbers (Farooq et al., 2011), is not appropriate for what the study aims for; that is to describe in depth how a construction of learners' identities is developed.

Apart from this, one of the main interests of this type of study is how people interpret their experiences, how they construct their worlds, and from there what meaning or meanings can be attributed to their experiences (Merriam, 2009; Denzin & Lincoln 2005). In this way, a qualitative approach accounts for multiple realities with multiple interpretations.

As stated before, understanding that process of construction and interpretation, opens a gate to multiple realities, and in this social world, individuals' identity plays very vital roles in their development and formation of relationships with themselves and with others. As noted by Norton (2006), most researchers state that identity is constructed by language, and also that it must be understood with respect to larger social processes. And these processes can be disseminated, by interpreting participants' oral interactions, as well as the different ways they can express themselves (visual discourses or artifacts). Therefore, these techniques belong to the qualitative way of approaching the issue.

Subsequently to this, more reasons to why qualitative research is the most appropriate for studying the relationships between oral early literacy practices, cooperative work and identity in preschool have surfaced while deciding the type of study. One of them is that, McCarthey and

Moje (2002) highlight how identity (subjectivity) is a substantial aspect of how humans make sense of the world and their experiences in it. For instance, a qualitative approach that focuses on qualities of the human behavior (Creswell, 2012) can be seen as the base of the present study. The object of such method is not to generalize but to understand and interpret the meanings and intentions that underlie everyday human actions.

As Klein & Myers (1999) state the main principle for carrying out an interpretive research is that knowledge is gained, or at least filtered, through social constructions such as language, consciousness, and shared meanings. In addition to the emphasis on the socially constructed nature of identity (Norton & Toohey, 2011), interpretive research acknowledges the intimate relationship between the researcher and what is being explored, and the situational constraints shaping this process. Since knowledge is gained, it does not predefine dependent or independent variables, does not set out to test hypotheses, but aims to produce an understanding of the social context of the phenomenon and the process whereby the phenomenon influences and is influenced by the social context (Walsham, 1995).

Since this study has a naturalistic spinal cord, where it is acknowledged how the context and participants can evolve and change, then it is important to highlight then how Qualitative interpretive studies emerge from a naturalistic inquiry (Sandelowski, 2010), which signifies a commitment to studying something in its natural state to the extent that it is possible within the context of the research (Lambert & Lambert, 2012). Thus, there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon.

Data Collection Methods

In order to collect the data needed for answering these study's research questions: What perceptions do EFL preschoolers hold about themselves and others during cooperative art-literacy based practices? and, How do students display power relations in the EFL class? and accomplish its objectives: To understand the perceptions preschoolers express about themselves and others during cooperative work framed in art-literacy based practices and, to describe the multiple layered interrelation of the subjectivities EFL preschoolers portray, the data collection instruments used in this study are described below.

Video transcriptions of preschoolers' classroom interaction and conversations. This instrument is placed within the observational methods since it will go along with the field notes. It was named after the class interactions, where little discussions, or exchanges among teacher-students, students-teacher take place (Penn-Edwards, 2004). It will be taken from the verbatim transcriptions from the audio or video recordings taken during the course of the research (Penn-Edwards, 2004). The purpose behind this instrument is to see how students will express their perceptions through participation in different activities whenever cooperative learning is not being implemented. Transcriptions helped the study and I, the researcher to broaden the perspective upon the positioning process and how it was displayed in the classroom.

The use of video in this research enabled more spontaneous and transitory actions to be articulated and related to other parts of the triangulation process. In the qualitative arena, having video as an extra data collection method could be considered complementary because the events recorded there are rarely under the researcher's direction (Penn-Edwards, 2004). The recording

and analysing of such information need to be considered within a general understanding of human nature and behaviour.

Granted that students may have restricted opportunities to participate in the dynamic of the class (Tuan & Nhu, 2010), this kind of method provided wider perspectives upon power relationships and how they might affect that social and learning positioning, as well as validating some codes and memoing from the data analysis phase. Teaching according to Brown (2001) is a shared-relationship job that involves the participation from many actors. Then the teacher talk should not lodge the class flow; otherwise, students would not be given enough opportunity to express themselves and participate of their learning process actively.

The excerpt below shows an Oral Class Interaction. In here we can see how Juan Jose leads the discussion of "If I have a family just consisting of 1 grandmother, and a sister, is that a family?" For contextualizing this excerpt, it is important to highlight that the goal in this lesson was to make students understand how diverse types of families exist and how all of them are composed differently.

Teacher: If I have a family just consisting of 1 grandmother, and a sister, is that a family? For you

Juan Jose: Me parece que si porque la abuela podría cuidar a sister, like being nice to each other.

Teacher: (even if Juan jose keeps on talking she cuts him) Very Good! Guys, what is the most important thing

Juan Jose: por que la familia es mas grande que toda. La familia mas grande la mama, el papa, el abuelo

Sebas Keith: El tio

Juanita: la mama

Teacher: Yes Juanjo, this might not be a big family but

Class altogether: A small family

Teacher: Ari (to Ariadna) Ari, what do you think. If I have a family consisting of say… 1 sister and 1 brother, is it a family?

Figure 3. Excerpt from Oral Class Interaction 01, May 8th 2016

As appreciated in this excerpt (which was a first piloting of the instrument), we can observe how Juan Jose is supported by Sebas and Juanita. He identifies that families are different in size and how they are composed. Besides this, some positioning and perceptions of self emerges as well, Taking Care of the others is what constitutes a family for him; its main value.

Even if this is not a complete data analysis, and the instrument is in its piloting stage, this instrument allows the research to search for alternate classroom events, and not just the ones that occur in cooperative interactions. It will help the development of the study as it supports alternative explanations to the phenomena, which is subjectivities.

Semi-Structured Interviews. DeMarrais (2004) defines an interview as the process in which a researcher and participant engage in a conversation with a purpose, where specific questions are asked and related to the research study. These preschoolers might not be engaged either in the oral class interaction recorded in the videos, and by interviewing them, as a researcher I was able to account for their voices and give equal participation into the study.

By using semi-structured interviews, I incorporated both open-ended and some more questions driven from theory and memoing from students' videos and artifacts (Galetta, 2012). Such questions, were made in a protocol like the one below.

Interview Protocol 1

Segment One: Opening Narrative

1. *Building Rapport*
✓ How are you _____?
✓ How are you feeling today? Why are you feeling this way?
✓ _____ Thanks for participating in this chat. It is very important for me to understand how you are feeling in class.

2. *Addressing the Artifact*
✓ I really like what you did with _____ in class today.
✓ What was it? Can you explain it?
✓ Do you remember what you had to do with this today? This was a lesson of what you liked the most of working in teams today

Segment Two: Questions of Greater Specificity

1. *Drawing onto feelings and perceptions*
✓ Let's talk about how you felt during this activity
✓ What part of working on this activity did you like the most? Why?
✓ How would you describe your work with _____?
✓ Can you remember some of the rules for working in teams?
✓ What happened when you worked together?
✓ This really called my attention. Do you remember what happened when you drew it/ how you felt when you drew it/ what did you remember when you drew it?
✓ In what ways you and _____ pay attention to what each other say and respected your ideas on this activity?
✓ What do you think about how the activity went today?
✓ What did you learn today from working with _____?

Final Segment

1. *Other Comments, Thoughts, Reflections*
Is there anything else _____ you would like to say to me about what we talked before you go?

Figure. Sample of the interview protocol

It is relevant to say that for the interviews in children among four and five, the researchers need to have a rapport and be patient. Questions were rephrased many times and switched into Spanish so that essential information from the participant and was not lost, as well of ensuring an environment where they could feel comfortable.

This instrument helped the research in terms of exploring those depictions of positioning along with the perceptions that were not directly observed in the video verbatim transcriptions. It is then, the most important method in the design of this research. Sometimes, we cannot observe feelings, thoughts, and intentions (Patton, 2002). In fact, we cannot observe either behaviors in class that took place at some previous point in time. This also includes situations that might be precluded by an observer even if she is the participant (Patton, 2002). Be that as it may, the purpose of interviewing, then, is to allow us to enter into the other person's perspective (DeMarrais, 2004).

Students' artifacts. Artifacts are those objects in the environment differentiated from documents that represent some form of communication (e.g., official records, newspapers, diaries). Documents can include just about anything in existence prior to this research (Merriam, 2009). Hodder (2003) embraces artifacts and written texts as endured over time as "muted evidence" in the study of culture. "Such evidence, unlike the spoken word, endures physically and thus can be separated across space and time from its author. Due to the fact that this research will be carried out with four and five year olds, then physical traces can usually be measured. They are most often suited for obtaining information on the incidence and frequency of behavior (Merriam, 2009).

In this research, artifacts were constituted by students' art-literacy work based on some class activities from the instructional design. In total, there were four students' cooperative activites were collected; and seven stories represented through drawing were added. These artifacts were the source to make some preliminary observations through memoing on how the participants could perceive themselves inside a group, as individuals and in the English class.

Now that all the data collection methods and instruments have been introduced, the context and participants to this study will be explained.

Piloting

This stage was key, because questions and the language managed with the participants had to be clear an non biased towards things that I may wanted to hear, but to have as much of their tru voices as possible. This previous test assisted me in determining if there are any gaps limitations, or other feebleness elements in the interview protocols. All this allowed me as a researcher to be critical upon my work and make necessary revisions prior to the implementation of the study (Kvale, 2007).

I considered for this stage some of McNamara elements for developing questions, since McNamara (2009) suggests several recommendations for creating effective research questions. These elements are

a) Open-ended wording that elicit participants true voice.

b) Questions must stay as neutral as possible and the interviewer needs to avoid wording that influences answers.

c) One question should be asked at a time.

d) To inquire upon some of the answers, the interviewer needs to be careful asking with why questions because they can lead to biased answers.

For the age of the participants, I found these elements more as precepts I would always checked to be critical upon those weaknesses in my protocol. In accordance with the research, they reminded me of my goal of not interpreting while interviewing and asking, because this is something which happened during the piloting stage which I recorded and analyzed after.

Context of the Study

The context where this research study will be held is a private bilingual school in the north of Bogota, Colombia. It is ranked among the top ten bilingual schools in the country. During its institutional career, it has gained the place within the first positions in the school's rankings from the Ministry of Education in Colombia. The families that attend the school belong to 4, 5, 6 and even 7 strata. In the preschool section, which was the specific place where the study is intended to be carried out, the institution is known for supporting struggling learners within all their group age ranges, as well as having a big team of phono-audiologist and occupational therapists, in order to back up children's learning processes.

In addition to these school characteristics, they also work hand in hand with Cambridge International Examinations Curriculum (for teaching English, Science and Mathematics), starting from prekinder up to eleventh grade. However, the curriculum documents just cover from transition to eleventh grade. Therefore, teachers from kinder and prekinder adapt the milestones achieved in transition, for prekinder students and kinder in order to have a full coverage of the curriculum.

Sampling technique and Participants

Participants of this research study were prekinder children, whose ages raged between four and five. The group where I was the homeroom teacher as well as their English teacher was composed of eleven boys and eight girls. Out of the eighteen only fifteen students and their families agreed to be video recorded and possibly interviewed.

For the sampling of this research Simple Random sampling was used. This type of sampling was selected because each participant of the study is equally likely to be selected (Cohen, Manion and Morrison, 2005). For this study, I drew the names of the participants from a box until I reached seven names. According to Cohen, Manion and Morrison (2005), one hindrance coming from this strategy was having all the names of the participants ready, but this was not the case.

Ethical Issues

Patton (2002) pinpoints that to a large extent, the validity and reliability of a study depend upon the ethics of the investigator. He also identifies the credibility of the researcher along with rigorous methods and "a fundamental appreciation" of qualitative inquiry as three essential components to ensure the credibility of qualitative research.

This study is no exception to this qualitative principle. At first, some constraints were faced, due to the fact that the school principal was worried about having such little children being recorded in audio and video. It was explained to her how in the project only the transcriptions would appear and no images containing the children's face. Nowadays in Colombia, there are laws where children are completely protected against these types of publications.

I thought at first, the school would not let me continue with my research there, but in the end they approved my consent form format and I could send it to parents (see Appendix A). Merriam (2009) and Patton (2002) highlight how the protection of subjects from harm, the right to privacy, the notion of informed consent, need to be considered ahead of time, but once in the field issues have to be resolved as they arise. It is clear for me that these ethical dilemmas depend not upon a set of general pre-established guidelines but upon the investigator's own sensitivity and values (Merriam, 2009).

With all these being said, I did my best effort in order to explain the type of data that will be collected. Now, in the next chapter, the instructional design will be presented.

Chapter IV

Instructional Design

This research aims at understanding and unveiling those perceptions of themselves and others of a group of preschoolers during cooperative work framed in art-literacy based practices. I describe the multiple layered interrelation of the subjectivities EFL preschoolers portray. In order to serve these two goals, I created a pedagogical intervention following an adaptation of three fronts: The Flipped Classroom (FLIP), Task-based Learning (TBL) and Art-Based Literacy activities (ABL) along with some cooperative learning elements.

Due to the approaches which were used this instructional design stands in the social constructivist paradigm. Social constructivism sees the knowledge and understandings of the world as those relations connected by individuals (Amineh &Asl, 2015). It is believed that both understanding, and meaning are developed and constructed with other human beings.

This chapter presents the vision of education or classroom, the vision of language, the vision of learning. In addition to this, this chapter provides a description of the objectives and the specified tasks of this pedagogical intervention, as well as the activities, and an explanation of Art-Based Literacy.

Vision of the Classroom

This research study poses a vision of the classroom as a space of constant construction of multiple realities (Leeds-Hurwitz, 2009). Teachers and learners collaborate in multiple directions in order to explore understandings of the world and collaborate among them (Wells, 2000).

Thus, both students and teachers are viewed as active agents in the co-construction of knowledge. The class and the education must be personally meaningful to students, where

meaning negotiation is shared with students and among students (Wood et al, 1995). There are usually activities such as class discussion and cooperative spaces (Wood et al, 1995).

This means that, by learning in its own right, students will be able to switch from mother tongue to target language, and I will not force them to use just English in order to express what they think about the discussion, or the activity we are at, because that would be a diminishing technique, contradictory to the vision of language stated before.

Vision of the Language

This study, rather than viewing language as a tool for representing an already given world, views it as central to understanding ourselves (Morgan, 1994). Davies and Harré explain in their view of language in positioning, explain how it becomes sometimes socially real (Davies and Harré, 1990). Lewis (1993), also adds onto this perception by saying that the language we use helps other people and ourselves to understand who we are in the world.

In this research study, students used English in order to create a stories and an art-based text in which they could express themselves, by making drawings and symbols of th understandings of the activities and the classes. Multimodality can explain this, because art-based is one of the multimodalities which focuses on other ways of representing reality. It has visual aspects of meaning-making, while they are becoming more skillful in the traditional writing.

The knowledge and use of language then should take care of dimensions such as the visual, the gestural, the spatial and the communicative (Heberle, 2010). Through drawing, children are able to have a permanent and tangible record of their thoughts (Narey, 2008). Drawing is also considered to be first efforts at abstracting language (Matthews, 1999). The

drawings children chose to do were never examined but rather made part of a reflection process where there was a constructive aspect (Ferreira, 1991); these included what preschooler wanted to represent and the means they use to introduce differentiations in it.

In this sense, the view of language in this instructional does not see it as a group of structures attached to a meaning (Saussure's signifier – signified relationship) but as something situated in the cultural and social dimension (Baynham, 1995).

Vision of the Learning

This research study believes learning is a socio-culturally situated practice (Vygotsky, 1978). Social interaction processes are a key factor to learning. Then, social interaction in this study was intended to occur as students developed cooperative work. Learning then is fixed in particular social and cultural contexts (Resnick et al., 1991).

From the Ann Brown of Community of Learners principles (1994), I adopted some in order to always have a clear horizon for this instructional platform. These principles were

- Learning should be active, strategic and purposeful.

- The lesson should always lead to inquiring from students

- All participants own certain expertise their voices should be valued.

- Collaborative learning creates an atmosphere of joint responsibility, mutual respect (adapted from Brown, 1994).

The vision of learning can be seen as eclectic because it draws onto multiple premises, and many methods and approaches are found under its umbrella. There is an awareness of the

effects the activities and the lessons can have at micro and macro social contexts in the future, and the internal construction of self.

Children bring from home and the world outside the classroom personal prior knowledge. This knowledge affects the involvement with the learning itself, because not only they learn through their interpersonal exchanges but also with the multimodal tools provided in the activities (Crafton et al., 2007)

The Role of Art-Based Literacy Practices within this intervention

Prewriting activities usually center around finding a picture, or connecting the picture to a word, which is somehow still abstract for child in early years (Olshansky, 1995). This type of literacy involves "image-weaving." (Olshansky, 1995). Olshansky uses the term weaving, as children individually or collaboratively weave together discovered images they draw to create a story line, which they will later talk about. They begin to weave a story from their ideas. After children rehearse with the materials and textures, they start making an oral storyline, which they will tell their teacher about (this protocol ended up in the resulting interviews).

The final product besides the group work, and the mini storylines of each child was a collaborative work using spoons (action-painting)

Pedagogical Intervention

This pedagogical intervention was designed so that the children who participated in this study were able to develop some tasks related to their class topic (family), but which involved participants to demonstrate how they faced complex issues (issues that can arise at their ages), and think critically about them. They were able to respond by using the Sketch to Stretch (Harste et al.,1988) as a strategy to symbolize their understanding of a story or express themselves through it. As their unique visual representations are discussed in their groups and then shared in class, then they felt they had a particular perspective, and a voice which was accounted for. This process contributed to have an environment with a constant meaning-making process.

This intervention represented a Unit at school, which meant 7 hours of class in 3 weeks using the activities proposed and the two tasks. Additionally, as a final product, they were able to agree upon a desired individual imagined space where they would like to live together, such space was created using the task based approach and some flipped classroom sessions which helped in the management of the multiple activities going on in class.

The following were the learning goals which guided this pedagogical intervention:

- To read a range of wordless books, in which students are exposed to drawing as a multimodal way of writing.

- To promote ways in which children can be writers of their own understandings and stories by using drawings for making meanings of their families, their group and themselves

- To create an imagined living space in which the whole group participates and share their family, group and own understanding.

Below the reader will find the detailed task based stages along with the proposed activities

Unit Title: How are the members of a family different? Theme: My Family and Me Grade: Prekinder
Stage 1 - Desired Outcomes

Established School Goals:

1. Understands the composition of a family and the wide range and variety that there exists.
2. Understands the benefits of the differences among members of our family.
3. Understands the relationship when listening to a story between what it's being told and the pictures of the story.
4. Understands and develops and efficient pencil grip for coloring and tracing.

Understandings:		**Essential Questions:**	Q
Students will understand that…	U	Who are the members in my family? How are the members in my family different? How do I act when someone acts different than me?	
There are different types of families and all are different. We need to choose wisely the type of food we are eating.			
* What specific understandings about them are desired?			

* What misunderstandings are predictable?			
Students will know . . .	**K**		
Students will use the vocabulary related to members of the family to say how their families are compound. Students will describe their family members using basic adjectives of physical appearance. Students will know how to follow a story by listening to it while looking at the pictures that describe that action. Students will discriminate the sounds of the initial phoneme letters and will identify them on the spot when listening to them in a rhyme, chant, poem or story. **(What key knowledge and skills will students acquire as a result of this unit?)**			**S**
What should they eventually be able to do as a result of such knowledge and skill? Students will be able to say, when talking about themselves and who they are Who are their family members and what do they look like. Students will share opinions of the differences in their families and how inside their families they solve issues together.			

Stage 2 - Assessment Evidence

Performance Tasks:		**T**	**Other Evidence:**	**OE**
Through what authentic performance tasks will students demonstrate the desired understandings? By activities that involve drama, by chant, songs, videos and stories.			***Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?*** Through the creation of a mini book that talks about who their family members are and how they feed themselves at home (are they choosing a healthy option over an unhealthy one)	
* By what criteria will performances of understanding be judged?			* How will students reflect upon on self-assess their learning?	

Stage 3 - Learning Plan

Learning Activities:						**L**
What learning experiences and instruction will enable students to achieve the desired results?						
	How will the design					
W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?						
H = Hook all students, and Hold their interest?						
E = Equip students, help them Experience the key ideas and Explore the issue?						
R = Provide opportunities to Rethink and Revise their understandings and work?						
E = Allow students to Evaluate their work and its implications?						

| T = be Tailored (personalized) to the different needs, interests, and abilities of learners? |
| O = Be Organized to maximize initial and sustained engagement as well as effective learning? |

Exploration Stage (PRE-TASK)
Hour 1:
✔ Students will learn the song of the Finger Family and act it out using their own fingers but painted.
✔ Previous to this activity, students will be asked to bring to school beforehand a picture of their family. With the picture students will be asked to observe who is in their family
✔ Students will be assessed initially on how much vocabulary they know about the family.
✔ Now Students will be asked to compare their picture with the picture of their students' book (pg. 59), the cover unit picture, and to spot some differences, This will be done by tables.
✔ They will discuss what makes their families different from the one in the picture.
✔ All together: Students will say to the rest of the group what they could spot.

Exploration Stage (PRE-TASK)
Hour 2:
Students will listen to the story from the website https://www.uniteforliteracy.com/ , a story on how families eat all around the world, so that they can know that in every country there are different families and different gastronomy traditions.

While reading they will identify some family members along with some similarities or differences.

What language do they think these families speak.

Transition activity: Song of the family

Hour 3:
Daily routine and warm up with the song of the Fingers Family (this will be done by tables)
Using the Phonics Song Chart, they will learn all about the /f/ initial sound, and they will say words that they now with this sound (ex, family)
Students will be set up in pairs in order to read a wordless book together. They will take turns for reading the book aloud Students will present their book interpretation to other tables (active learning mixing group technique)

As a closing activity students will make a REFLECTIVE drawing of what they thought of working with someone different.

Hour 4:
Daily routine and warm up with the song of "Show me one"
In order to assess students' knowledge on numbers, they will be asked the question how many are in your family, using their family picture (these pictures will be displayed on a classroom corner so students can move in the classroom count as quickly as they can and then give an answer)
After this, students will be set up in pairs and one of them will play a roles game. Teacher will explain that one of them is going to be a celebrity (but based on what they want to be when they grow up), and the other member in the pair will ask the questions
The questions are:
What is our name? | What do you do?| Who is in your family?| How many are in your family?
For this activity some students will be asked to make a microphone in order to act out this little role game.
Hour 5:
Daily routine and warm up with the song of "Show me one"
Students will make on their students book page 62, based on the counting activity they did last time.
Students will make a drawing of their family, just the people they are living with right now in order to make the first page of their mini books.

Hour 6
Daily routine and warm up with the song of "10 Little Monkeys". Students will act out the song of the little monkeys by tables.
After acting out the song, students and teacher will talk about the rules at home. When are mom and daddy angry with them and how do they feel when they are corrected.
In groups, by tables, 1 students will use some flashcard given by the teacher. They choose a flashcard

Chapter V

Data Analysis

As it has been explored in previous chapters, the research question of this study revolves around the perceptions of themselves and others that EFL preschoolers may have about themselves and other peers and even people involved in their learning process. As for the objectives of the study, the first and general objective is to understand the perceptions preschoolers can manifest during cooperative work framed in art-literacy based practices. A more specific objective is to describe the multiple layered interrelations of the subjectivities EFL preschoolers portray. Some principles from the Grounded Theory Methodology (see below) have been used approach the data.

Initially, I present a brief description of the elements used in the analysis of this study, this was Grounded Theory (from now referred as GT) and how the data were managed and analyzed through open coding, axial coding and selective coding.

Grounded Theory for the Analysis Framework

When looking into the many and varied possibilities for analyzing the data in the research, Grounded Theory (from now on GT) emerges as an analytic method used to understand how and what subjectivities were constructed in the early stages of childhood when children worked cooperatively. Since subjectivity involves knowing the children's perceptions within the class, GT then provides useful tools to learn about individuals' perceptions and feelings regarding a particular subject area, in this case subjectivity.

Strauss and Corbin (1998) argued that there was a need for a method that would allow them to move from data to theory, so that new theories could be developed. These theories

should be specific to the context in which they had been developed, and since this study is situated in regards to the context and the participants, then it serves the purpose of it. Data is 'grounded' because it does not validate categories, or variables from pre-existing theories (Strauss & Corbin, 1998). And this is a point that is strong for this research, since there have been studies about subjectivities and identities done to teens, and adults, but the theory or findings cannot apply the same way to a population with specific characteristics as this one, due to their developmental age stage and other factors that influence the way the study was conducted and the processes held.

Grounded theory in this study involved the progressive identification of codes throughout the different sources of data, which will lead to future categories of meaning from data (Strauss & Corbin 1990, 1998, Charmaz, 2005). It also involved category identification and integration, as the method and how its product is transformed into theory. For this study, GT provided guidelines on how to identify categories, how to make links between categories, and how to establish relationships between them (Strauss & Corbin 1990, 1998, Charmaz, 2005)

The fact that we can validate those patterns and codes that emerge from the data Grounded theory as theory is the end-product of this process; it provides us with an explanatory framework with which to understand the phenomenon under investigation. To identify, refine and integrate categories, and ultimately to develop theory, this study takes grounded theory elements and key strategies, including constant comparative analysis, open coding, focused coding, and some preliminary theorizing of those codes and patterns.

According to what has been said, the stages that were applied will be explained, such stages were open coding, axial coding, selective coding and theorizing.

Data Management Strategies

Organizing and analyzing data is a rigorous and cyclical endeavor that requires careful consideration. As the researcher, it was relevant to make sense and reflect on the emerging information in order to answer the research question. When researchers have data systematically organized they will be able to guarantee the patterns, commonalities and relationships that will help us unveil a bigger relationship among those patterns (Lankshear and Knobel, 2004). Hence, it is relevant to describe the data organization process of this study.

In order to uncover some patterns, and develop concepts, during the process of transcribing simultaneously with the artifacts, then all texts were opened up line by line in order to expose thoughts, ideas, and meanings contained therein (Strauss and Corbin, 1990), as shown in figure 1 of this chapter.

28	Jose R:	Juan Jo. Dice que toma jugo no natural. Eso no es healthy	Holder of knowledge
29	Teacher:	mmm.. (she is interrupted by Juan Jo)	
30	Juan Jo:	Very good Jose. Ves Ana, I don't eat healthy (makes a gesture of winner and highs five with Jose R)	apprizing peer suport
31	Ana:	Pero is 1 food, solo the juice. Yogurt, pancito are healthy. Por eso comes healthy.	demanding attention
32		More healthy 2 foods, less unhealthy 1 food	
33	Teacher:	Juan Jo and Jose, Ana has a point.	
34	Juanita:	I say los mismo que Ana	supporting female peer
35	Teacher:	Juani, you can say better "I agree with Ana"	
36	Juanita:	I agree with Ana. She wins! (she make a efiant gesture to Juan Jose and Jose R)	competing against male peers
37	Teacher:	We are not in a competition	
38	Juanita:	Miss, somos boys vs girls always. Somos muy competitivos	showing gender prejudice
39	Teacher:	Ay Juani, Juani!	
40		OK, let's continue	
41	Juan Pa:	Ay si, porque no vamos a hacer nada, y como always Juana y Juan Jose se van a agarrar de las mechas	highlighting peers behaviour

Figure 1. Class Interaction (CI) from video recording 003, lines 28 to 41. This figure illustrates how the open coding procedure was done.

All the data collected for this research was paper based (students' artifacts) and digital (fourteen students semi-structured interviews and two videos of the classes were key activities in the pedagogical intervention took place). For the physical data, that is to say the artifacts and the

work children did during the pedagogical intervention, I categorized it by activity, and then

pictures were taken in order to be archived into .jpg files. After this I named each artifact file

with the child's nickname and the activity. For instance, the file *Art01-Act01-Juanita* contained

the first artifact Juanita did, and this artifact would go along with the interview track *Semi-

structured interview 001-art01-Juanita*.

In this research, this step was very important since is a first approach to the raw data. The

data excerpts are broken down into discrete parts, closely examined, and compared for

similarities and differences (Strauss and Corbin, 1990). In this stage, fourteen semi-structured

interviews, each one of five to ten minutes was recorded and transcribed with seven students who

were selected by simple random sampling.

First, I transcribed the interview into a Word document and then I pasted once more these

interviews onto an additional excel file to have the process of numbering the lines in a more

practical way (Nunan, 1998). After copying onto an excel file there were two rows created open

coding 1 and open coding because in the same line we could find two codes related but not

equal. I started identifying central arguments and emerging patterns that were helpful in order to

understand those perceptions EFL preschooler were holding onto through their symbolic writing

and while they interacted with a peer in class time. By the end of the exercise, there was a total

of sixty open codes that were constantly compared and complemented with memos annotations.

On this stage of data coding I would constantly go over the data and have some

theoretical memoing writing based on initial notes with general personal comments and reactions

to what the data were telling me. This was an inductive process, where I would always go back

and forth to discover patterns and actions meaningful for answering the research question

It could be found within the emerging names or codes, a strong connection between roles children take in the classroom, funds of knowledge coming from family values and family language, some characteristics of how they relate to each other while working in groups, or referring to a peer that they perceived as having the power. As for the artifacts, the analysis treatment was hand in hand with the interviews. By using memos within the documents where the coding was taking place, I was able to record some developing ideas about the open codes and their possible interconnections, and even these would be useful by the time I was preparing for the semi-structured interviews with the participants (Glaser, 1998). Memos, they were rather my interpretation, my reflection of my thinking processes rather than a description of the context itself.

As a researcher, I felt for the purpose of the study, and because children produce iconic and art based writing that there was a need to decipher what those pictures entailed emotionally for the children. Memo-writing and reflections were written to serve that purpose, and help me understand their responses or mark them as not related to my previous memo notes, because they would say something completely different to what I thought. Due to the nature of the study, children's voices are the ones who should unveil how their subjectivities took place, in that sense methodological triangulation was key to this analysis.

Drawing is indeed an individual expression, but it can also be a communicative tool that tends to recount far more things to the reader than language (Farokhi, M., & Hashemi, M., 2011). When children have not reached yet a traditional linguistic repertoire they have drawing and arts as symbolic communication methods.
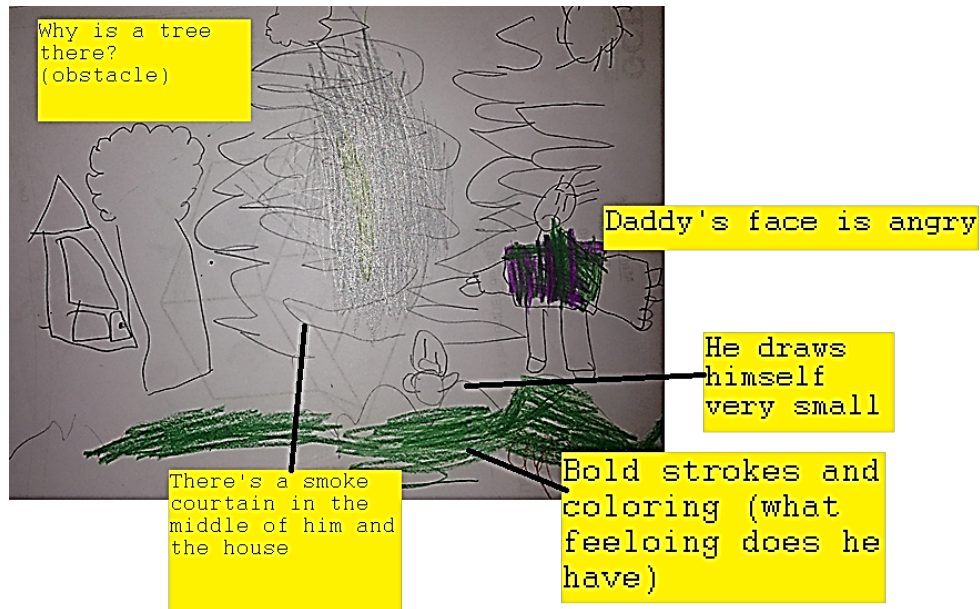
Figure 2. Juan Jo's Artifact, first exercise at deciphering some meaning of his drawing.

This figure illustrates some memowriting

Axial Coding

From the patterns that appeared during the open coding process of the transcriptions of the semi-structured interviews as well as the artifacts, some relationships emerged among them. These relationships help into the understanding of the actions that took place, and those relations help into the storyline of the selective coding.

This step previously described is the axial coding. In this stage, I undertake the open coding categories and aim to identify which of this codes could be the central phenomenon (Creswell 200, Charmaz, 2010). It is a constant comparison, where categories of information are connected and related to the central phenomenon category (Strauss & Corbin, 1990).

When looking for core categories in the axial coding stage, it was very important to establish core variables or categories that can become central and are relatable to many others and their properties (Holton in Bryant & Charmaz, 2010). The core variable occurs frequently in

the data and comes to be seen as a stable pattern that is increasingly related to other variables. In

this study there were five core variables born from connecting and comparing the data gathered

in the interviews, the videos and the artifacts. These core codes gathered and connected with

other open codes in the initial stage. This was very important because they could give more

relevance and explanatory power to this study (Glaser & Holton, 2004). In the figure below, an

example of the open codes and their axial codes are shown in two different ways. The first one

with no relationship network and the second one showing what may have caused this

phenomenon, what strategies or actions children employed in order to carry it out and what

consequences resulted from these strategies (Creswell 2007; Charmaz, 2010; Strauss & Corbin,
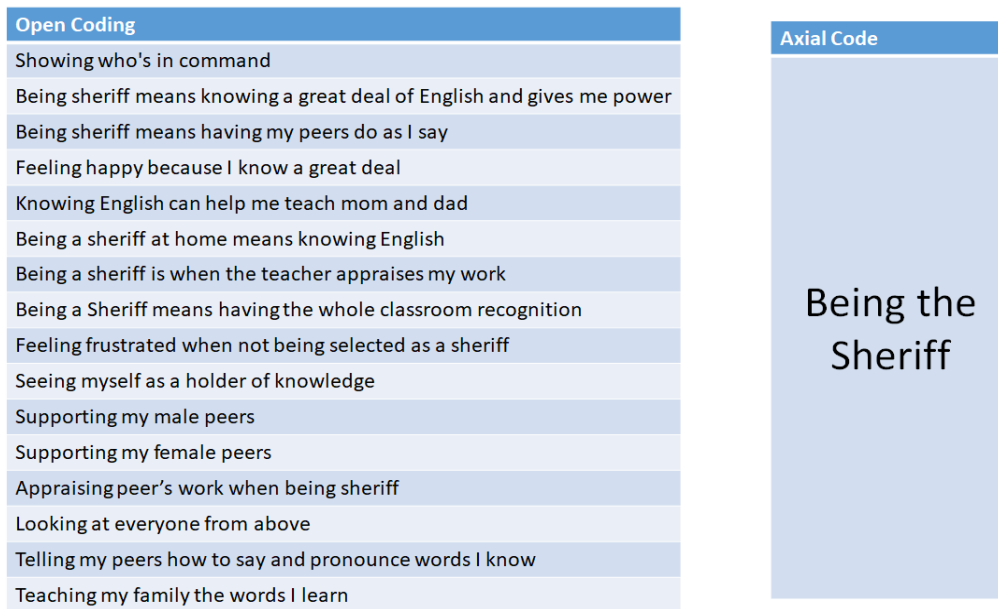
1990)

Open Coding
Showing who's in command
Being sheriff means knowing a great deal of English and gives me power
Being sheriff means having my peers do as I say
Feeling happy because I know a great deal
Knowing English can help me teach mom and dad
Being a sheriff at home means knowing English
Being a sheriff is when the teacher appraises my work
Being a Sheriff means having the whole classroom recognition
Feeling frustrated when not being selected as a sheriff
Seeing myself as a holder of knowledge
Supporting my male peers
Supporting my female peers
Appraising peer's work when being sheriff
Looking at everyone from above
Telling my peers how to say and pronounce words I know
Teaching my family the words I learn

Axial Code
Being the Sheriff

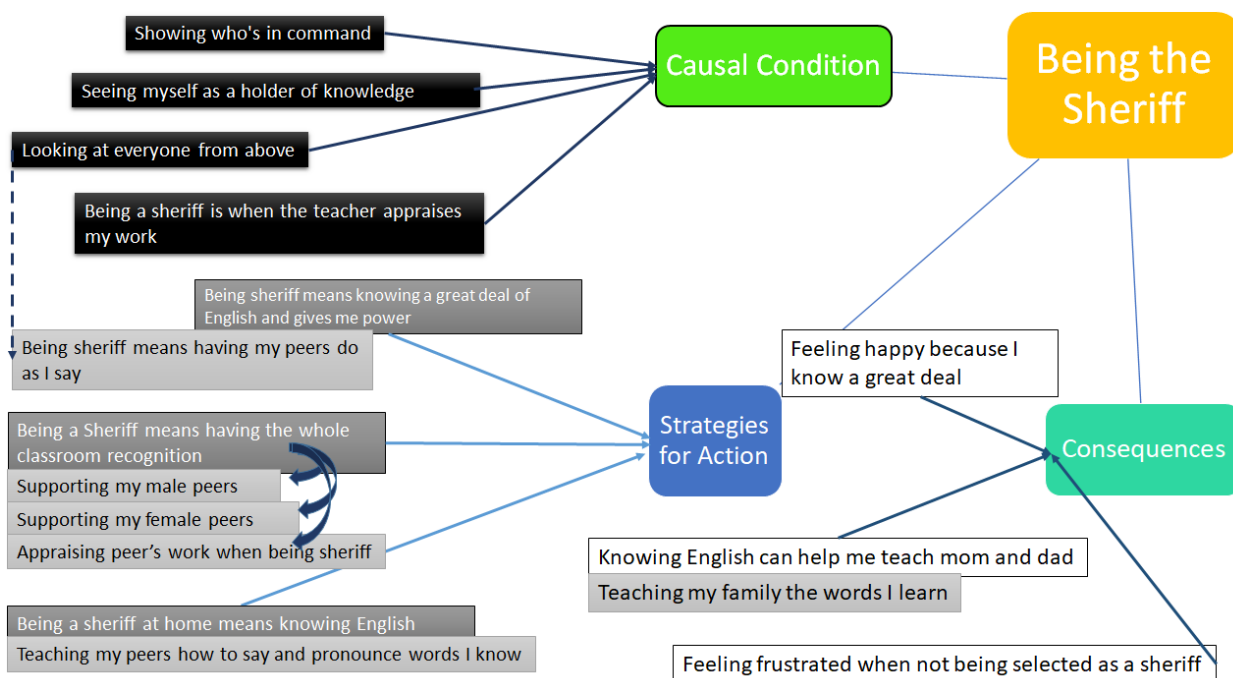*Figure 3. Axial coding without relationships*

Figure 3. Axial code with causal conditions, strategies and consequences.

Selective Coding

The final stage after discovering correlations and connections was selective coding, in which the researcher develops some statements and story lines that interrelate the categories by assembling a story that describes the interrelationship of categories in the model (Creswell, 2007). This theory, elaborated by the researcher, is articulated toward the end of a study and can assume several forms, such as a narrative statement (Strauss & Corbin, 1990), a visual picture (Morrow & Smith, 1995), or a series of hypotheses or propositions (Creswell & Brown, 1992).

Findings

After describing the process of data management and the coding stages, I will present the categories that emerged after the selective coding and the constant comparative analysis. Below, I describe the resulting categories derived from the data analysis (semi-structured interviews,

artifacts and some video excerpts with annotations) in order to better elucidate them in relation to the research question.

Research Question	Categories	Subcategories
What perceptions do EFL preschoolers hold about themselves and others during cooperative art-literacy based practices?	Racing to be the Class Sheriff, a figure to look up to.	• Being the Sheriff as looking from above. • Being the sheriff as supporting the other.
How do students display power relations in the EFL class?	I'm a Gentleman and I'm a Lady so what?	

Category one: Racing to be the Class Sheriff, a figure to look up to

This category unveils a rooted perception in the classroom children had regarding the Class sheriff as a figure of power, and authority. This role is complex because children had a mixed perception of it. They saw it and perceive as the replacement of a lesser and authoritarian teacher in the class who would give support, but also as someone in class who serve as an authority and told them what to do. This is relevant because it is not the first time that the teacher figure in the classroom is grasped in these two ways: as a supporter and, at times, as someone who holds power and authority in the class.

Castañeda-Peña (2008) discusses how the discursive construction of teacher-like has an impact on girl-teachers' discourses, and this case has a new finding regarding this discourse interaction. In the case of the present research, both boys and girls engaged in this teacher-like

talking discourses that had a purpose of thwarting power from peers or just giving support to both females and males in class (excerpt 01).

Excerpt 01

35	Carlitos: No Miss, Juanita is the sheriff, I someday. Pero en casa si lo soy, mis papás dicen que aprendo rápido.
36	Interviewer: Pero si eres Sheriff, por qué no lo eres aquí, aquí todos podemos ser sheriff.
37	Carlitos: Miss, my dear miss, my dear children. You not listen, I listen to my rules, listen to my rules, listen to my rules (he sings the song for following the rules)
38	Interviewer: Carlitos....
39	Carlitos: HAHAHAHAHA, miss te ries, si es chistoso
40	(both laugh a little)

Semi -structured interview Carlitos 001, October 2016

In here, Carlitos somehow imitates the teacher's (interviewer and also researcher here) language and talk, in order to let her know she has committed a mistake in her statement about, how everyone can be a sheriff and he even sings the song of the rules. He was positioning as a momentary teacher correcting the interviewer by using phrases I would normally use in class time. In other words, subjectivities can position in regards to social representations, since people make sense of themselves and their world by drawing on and reconstructing on social representations (Duveen, 1993, 2001; Duveen & Lloyd, 1986, 1990). This is strongly related to Piaget's (1995) distinction between symmetric and asymmetric social relations (cooperation and constraint). Carlitos would constantly talk in this manner whenever he encountered a classmate who would be wrong about something related to the class or the activity, and his peers would accept this. From a Foucault's (1983) perspective, power is inherent to humans, and is everywhere. It is a collective consciousness which internalizes within us by constructing a sense of the power of the other as a fundamental element to the sense of ourselves.

This complex relationship with power is even more layered. Reflecting on Foucault's work upon governmentality, or the idea of the "government of men", I would like to articulate more upon the paradox of the shepherd (organization of a pastoral type of power), where the pastor must care for each and every member of the flock (Foucault, 2007). Throughout the analysis, this beneficial power held by the sheriff emerges, when the Sheriff is the one who provides not only education and language support to his/her peers, but also, the one who provides an emotional support to them. In the excerpts below this power prism is illustrated:

Excerpt 02

10	Salo: Miss, a mi si me gusta y no me gusta que Juanita sea quien me ayude.
11	Interviewer: ¿Podrías explicarme que si te gusta y qué no te gusta?
12	Salo: Cuando ella me dice que hacer, y no entiendo que debo hacer me ayuda, pero a veces si quiero colorear con los colores que me gusta y a ella no le gustan entonces, me molesta, porque no me deja colorear.
13	Interviewer: Entiendo, y ¿Cómo te ayuda cuando no entiendes?
14	Salo: Pues fácil, me dice SALITO, look at me I explain, we can do it.
15	Interviewer: Y eso, ¿Cómo te hace sentir?
16	Salo: Feliz porque ella me dice we can do it, y no me deja sola

Semi -structured interview Salo 002, October 2016

Juanita: Miss no respect, Majo is sad. BE QUIET!

Majito, No te preocupes, que ya se van a callar y vas a poder hablar yo te ayudo.

Carlitos: Si Majito, Juanita es la más Sheriff y ellos le van a hacer caso.

Juanita: No soy la más Sheriff, soy la Sheriff, because I know my English.

Carlitos: Miss, Juanita ya comenzó

Class Activity Excerpt 003 from recording 003, October 2016. Role Play of a story.

In both excerpts, Juanita positions herself as the Sheriff. We can see that the power she exercises has a duality, on one side we have a support in regards to the language and the instructions her peers may or may not understand, while on the other, we have the perception of herself as being above the others when she says "No soy la más Sheriff, soy la Sheriff, because I know my English." (I am not the most Sheriff, I am the Sheriff). Sheriff is being used as a quality that she only may possess over the others because she knows more than her peers. This Sheriff represents a figure of Symbolic power. Children emphasize the idea of a Sheriff, not only because of the authority this Sheriff may have, but also because of the bilingualism, somehow reinforcing the idea of social hegemonic perception parents and EFL preschoolers hold about knowing many words or understanding English (Irvine and Gal, 2000). In the interview excerpts below Majo, Gabriel and also parents involvement and perceptions on EFL.

Excerpt 03

40	Interviewer: Sometimes I see you Majito, I watch how you enjoy the company of some friends in our class
41	Majito: The Company? Miss no entiendo espera llamo a alguien para que ayude, porque no entiendo y quiero aprender. Mis papas dicen que es bueno saber ingles.
42	Interviewer: Bueno, estás aprendiendo ¿O qué piensa Majito?
43	Majito: Nada (she seems distracted)
44	Interviewer: Y ¿Qué es lo Bueno de saber inglés?
45	Majito: Que puedes viajar,y puedes ser muy inteligente. Mi papi dice que el no aprendió y no es eh... Se me olvido la palabra…
46	Interviewer: Entonces, papa no aprendió…
47	Majito: Si, mi mami me dice que debe irme bien para saber.
48	Interviewer: ¿Qué más te dice la mami?
49	Majito: A veces vemos películas en inglés, mi Mami entiende un poquito y me ayuda.

49	Miss, me pones el sellito de la estrella para mostrarles a mis papis que soy exisa
50	Interviewer: ¿Exisa? Qué es exisa
51	Majo: Cuando tienes muchos carros, y hablas inglés.
52	Interviewer; Majito, ¿será que mama y papa dijeron exitosa?
53	Majo: Shi Missesita. Cuando uno es exisa, puede ir a USA y tener muchos carros.
54	Interviewer: ¿Y te gustaría qué?
55	Majo: Miss, muchos juguetes ¿Miss y tu eres exisa?

As Majito strikes a confident statement about how important English in her family is, she goes beyond as to say that knowing English makes you "exisa", which for her means successful mispronounced in Spanish. She also mentioned that her parents think learning English could give her a certain economic status which she summarizes in having many cars and probably living or going to the USA. In regards to this, Chen and Harris (2009) state that parents' knowledge about upbringing, as well as their own beliefs upon literacy practices influence student's literacy learning. In this case, some of these school parents have some knowledge about English and as Er et al. (2012), pinpoints parents could be able to help in the development of their children; in this case is not different when we picture Majito's mom and herself watching TV together or her mom helping her with homework. Beyond this involvement, there is also a transferred idea of Learning English as a dominant Language and how it influences her and her family to have a certain societal status.

This reveals how the views of English as the language of power hegemony has been established even from the policy skate holders. Culturally speaking, hegemony is established through language preferences, and what comes with it, such as the culture. In words of Mayr, "[a]s a practice of power, hegemony operates largely through language" (Mayr, 2008, p.14).

Another evidence of this can be seen in the interaction video excerpt transcription in the text

below where the views of Gabriels's dad influence the way in which he perceives himself as an

English learner.

Excerpt 04

	Gabriel: Sofi no te sabes las words que la Miss nos dijo
	Sofia: Hola Miss. Gabriel dice mentiras yo si me las sé
	Gabriel: Eso no es cierto. Honesty Sofia, honesty. Mi papá dice que hay que decir la verdad.
	Sofia: Mi mamá también dice eso, pero top si sé las words que la miss nos dijo, pero solo las sé aquí
	Gabriel: A mi me ayuda una miss en casa porque mis papás quieren que yo hable muy bien.
	Sofia: Uy tienes otra Miss de Language
	Gabriel: Si. Con ella hago dibujos y cosas chevres, y mi papá dice que debo apovechar (aprovechar) esta oportunidad porque el Inglés me va a ayudar cuando sea como él, sería un sheriff héroe.
	Sofia: Mi mamá no sabe, entonces yo le enseño, pero ella ya no aprende.
	Gabriel: Mi papá si sabe, y por eso trabaja afuera. Por eso tenemos una casa grande y me da los juguetes que quiero, pero Si aprendo.

Gabriel reveals he has another teacher at home because his dad wants him to learn more

English as he also needs to seize this opportunity. He also reveals to us that by knowing English

his dad was able to buy a big house and buy him his toys. At first sight this might seem as

innocent claims under the premise that every parent wants the best for his or her children, but for Gabriel this is important. As has been noted, knowing English for Gabriel which already shows an investment in it, means more than school knowledge, to be as successful as his dad. This idea is better explained by de Mejía (2002) when she explains how bilingualism in internationally prestigious languages, such as Spanish-English can make their users 'visible' and more socially-accepted form with a high probability of being employed under the premises the global marketplace (de Mejía 2011). When we apply this onto Gabriel's views on being a user of the language, he seems to keep this hegemonic and dominant position of English alive by growing and having his mindset towards this economic goal, considering this cycle. In the big picture, being the Sheriff entails, for children in this classroom, becoming the dominant one because they know more about English, and this role might not be always connected to the class but to society, since they are more socially visible and successful because of this accepted language practice. This can be seen sometimes when they position themselves as being Sheriffs outside school, in this case at home by teaching their parents or showing such knowledge about English.

Under these circumstances, it is vital to explain this category and the tensions it implies: being the Sheriff as looking from above and being the sheriff as supporting the other.

Sub-category one: Being the Sheriff as looking from above. This subcategory, deals with one of the layers of the duality of being the Sheriff in class. Here Juanita, Carlitos, Juanjo, and Majo show systematically this perception of the vertical relationship the Sheriff can have with the others in class, but these perceptions are reinforced or copied from Juanita's actions.

From a young age, humans have always tried to figure out how to obtain power and how to hold onto it, and this is a key component in preschoolers' routine and part of their

everyday interaction. Conversations happen not only to pass on information, but as a way to exercise power and to create and maintain relationships, and this can be exemplified in the excerpts below.

Excerpt 5

	Juanita:Ok, listen up. Look at the word wall. ¿Qué palabra ven allí?
	(we see in the video Carlitos stepping out of the classroom)
	Juanita: Carlitos, darling ¿a dónde crees que vas? Si la miss no está, yo soy la Sheriff de este pueblo.
	Carlitos: Juanita, May I go? Is urgent!
	Juanita: OK, pero solo porque lo dijiste nicely.
	(Juanjo steps in and stands up without Juanita asking permission)
	Juanjo: Juanita, I not understand, Miss not here and you Sheriff? why? ¿Quién te dijo?
	Juanita: Yo me dije. Y yo sé lo que iba a hacer la miss, por eso estaba haciendo la actividad. Así que take a seat.
	Juanjo: No! I don't want to. You don't tell me what to do. Y además eres grosera.Carlitos iba a orinarse y tu te reiste. Te pillé. I tell Miss Diana

Class Activity Excerpt 004 from recording 001, October 2016

When Juanita held onto her Sheriff position, no one in the group said anything, everyone passed onto her at some extent the power of being in charge of the class or the "town" as she says. By analyzing this display of power, it was unveiled how children adapted and accepted discourses as forces of recognition, of the Self and Others in which we are socially visible to each other and acknowledged as a given type of subject (McNamara, 2019).

In light of this, preschoolers as agents involved in their learning process interact, produce, and reproduce images of themselves (LoCastro, 2001). But, as we saw in the excerpt, Juanjo and Juanita engage in conflict, when she exercises the Sheriff as her self-image creating conflicts and tensions (Block, 2007). Receiving a dominant position such as the one of the Sheriff thereby implies that the boy or girl can act and in the class without being questioned by his or her peers. Nevertheless, in Juanita's case, as she tries to excel a vertical relationship with her peers by self-proclaiming to be the Sheriff while the teacher is not there, she also engages in inequities in this power relationship by not allowing one of her peers to go to the bathroom.

Equally important, Juanjo uses the question: '¿Quién te dijo?', actually meaning *Who chose you?* To this, Juanita fully understands what he entails in this phrase and replies: 'Yo me dije', meaning *I chose myself*. According to Hatch (1987), children are more potentially actors of verbal "put downs" in public, rather than in private interactions. And we can see this in the next excerpt (*Class Activity Excerpt 005 from recording 001, October 2016*) which is a frame by frame extent to the argument Juanita and Juanjo were having before.

Excerpt 06

Juanjo: No! I don't want to. You don't tell me what to do. Y además eres grosera.Carlitos iba a orinarse y tu te reiste. Te pillé. I tell Miss Diana

Juanita: Go tell Miss Diana, a mi no me importa, seguiré siendo Sheriff sin que nadie me diga ¿Por qué no te paraste tu y eras Sheriff? Now everyone stand up! Yo solo ayudo, este pueblo está loco.

(Juanjo shrugs his shoulders and walks away as Migue approaches and now everybody starts to stand up)

Migue: Juanita! I am sheriff too. We are sheriffs. Todos los niños de aquí son Sheriffs. Miss Diana dice eso.

Juanita: Ya sé, por eso soy la Sheriff ya.

(Migue Shrugs his shoulders and walks away too)

(Juanita takes the lead again)

Juanita: Ok, Miss Diana dijo que íbamos a hacer la Story Time, y a ella siempre nor organiza así. move tables and chairs.

Class Activity Excerpt 005 from recording 001, October 2016

Undeniably, Juanita's power was challenged not once but twice by two different male peers. In the end, nothing happened, and there is a final shift in the power holding once more, having Juanita with the privileged position again. This was because at first, when being verbally disapproved by Juanjo, Juanita says indicates her ownership (Cobb-Moore et al., 2009) of the Sheriff position by saying 'Go tell Miss Diana, a mi no me importa, seguiré siendo Sheriff sin

que nadie me diga', (Go tell Miss Diana, I do not care, I will be a Sheriff without anyone telling

me to be one) and she seconds this statement by sharing her Sheriff position power with Juanjo

and claiming to be the shepard the town needs (Foucault, 2007) '¿Por qué no te paraste tu y eras

Sheriff? Now everyone stand up! Yo solo ayudo, este pueblo está loco.' (Why didn't you stand

up and became the Sheriff? Look, now everyone is standing up. I'm only helping, this town is

crazy).

By having this power demonstration, Juanita in a seemingly submitted way, tries to

satisfy Juanjo's claim by showing him she is the right one to be there, he seems to be left without

any more arguments, but later on when being interviewed (*Semi -structured interview JuanJo 002,*

October 2016), something unexpected came up.

Excerpt 07

30	Interviewer: Juanjo, can I ask you something?
31	Juanjo: Yes Miss, pero como dice mi papi, desde que no sea plata, todo bien.
32	Interviewer: When Juanita invited you to be Sheriff, why didn't you accept?
33	Juanjo: ¿Miss tu compu grabó eso?
34	Interviewer: Si Juanjo, recuerdas que les dije que lo iba dejar prendido mientras iba a la oficina de Miss Marce.
35	Juanjo: ¿Viste que Juanita nos gritó, y se rió de Carlitos? Carlitos casi se orina porque necesitaba ir al baño
36	Interviewer: Si lo vi, y ya hablamos con Juanita. Tu tranqui. ¿Me ayudas con la pregunta?
37	Juanjo: ¿Miss con cuál?
38	When Juanita invited you to be Sheriff, why didn't you accept?
39	Juanjo: Porque nadie chooses me as Sheriff. No puedo ser Sheriff si mis amigos no quieren, estábamos juiciosos y Juanita se puso en su silla a hacer tus actividades. Eso no esta bien, tu eres la profe, tu dictas la clase.
40	Interviewer: Entiendo, pero mira que nadie más dijo nada.
41	Juanjo: Si, Miss fuimos yo y Migue, pero Migue no siguió, y nadie más me siguió solo Migue… No sé, ya me dió pena seguir peleando
42	Interviewer: ¿pena? ¿Por qué?

43	Juanjo: No sé Miss, me dió pena, porque Juanita no se movió y Migue tampoco la movió, o la moví yo. Carlitos es mi amigo, y no me gusto que Juanita se riera ¿Recuerdas cuando ella se orinó?
44	Interviewer: Si
45	Juanjo: Si, yo también, y nadie hizo smiles ni nadie hizo laugh. Y todos la vimos. Y tu y Miss Marle la ayudaron. Juanita es mi amiga, y es amiga de Carlitos, aquí todos somos amigos ¡Paw Patrol! los amigos se ayudan, pero si uno es Sheriff, uno es malo, por eso no quiero ser Sheriff

Semi -structured interview JuanJo 002, October 2016

One characteristic of Juanjo's discourse is the injustice he perceives from Juanita's ways of extending her power as Sheriff. He perceives her relation as an unfair hierarchy that for him was not necessary, since all the children were quiet and sitting down while the teacher was out. Young children are involved daily at school negotiating processes in which they want to build their own social orders and rules (Danby, 2002). Accordingly, discourses children and people can engage in (pluralizable) are broader ways of perceiving the world (Bakhtin, 1981). With multiple discourses we are subjected from an early age to the society constructs and its principles (Weedon, 1987), and to the systems of power and knowledge (Foucault, 1972).

By being persistent with the idea of lack of respect from Juanita towards Carlitos, Juanjo somehow does not mind Juanita being the Sheriff, but rather Juanita hindering his friends rights by being the Sheriff. When he says 'Carlitos es mi amigo, y no me gusto que Juanita se riera ¿Recuerdas cuando ella se orinó?' (Carlitos is my friend, and I didn't like it that she mock him. Do you remember when she peed in her pants?), and then he decides and recalls the incident, JuanJo alleges how the figure of the teacher acted differently by helping Juanita, and how Juanita and the figure of the Sheriff are so different, resulting in Juanjo saying being a Sheriff is bad for him.

Regarding Juanjos view of the Sheriff position, Castañeda-Peña (2008b) and Andreouli (2010) point out that social positioning can last a life cycle because we are subjected to

discourses produced in our lives and new self-perceptions are born by the minute. Within the construction of this emergent bilingual discourses in preschool, acquisition and transformation of meaning is equally important to understanding the world around them and being within the world (Castañeda, 2008; Tirado and Galvez, 2007).

Regarding this being within the world, as a place with people that may not collapse with others, we have the inequitable relationship of power, as suggested by Juanjo. This participant suggested Juanita established that kind of relationship in the classroom with her peers. In most of the instruments and transcriptions, Juanita as one of the subjects having the Sheriff position seems to have a dual perception of herself. The one explained here is the top-down relationship she holds with her peers. In here , without any questioning, she instructs her peers and even hinders their learning by not allowing them to freely participate but rather just tells them what to do (regarding her teacher perception). An exemplification of this can be seen in the excerpt below.

Excerpt 08

15	Juanita: (she yells at Carlitos, who is also inside the classroom) Oye Carlitos, que pregunta la Miss que por que dibujamos un arcoíris
16	Carlitos: (he approaches and shouts back at her) Miss rainbows are beautiful, they are yellow, blue, red, many colors, y yo queria dibujar un dinosaurio pero Juanita no me dejo
17	Juanita: Carlitos, close close! (she's talking about his mouth, to be quiet) Miss Carlitos esta mintiendo, el queria el arcoiris, porque su dinosaurio era feo
18	Carlitos: (he seems to not care about this and walks away)
19	Juanita: She starts to cry
20	Interviewer: ¿Por qué lloras?
21	Juanita: Porque yo si lo deje hacer MI ARCOIRIS, ese dinosaurio era feo, no podía estar ahí, yo sí lo deje trabajar
22	Interviewer: Por eso, Carlitos esta diciendo que tu no lo dejaste hacer su dinosaurio, eso es todo
23	Juanita: Pero eso está bien, porque el me dijo que quería y le dije que quería y el acepto, y ahora dice que no lo dejé. NO ENTIENDO (Juanita cries out loud)

Semi -structured interview Juanita 001, October 2016

When Juanita positions as a holder of knowledge (and a Sheriff because of this knowledge), she shows how this process comes from a reflection, in this case is because she considered the classroom discipline to be out of control and in need of a Sheriff, and on the second situation, she considered her partner dinosaur to be ugly, so she just did not include it in their work. Although she positions herself, and follows a reflective process, she was implicitly validated and positioned by others, except for Juanjo and Migue (Davies and Harré, 2001) she holds a vertical structure and hierarchical relationship to her peers (Bernstein, 2017)

Such relationship creates inequities in the classroom which are imperceptible due to the everyday routines, but to children are fundamental. In the case of the video, most children would follow Juanita's instructions because they seek to ingratiate with the dominant position, the Sheriff. In general, it is more important to be seen in a positive light by the one holding the power than by the ones subjected to that power.

This subcategory has aimed to explain one of the layers in the duality of the Sheriff as looking from above, due to the vertical and hierarchical relation it entails, leaving inequities and constant conflicts in place among the EFL preschoolers. In the light of this first layer, we will transition into the second subcategory.

Sub-category two: Being the Sheriff as supporting the other. This subcategory, deals with the second layers in the tension of being the Sheriff in class. The children through self and group positioning, enact in a smaller scale the shepherd paradox from Foucault (2007), by demonstrating a shift in the power and showing an emotional self in the learning process that becomes crucial in the preschool years and I dare to say: beyond preschool years, even. In the excerpt below, we have a first manifestation to this subcategory:

Excerpt 8

	15	Interviewer: Gabo, tell me more about the picture.
	16	There are four people there.
		Gabo: Miss, not. Hay
	17	solo 2 personas. Es que Majo y yo nos dibujamos dos veces.
	18	Interviewer: ¿Y quién tuvo esa idea?
		Gabo: No fue una idea. Majo siguió mal la instrucción, y se sintió mal. y le dije que las
	19	caras le habían quedado lindas que hiciéramos algo con ellas.
	20	Interviewer: Y Majo aceptó.
	21	Gabo: Primero no quería y después me dijo que yo era su
	22	sheriff favorito.
		Interviewer: ¿Y por qué crees que te dijo eso?

Art04-Act01-Gabo and Majo| Semi -structured interview Gabriel 001, October 2016

In this excerpt, Gabo recalls and event related to the picture he and Majo drew together. Differently from Juanita and Carlitos, both participated equally and even if Majo had a frustration at the beginning the issue is quickly but not easily forgotten with the help of Gabo. Considering this, we have a whole new power relation, where the power is transformed and both the one in the power position and the one subjected to, feel appreciated. This subcategory reveals how pre-school children are able to continuously assess each other's behaviour (Cederborg, 2018; Goodwin, 2006). Through their actions, Gabo was able to reflect and self position as a Sheriff, without him noticing, and was appraised by Majo.

Slocum-Bradley's (2009) diamond explains subjectivities as having rights and duties. This translated into the learning process of these preschoolers, has a very strong connection to the rights and duties each learner has as a student and peer. In this case, the Sheriff subjectivity, somehow, is accomplished to have both rights and duties that the learner builds, or that are attributed to him or her, for instance we have Majo telling him He's her favorite sheriff. Another example of this attribution can be seen appreciated below, when Salo recalls how Juanita helped her, contrary to how she felt when Juanita was displaying a more unbalanced power distribution in her social relationships.

Excerpt 09

10	Salo: Miss, a mi si me gusta y no me gusta que Juanita sea quien me ayude.
11	Interviewer: ¿Podrías explicarme que si te gusta y qué no te gusta?
12	Salo: Cuando ella me dice que hacer, y no entiendo que debo hacer me ayuda, pero a veces si quiero colorear con los colores que me gusta y a ella no le gustan entonces, me molesta, porque no me deja colorear.
13	Interviewer: Entiendo, y ¿Cómo te ayuda cuando no entiendes?
14	Salo: Pues fácil, me dice SALITO, look at me I explain, we can do it.

15	Interviewer: Y eso, ¿Cómo te hace sentir?
16	Salo: Feliz porque ella me dice we can do it, y no me deja sola

Semi -structured interview Salo 002, October 2016

Chapter VI

Conclusions

This chapter presents the final conclusions and reflections which I found on this study and the ways in which EFL preschoolers hold onto many subjectivities which show that from a very young age, children are able to perceive themselves as agents of power. They seemed to rely on their knowledge of English in order to support their peers or compete against them in case they feel thwarted by the other. The ideas presented here, which were deeply connected to the duality subjectivities can present, prompt a discussion which is born from analyzing and interpreting data with the help of the data itself and the theory. This led me to the arguments described and presented in the previous chapter.

This study sought to comprehend and analyze how EFL preschoolers perceived themselves through the use of collaborative work and art-based literacy, as well as unveiling those subjectivities. In doing so, and as I read previous studies done with EFL students about the same age or in a similar context (Castañeda,2008; Kissau; 2006), where social subjectivities of masculinities and feminities came into play in regards of the attitudes they would imitate from their teachers, and how this was displayed by positioning themselves. In addition, I discover some other features that require to go at a deeper level. Using the metaphor of the image in an infinite mirror, I will explain the reflections and conclusions.

Figure 10. Infinite reflections

When Weedon stated that subjectivity was concept that embodied not only the thoughts but the emotions of an individual in an unconscious way she gives us a clue into the layers of an individual, because those feelings and emotions connect oneself with the world, it is our way to relate to it (Weedon, 1987). Buy such thoughts are mediated by specific situations, and the symbolic power mentioned by Kramsch (2009). In her work, Claire conceives subjectivity as the chains of signification we build, and the meanings of the subjectivation of other or their subjectivation towards ourselves (Kramsch, 2009). In this sense, we can see this chained relationships when appreciating the concept of the Sheriff and its category Racing to be the Class Sheriff, a figure to look up to. This category demonstrates a layered perception of a position children wanted to have because it embodied a complex figure of authority and respect in the class.

Similarly, Bakhtin (1986) points this as the significance and even the responsibility people give to passing judgments, to the extent of taking moral decisions. If we stand up between two mirrors facing each other, the image created of ourselves is infinite. This metaphor works for what was observed in the findings due to the layered perceptions children had around the Sheriff in the classroom. Whereas it represented a role of authority and power, it also represented a role towards justice and equity, which was not necessarily related to the bilingual knowledge the child would show, but rather the acknowledgement of the resistance underlying these two Sheriffs' intersubjectivities.

Intersubjectivities, as pointed by Kramsh (2012), are the discursive orientations of the here-and-now that appear in the discourse and are constantly repeated over time, in different spaces and manners. In this study, such intersubjectivities took place in the Sheriff position. On one hand, we have the hegemonic power of language, and how by the preschoolers emphasizing the idea of having a Sheriff or being the Sheriff, drew onto an authority position because of the bilingualism advantage in their language process; thus, reinforcing the idea of social hegemonic perception parents could have passed onto their children on knowing many words or understanding English, as it was shown in Juanita's, Carlitos' and Gabriel's interviews and interactions (Irvine and Gal, 2000).

These findings made visible the importance of the bottom up and top down roles and relationships plus their transferring of perceptions onto children in a class. Starting from the policies skate holders and their hegemonic perception of English as the foreign language learning at schools, to children who are the ending of this hierarchical relation, these perceptions are somehow transmitted to them, from policies, to schools, to parents to teachers. Such visions,

transform the different ways they relate to each other forming such perceptions of seeing power as a way of controlling and criticizing.

Yet, the other intersubjectivity or the other layer perception of this power, is the investing in English as means of defending and supporting others around me, such as parents and peers. In this sense Norton considers that the constantly organizing and reorganizing a sense of who learners are (2000), and the strong connection existing between this learning of English and the values they hold onto to show how English can ignite their values and moral duties into the class.

In the tables below, I show how these findings helped solving the research questions of my study and how the objective of the research was achieved.

Research Question	What perceptions do EFL preschoolers hold about themselves and others during cooperative art-literacy based practices?	• Rendering authority above others in the EFL preschool classroom means: • Adopting a discourse of being the child who supports peers as means of gaining control. • Having a hegemonic view of English so that I can dominate others with my knowledge of English. • Competing with my female and male peers in regards of gaining the dominant role or recognition in class.

Sub-question	How do students display power relations in the EFL class?	• Gender skirmishes for power take place, and girls as well as boys want to keep having this asymmetry to complement their classroom relationships. • Children imitate the teacher figure and add extra control discursive strategies in order to gain the teacher role.

Table

In table 2, how the objectives were met

Research Objective (General)	To understand the perceptions preschoolers express about themselves and others during cooperative work framed in art-literacy based practices	○ Throughout the study, it was important for me as a researcher to give enough spaces of freedom and trust with the participants in order for them to give account in their own way of how they perceive themselves as learners and socials agents when practicing and learning a second language. This was revealing in the sense as appreciating the classroom under a whole new light, the

Research Objective (Specific)	To describe the multiple layered interrelation of the subjectivities EFL preschoolers portray.	○ Subjectivities have a deep and complex and layered perception of a position. Such perceptions are deeply rooted on home beliefs, emotions, values children hold onto in order to subject other or be subjected by other around them in class. ○ There is a rooted belief of English as a dominant language which can empower children to control others by supporting

Chapter VII

Pedagogical Implications and possible Transformative Actions

Besides the purpose research stated before, this study had a commitment to learning itself. How by adopting and adapting something as going beyond reading, children could be guided into a culture of constantly interpreting and discussing in accordance to their age. In accordance to this, children also had more interaction and communication opportunities when working collaboratively with a group or pair, making their learning experience richer, because there was a co-constructed meaning of stories and the learning itself.

As Kumaradivelu believes, teachers need to experiment with different approaches and teaching styles to open the possibilities to more learning opportunities (Kumaravadivelu, 1994). In this case language and societal changes have a deep connection that cannot be overseen, and changes that are inevitable and which happen every day, hence language teaching is not a static profession. Most methods and approaches in ELT, were developed under certain conditions and society contexts, as teacher we have either the option of copying the approaches suggested by books and textbooks, known as method analysis (Mackey, 1965), disregarding our teaching context and our students, or we can opt to foresee what enduring understandings and lesson we want our students to have, re-signifying the method and not adopting a new one, being location-specific and classroom-oriented in our goals and practices.

This postmethod contidion (Kumaravadivelu, 1994) is deeply embodied into the pedagogical intervention in this study, because more than perceiving English as a dominant language, I held onto it as a device to co-construct and learn meaning upon values and lessons. EFL teachers should be mediators and generators of a wide range of learning opportunities, as

teacher we need to connect children to the world around them, to what is local and what is global. In the end, we mediate culture and allowing hegemonies in EFL to take more place (Byram and Risager , 1999).

My postmethod condition consisted in joining art-based practices from art-base pedagogy and bridging it with multimodalities through collaborative work. Arts has been used in this study to refer to the design and representation of meaning through six traditional arts: visual arts, drama, dance, music, film, and literature (Whitelaw, 2017), as well as combining this one with the notion of multiliteracies (Knobel & Lankshear, 2007; New London Group, 1996) since communication channels and spaces were involved in and out of school (family's involvement).

In the light of these approaches and methodologies, I was hoping to foster thinking dispositions and more interaction among children because they were able to engage at many levels into the activities proposed. It is not my intention as a teacher-researcher to say whether or not following the planning of a book is bad and going beyond this planning is good, but one must understand that our teaching contexts call us to take action, to be mediators of change and to promote not only linguistic elements and learning skills, but to show children ways of being agents of social change in our society.

In this sense art-based literacy practices along with multimodalities, can stories which help us to go beyond the mere ELT skills, and make sense of our classrooms. Due to the nature of many of the activities, products and artifacts generated during this intervention, I was able to explore how these mini-stories depicted so many characteristics of how these preschoolers made sense of their learning and even gender experiences.

As teachers, we should not take lightly student's statements at any age, even in these preschool years, because having a utilitarian perception of how they learn, as sponges, will not allow us to appreciate a bigger picture, and how this child will grow up with such views and subjectivities about being dominant and controlling people because of the Language. We need to foresee this, and aim to teach them lessons and leverage some critical thinking questions and understandings from these situations, so that they will not depend on society to regulate their actions but they will be more in control of themselves and their learning.

This study won't aim at making generalizations on EFL preschoolers subjectivities, but previous research has shown that these findings show a deep relationship on inequities in the EFL class, how we are allowing children to have a perception where English is a dominant and a language of control. In regards to this, we should ask ourselves how much do we listen to our children, and from the times we listen to them, how many times we have taken these statements lightly What interactions my children engage in class time and what does it show about the existing relations among them.

This in a bigger picture, means that children will keep reinforcing the social hegemonic boundaries of English learning and bilingualism (Irvine and Gal, 2000), as well as having strong symbolic power images that can contribute to more inequities in the future because these students come from an elite school. Each school is different, because being bilingual, entails having a wide range of subjectivities and perceptions of self from medium of multiple discourses (home, teacher, media), to the extent of positioning the subject and the ones around him or her. Drawing onto such subjectivities is not an easy task because it requires discipline from the

teacher, but in order to generate more students oriented EFL practices, teachers need to know

students and also hear what they have to say.

Limitations of the Study

The limitations of this study were mainly caused by time as a main constraint for taking onto more artifacts or analyzing a wider range of data for having even more categories and findings. Firstly, I collected too many instruments from the 18 students in my class, having an ambitious goal of making the matrix on analysis with most of them. In the end it was decided only to work with seven children in order to have a trustable source for grounding the findings.

Unfortunately, the software I used failed by the middle of the process of having a visual organization of the relationships. Due to this, many of those relationships and findings were lost and had to be re-visited again.

Time was a constraint, as a result of having the study on hold for a long time. Some chapters were written a second time and constructs were also changed into more appropriate ones. In addition, time was not enough to transcribe completely all the content from the videos. Transcribing is a demanding and time consuming task, and as I was ready to start with the analysis process I struggled to make memos entailing students' voices and not trying to go beyond something that they have not expressed, in order to study such a complex concept as the one of subjectivity. For those reasons, I could only show some parts of the transcriptions of the participants and an incomplete interpretation that I had about the situations in those moments.

During the interviews, I had to make a whole session of building more rapport with them so that they could speak freely and express what they thought. Out of the four interviews made only two were very helpful in terms of unveiling more information on the side of the children.

Further Research

Subjectivities and the social change that can be given through art-based literacy practices in young learner or preschooler needs to be can be studied more in depth dues to the perceptions children bring from home which as stated before can show hegemonic ideas of a never ending cycle that we need to stop. English teaching and learning should involve more group work where they can interact and communicate to their peers.

Within such perspective, and perceptions, the teacher, with all the changes that teaching has been having during the past ten years, keep on being an authoritarian figure instead of a mediator of learning, this made possible to discover those horizontal and vertical relationships children adopt from teacher and parents at home, as well as perpetuating the teacher-student relationships and how children see their peers, in the vertical relationship or from above they sustained al along this activity.

Appendixes

Appendix A

Interview Protocol 1

Segment One: Opening Narrative

1. **Building Rapport**
✓ How are you _____?
✓ How are you feeling today? Why are you feeling this way?
✓ _____ Thanks for participating in this chat. It is very important for me to understand how you are feeling in class.

2. **Addressing the Artifact**
✓ I really like what you did with _____ in class today.
✓ What was it? Can you explain it?
✓ Do you remember what you had to do with this today? This was a lesson of what you liked the most of working in teams today

Segment Two: Questions of Greater Specificity

1. **Drawing onto feelings and perceptions**
✓ Let's talk about how you felt during this activity
✓ What part of working on this activity did you like the most? Why?
✓ How would you describe your work with _____?
✓ Can you remember some of the rules for working in teams?
✓ What happened when you worked together?
✓ This really called my attention. Do you remember what happened when you drew it/ how you felt when you drew it/ what did you remember when you drew it?
✓ In what ways you and _____ pay attention to what each other say and respected your ideas on this activity?
✓ What do you think about how the activity went today?
✓ What did you learn today from working with _____?

Final Segment

1. **Other Comments, Thoughts, Reflections**
Is there anything else _____ you would like to say to me about what e talked before you go?

Appendix B

Bogotá, Octubre de 2016

Estimados Padres de Familia:

Reciban un Cordial Saludo

Mi nombre es Diana Katherine Salazar, directora de grupo de Prekinder Búhos y estudiante de la Maestría en Lingüística Aplicada a la Enseñanza de Inglés en la Universidad Distrital. Dentro de mi práctica docente y con respecto a lo que he aprendido dentro de este programa me he dado cuenta que cada día en nuestra sociedad el bilingüismo toma más importancia. Y dentro de este contexto, los procesos de aprendizaje que se llevan a cabo dentro del GCB apuntan que además del aprendizaje de una segunda lengua, como inglés, los niños tengan herramientas para desenvolverse mejor.

Es por ello que, decidí hacer para mi trabajo de grado un proyecto de investigación el cual busca explorar los procesos de adquisición de una segunda lengua en niños de preescolar. Más específicamente habilidades como comprensión oral, así como el enriquecimiento en su vocabulario para tener una mejor fluidez y poder producir pequeñas oraciones.

Con este propósito en mente quisiera obtener su consentimiento en la grabación de la voz de su hijo/a, así como clips de video (los cuales serán usados únicamente para mis diarios de campo y las transcripciones de los discursos de los niños) en cada una de las sesiones de las clases de Language. Deseo grabar estas clases para poder comenzar con la recolección y recopilación de los datos para la investigación anteriormente mencionada (12 sesiones). Cabe resaltar nuevamente que la información en mi investigación no será revelada o difundida para algún otro propósito ajeno a esta.

Si ustedes están conformes con lo mencionado anteriormente y desean que su hijo(a) participe de este ejercicio investigativo, por favor diligencien la información a continuación, autorizando su participación.

Muchas gracias por su colaboración y atención.

Cordialmente

Miss Diana Katherine Salazar Rodriguez
Directora de Curso PKE
Maestría en Lingüística Aplicada en la Enseñanza del Inglés (en curso)
Universidad Distrital Francisco Jose de Caldas

✂*******************************✂*************************************✂*******************************

Nosotros, _____, identificado con la cédula de ciudadanía _____ de _____, y, _____ identificada con la cédula de ciudadanía _____ de _____. Padres de _____ del grado PK Búhos autorizamos que nuestro(a) hijo(a) sea grabado(a) durante las sesiones de la clase de Language.

Firmamos este consentimiento a los _____ días del mes de octubre de 2016.

_____   _____
           FIRMA PADRE   FIRMA MADRE
     Nombres y Apellidos: Nombres y Apellidos:

Appendix C

Semi-structured interview 001-Juanita   Nov 11-2016   Time: 11'50"

Interviewer: Hola Juanita

Juanita: Hello Miss, Dianita. De que quieres speak today?

Interviewer: My dear, would you like me to speak in English or Spanish for this little chit-chat

Juanita: Well Miss, I like English, pero me gusta mas en Spanish. Oye tienes mi dibujo!

Interviewer: Si! Me encanto lo que hiciste con Carlitos, recuerdas de que era

Juanita: It is my drawing! Pero yo hice dos

----Salome inrterrupts: Miss yo te quiero----

Interviewer: and I love you too baby and I will be with you shortly

Juanita: Salo, baby, listen miss Diana. I go first!

Salome: Ay ya Juanita! (seems Salome walks away)

Juanita: Let's continue please

Interviewer: Okidoki Juanita. Recuerdas que este dibujo era tu reflexion de lo que mas te gusto de trabajar en grupo hoy?

Juanita: Si, I draw a rainbow, I also draw flowers, I made a rainbow with lentejuelas y a Carlos al otro lado del arcoiris, porque queria cruzar el arcoiris hasta llegar a Carlos.

Appendix D

Juanjo and Salo depiction of teamwork

Flash Garden artistic collaboration made by all of prekindergarteners.

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