

EFL students authoring texts through Literature, Films and Theater

EFL students authoring texts on critical social issues through Literature, Films and
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ABSTRACT

This paper analyzes the benefits of using film, literature, and theater to promote students authoring texts on critical social issues through inquiry-based learning as an action model for an English as a Foreign Language Class (EFL). The goal of the project is to give students the opportunity to make connections between texts and develop a social - critical written text. Currently, it becomes evident the need to make a change in the educational field, in other words, to open the possibility to transform educational practice focused on the transmission of knowledge and the standardized models to allow students to investigate, ask, search and analyze real social problems they are concerned or have curiosity about. Short (2009) states “[c]hildren need to be able to think conceptually in order to identify critical issues of our society and be able to apply their understanding and knowledge in future contexts” (p. 14). However, education generates a deprived thought of questioning separating the broad possibilities to reinforce the ability to create new ideas through significant inquiry, social literacie and literary criticism in the classrooms.

Addressing students’ social reality in the English language class can create learning environments for developing students’ language and literacies. This paper addresses the ways in which the inquiry process, social literacies and literary criticism create opportunities for students to explore social and cultural issues with the use of texts such as literature, film and theater. It discusses the role that film, literature and theater play in the development of literacy practices of a group of 11th graders in their EFL class. This descriptive qualitative project carried out at a private institution in the south of Bogotá, Colombia involved 18 participants. Data was collected through observation,

artifacts (monologues, theater script, and literary critical reports) and interviews. The results provided evidence of the need to involve real social issues to engage students in education while constructing their curiosity, creativity, questioning, analysis and the inquisitive disposition in these times of changes and transformation in the world, providing learners with the opportunity to have a critical meaningful education.

Keywords: Inquiry, social literacies, literary criticism, literature, film, theater, social and cultural issues.

DEDICATION

I dedicate this study to my son Emanuel Soler. “Never forget that I love you with all my heart. Life is filled with good and bad times, but remember that God is with you. Be kind, humble and very happy. Believe in yourself, study and never give up, and remember to always work hard, I know you can do everything you want to”.

With love Mummy.

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CHAPTER 1. INTRODUCTION

In this chapter I present the justification of the study and the statement of the problem. I also explain the settings of the project and the population, which I worked with. This qualitative study carried out with a group of female eleventh grade students from a private school in Bogotá. This study emphasizes on how students reflect and increase their social understanding, assume individual critical consciousness, and take action, by analyzing and creating texts starting from the reading of theater scripts, watching films and reading literature that depict social issues. The purpose of this study is to encourage and give students the opportunity to question, inquire, analyze and think critically upon their social concerns through a critical literacy perspective in which they construct meaning, identify and experience literacy in their social context.

I believe that it is important to offer students the opportunity to experience the creative process, develop analytical skills and have an appreciation for and the understanding of how literature interacts with— both reflecting upon and contributing to — the understanding of the world. The aim of this study is to foster students' reflections and writing about social issues. They will be the authors and actors of their own texts and they will work as a group in a collective production, taking risks as writers, being original, producing and experiencing the artistry in the development of literature.

It is through the inquiry process, that students experience, know, and learn about their context. A context that brings with it history and habits, making of students, participants in the social, political and religious process in Colombia in the 21st century.

Kathy Short (2009b) states: "[w]hen students recognize the cultures that influence their thinking, they become more aware of how and why culture is important to others. They no longer see culture as about the "other" and as exotic, but recognize that it is at the heart of defining who they are as human beings." (p. 4). Inquiry gives students voice, they are analyzing and thinking as part of a society: as students, citizens, and women. The type of experience proposed are inquiries based on exploring the type of critical situations that happen in their local realities (Street, 1995; Freire, & Macedo, 1987; Short, 1997), making and transforming students as intelligent citizens that participate and become knowledgeable of the situations that happen around them and knowing other realities.

This research is constructed using the critical literacy perspective, in which students question and interpret real social problems, with the aim of confronting, contributing and generating ideas assuming a critical view and creating reflections of their own vision of the world. As part of a society, students interact, and produce ideas, thoughts and take actions. In addition, it is essential to focus on how they have been affected, as well as in their beliefs in order to let them create, and develop themselves as students and citizens. As stated by Luke (2012) "[a]s a cultural and linguistic practice, critical literacy entails an understanding of how texts and discourse can be manipulated to represent and, indeed, alter the world" (p. 28).

Finally, I think that students need to express themselves in their social interaction with others; I believe that films, theater, and literature provide them with social, cultural

EFL students authoring texts through Literature, Films and Theater and political elements to see, think and react in front of different perspectives and experiences through the inquiry-based learning approach in the real world, which is the aim of any educational process. These texts are the means to empower the student with the capacity to reflect, to contribute in their formation as a social being, and have a critical perspective about social issues while using texts as discourses that contribute to the develop of their foreign language.

Statement of the Problem

The idea for this project came to me after experiencing firsthand how art and literature can change students' mind about so many things as well as push them to look beyond what catches the eye on daily life situations. Most of us watch the news and think for a minute how awful things are being in other places, but a moment later, we just forget about it and go on with our routine because somehow we feel that those things could never happen to us and possibly we are right. That lack of interest might also be generated by the lurid way in which those news are delivered to us, we do not want our children to live in a world of violence or fear, so we do not take the time to discuss these problems at home unless it's strictly necessary. That is why I feel that students need to feel comfortable giving their opinion, raising their voices for what it is right, but in order to do that they have to be well informed and documented.

I carried out this study with eleventh graders, who, as every other teenager, need to express themselves in their social interaction with others; they are people ready to carry out different professional activities in life and ready to make decisions. Films, literature and theater can provide them with social, cultural and political elements to see,

think and react in front of different perspectives and experiences in the real world, which is the aim of any educational process. The problem is that the private school system prevents us (as teachers) from teaching students to be or think critically, to act in a socially responsible way, to have a position or an opinion about something no matter what this might be. Private education has clear and established parameters on social criticism due to the economic, political and religious interests it handles, which makes the result a partial criticism, but that allows a margin of tolerance that does not exceed what is established by the institution. In addition, the textbooks that are used in the EFL classroom do not show examples of critical aspects, they do not portray situations that may involve the student in the analysis of social problems or express their inquiries.

In an interview made by “El Pais” newspaper to a professor of the “Universidad Nacional” in Bogota, he argues that:

[e]nglish books give more problems than solutions. They are not clear to the students, they are not adapted to their reality, and this prevents them from learning on their own and forces them to depend on the teacher for everything. The books ask students for things they can not or do not want to do, because they are designed to teach six or seven adults in an elite academy, not a classroom full of children. The problems are so complicated that teachers spend more time explaining what to do than teaching how to do it, and some students finish their exercises before others know what they have to do. (J.J.G 2000. Trad. Debal, E. translated for the purpose of this study)

The EFL texts do not take into account our culture and our local needs. Students need to interact with English within their own reality and have a meaningful experience with the language. Through observation and research, I found that students have not built critical thinking, because they have not been taught to analyze or think critically.

For example, there was an activity in the students' book that talked about United States economy; it used dollars as the currency, basic American needs as it was to have a car, it also talked about the percentages of taxes and the exercises were to fill the blanks. All these activities were not interesting for students, they only had to complete the text and they did not analyze the content and many times they did not understand the text since the proportions, concepts of money and needs were very different from their realities.

The research was conducted in a private Catholic school, located in Bogotá, Colombia. The school works with English levels according to the Common European Framework of Reference for Languages, as a guideline used to describe achievements of learners of foreign languages. The levels were divided into projects, advance, upper, intermediate and pre-intermediate (these levels go from the highest to the lowest). Students from 4th to 11th grade are distributed according to their results on a placement test that they take at the beginning of the year. Eleventh grade is the chosen group to carry out this research. Eighteen female students whose ages rank from 16 to 17 compose this group. Their English proficiency level test placed them in the projects level (C1) according to the standards of the school. They have been chosen to participate in this study, because according to the research objectives the students are capable of reading,

understanding, discussing and having a critical position by experiencing literature, films and theater.

This research arises from the exploration of film, literature and theater that talk about social problems. A year ago, students read a book about Malala Yousafzai on the reading platform the school uses (Myon). The exercise during class was to create a presentation in which they expressed orally what they thought of it, felt or reflected upon the situation described in the book. Students created interesting presentations. One group made an analogy by answering the question: If Malala lived in Colombia how would her life be like? Another group brought a video describing (with very strong but real images) the context, the place where Malala lived so their peers could feel and understand the real situation in which she was and what she had to suffer. Another group presented a cartoon describing Malala's life but in a different way that encourages the young people to read.

This exercise was very interesting and liberating for them since they had never seen the opportunity to really think further than what they are required to within the class, they felt heard and valued only by giving them the chance to evaluate a situation from different perspectives. Even though we faced the problem of the grade which is still a factor of discussion in the school, the students are used to weighing the effort they put in an activity according to how much the grade is worth on their result. This is the reason why sometimes as teachers we feel frustrated when students ask if the activity is gradable before it has even started, this is because for us it means that the importance they will give to the activity is linked with the grade they might receive for it.

The observation was an instrument that allowed collecting data to answer the question. It was through the field notes, where I could record the interactions among the students, whether or not they were motivated or what kind of topics were interesting for them. Likewise, the personal information and the anecdotes shared by the students about the topics given in class and the life experiences of each one of them that contribute to the topic. To record this information, I designed a format that includes: research question, research objectives, date and time, grade, session number, number of participants, observations and comments.

In this study, I emphasize in the student's capacity and tendency to inquire; by empowering them to get involved, being authors of their own texts and focusing on their social concerns. It also intends to strengthen the writing skill by providing students with the necessary tools and guiding them using examples to follow and writing exercises that move from controlled to free practice. Writing requires authors to carry out a numbers of activities that involve not only writing ideas but also organizing information, reading and reviewing then revising and editing texts (Hedge, 2000: 302). The main purpose of this research is leading students to reach communicative competence allowing them to interact with society, and there is no better way than using film, literature and theater as a means to motivate and explore the ways that problems are depicted in those genres.

RESEARCH QUESTION

How does the interaction with texts (films, literature and theater) that depict critical issues in society foster 11th graders' reflections and writing about social issues?

RESEARCH OBJECTIVES

- To characterize 11th grade students' critical reflection process when analyzing social issues in texts.
- To determine the connections students can make among literature, films and theater in their writing development.

JUSTIFICATION

It is important to help students see English as a tool to communicate their queries going beyond the subject they study at school. When they see that their problems are also found in different cultures and that throughout the use of English they can interact with others who share doubts and concerns about their life, experiences, and knowledge, they are motivated and are encouraged to improve their skills. It is also significant to allow students to reflect upon on situations society is experiencing, such as political, cultural and familiar issues. When students question themselves and give their opinion, they can come up with possible solutions to any social issues, they will construct their own meaning of the situation at hand and identify their role in it. It is also necessary to understand learning as Dewey (1938) states: “[a]ll human experience is ultimately social: it involves contact and communication” (p. 38), so this is when teachers must provide students with opportunities to ask questions, express concerns and integrate experiences from the real life and context into the school's practices. Therefore, it is indispensable to

give students tools about issues that are part of their realities and which can prepare them not only for the development of a second language but for life as well.

The framework for Inquiry this research follows is the authoring cycle; the first cycle is the students' exploration of different social problems that helps them recognize and discover the meaning of language by participating and interacting in real problems of the world around them. In this process, students watch and analyze films, literature and theater that deal with social critical issues on their plots. Using reflections, analysis, and questions, students create a script of a play in which they describe one or many social problems with the objective of impacting the viewers to make them think on their own society and realize that these problems can be seen in other realities too. The intention is that students experience, analyze and think critically about real social situations using English, literature, films and theater as the instruments to generate reflection, inquiry and action.

Discussing the content of literature, films and theater can generate in students the reflection and expansion of their perspectives about the society in which they live and their role in it. Rosenblatt (2002) argues that literature offers a means to develop the capacity to put ourselves in the place of others and to imagine the human consequences of our actions. It is inevitable not to admit that literature, films and theater deal with the experiences of human beings in their various social and personal relationships. Regardless of its form, literature as well as film and theater develop social reflection, promote criticism, stimulate thinking, generate understanding of human realities, and

they basically become a necessity that not only allows the student to express his or her thinking but also helps them to communicate it to other people.

As a conclusion of this chapter, this study intends to show how students learn and provide valuable opinions about social issues identified in literature, films and theater by being authors and actors of their own texts and creating a theatrical script in a collective production, taking risks as writers, being original, inquiring and experiencing the artistry in the development of literature.

CHAPTER 2. LITERATURE REVIEW

The purpose of this chapter is to discuss the theories and research that support this study, as well as to shape the main aspects considered during the process of engaging students on an inquiry-based project. This research aims to demonstrate how engaging students in discussions of films, literature and theater they can deepen their understanding and analysis of real social problems depicted in such genres as sources for language and critical literacy development. Reading and discussing literature, for instance, allows students to widen and change the way they perceive social and political issues in real life, develop critical attitudes, question their social environment, and experience the use of language in an innovative and creative way. Navjord (2008) states that literacy practices enable students to develop cultural competence, become reflective, emphatic, and spontaneous citizens, learn to respect, and tolerate different cultures of the world.

It is important to build students' sense of self in relation to their social contexts. It is through social literacies, in which students analyze texts, make their own interpretation of it and express their thoughts; they can learn literacy through social interaction and be able to express their thinking and emotions. For these reasons it is sought to highlight that

[t]eachers must provide a pedagogical approach that encourages student communities, plan classroom activities that incorporate significant opportunities to participate in the analysis and construction of multimodal texts and use

teaching approaches that go beyond of the false tension between abstracting the codes of language and learning its application for significant purposes (Larson & Marsh 2015, p. 126).

The aim of this research is that students establish relations between their lives, the text and society. It is not only valid the understanding of the texts, but to look for an experience, for the connection of students' worlds with new ideas and for the construction of their own meaning about society. Freire argues that literacy must highlight students' critical awareness. Freire and Macedo (1987) illustrated that reading the word is simultaneously about reading the world. This means that the reading of the different texts is mediated by the experience, daily life and the languages that the students find and use.

Lankshear and McLaren discuss that “[c]ritical literacy makes possible a more adequate and accurate ‘reading’ of the world, on the basis of which, as Freire puts it, people can enter into ‘rewriting’ the world into a formation in which their interests, identities and aspirations are more fully present and are present more equally” (Morgan, 1997).

This research aims to assume a critical position that allows students to explore and develop textual interpretation and create a reflection of the world. According to Rogers & Wetzel (2013), critical literacy education can not be achieved without an investigation of discursive practices: an analysis of the interactions between language, identities and power and that is why the use of literature, films and theater are sources

that stimulate this analysis and increase the motivation and interest of students to learn and learn from other cultures (McKay, 1982 and Kramsch, 1993); to expand their knowledge of language (Lazar,1993); to interpret and use language creatively (Carter and McRae, 1996), and thus, produce valuable written texts (Pope, R. 1995).

For this study, it was important to introduce the use of literature, films and theater as critical literacies since they provide elements for students to search, analyze and reflect critically, the classes gave students the access and the opportunities to inquire, to be critical of their realities and allowed them to get out of "the culture of silence" (Street, B. 1995).

Other important construct that theoretically support and explain my reasoning behind the pedagogical innovation carried out within the study is education as inquiry (Wells, 1995; Short et al, 1996). Fostering an inquiry-based pedagogy among my 11th grade students and organizing curriculum as inquiry in my classroom has implied a great personal and professional challenge. As a novice inquirer myself, it was necessary to understand the benefits of teaching students to discover and uncover the content by posing questions that can lead to action, engage in topic discussions, and be ready to write texts in order to reach new understandings of the topic studied. Once I grew in understanding the steps of an inquiry curriculum and the complexity of thinking as inquirers, I embarked with the students in relevant inquiries about social issues that they found interesting. The use of literature, films, and plays became pedagogical tools for reflection and analysis of the social problems investigated by students in class, it

provided a framework for pedagogical intervention that encouraged students to explore the social, cultural and political perspectives of texts to document the topics studied.

Education as inquiry

This research study seeks to develop practical solutions, impact students and prepare them to reflect on the changes in social situations. It involves inquiry-based learning since it is a tool used to improve the ability and the tendency of students to be analytical, empowering them to get involved in the creation of their own texts and focusing on their social concerns. Dostál, (2015) defines inquiry as a form of active learning that begins by asking questions, problems or scenarios, instead of simply presenting established facts or describing a path without problems towards knowledge. Research-based learning includes problem-based learning and research-based instruction is mainly related to the development and practice of thinking skills.

Questioning, developing students' ideas and creating reflections, are powerful ways to learn. The inquiry-based learning approach allows students to increase their agency in learning, to make authentic connections to the world around them, and induce students to question and take action. Short (1997) states that through inquiry, students will focus on personal and meaningful experiences (p.263), so the intention to use this approach is to promote the ability of the students to be analytical, empowering them to get involved, being authors of their own texts and focusing on their social concerns.

As an introspective inquiry, it is participatory, and it makes students the center of the constructive process of knowledge and intervention of reality. It is very important to integrate students' knowledge of their community, beliefs, concerns and informed

thinking into the English class to make it more context related and student – center approach.

In this study, the framework I use to plan and implement curriculum is the authoring cycle. Short et al., (1996) authoring cycle model engages, challenges, goes beyond and make students experience significant learning. Through inquiry, students get involved in a process of looking for questions that are important in their lives and finding different ways to search and answer those questions.

Short (1996) exposes three elements of the authoring cycle: The first one is personal and social knowing through life experiences; the second one is the knowledge systems and perspectives of the world, and the third one is the sign systems as alternative ways of making and creating meaning about the world (art, music, language, mathematics). Inquiry efforts students beyond general curiosity into critical thinking and understanding.

As reported by Short and Burke (2001), reading allows students to look up questions and important issues in their lives and instead of making sure that students understand, they should focus on providing opportunities for readers to build and explore their understanding with others through conversation, stories and dialogue.

The pedagogical intervention of this project includes the exploration of texts from film, literature and theater that actively engage students in participating and becoming interested in investigating real social problems. This experience allows students to discover and report through their reflections and their questions about the problems that shocked them the most about the Colombian society. It was an experience full of curiosities, reading, and writing.

As a conclusion we can see that as teachers, one of our most important tasks is to awake on our students an interest for inquiry and participation. When they feel included it makes it easier for them to take part on the solution of problems since they can make them somehow their own. However, it is also important to guide students' inquiries, promote the construction of their informed opinions on the matter and at the same time encourage them to find ways to get to the information by themselves. It is also important to foster in students the development of social literacies and the discovery of real social problems through literature, films and theater.

Social literacies

It is essential to challenge the capacity of the students to understand and communicate with each other, to think and to develop an individual and critical perspective in which they produce, create and discover the real world. As an English teacher it is important for me to involve my students with English not only as a language but also as a lifestyle that will allow them to get more opportunities in today's globalized world.

EFL classes have changed as fast as society has. Today, all agents involved in the teaching – learning process have helped to transform it, and therefore the methodology has been evolving too. There is still the need to improve the way students perceive real life, how they are moved by their surrounding and influenced by their context. Bayham (1995) states that literacy has developed, and is shaped to serve social purposes in creating and exchanging meaning. Its practice provides a way of linking the cognitive with the social.

Language is a medium of understanding, expression and communication. It allows students to discover and understand different realities. It is important to let students to question and take action on situations that society is experiencing; otherwise, they will not feel as close to the problem as they need to. Since language is a social practice in which students participate, they have the opportunity to create and analyze meanings and establish social and interpersonal relationships (Kramsch, 1993). Dewey (1938) states: “[t]eachers should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that students have to must provide students with opportunities to express and integrate experiences of real life context into the school’s practices. Therefore, it becomes an obligation for us to provide enough tools for them to face the challenges that they might have to overcome during their lives. This, in order for them to feel more engaged with what they are learning, which eventually facilitates understanding new knowledge easily.

When a teacher generates new ways or practices in the school environment, and involves real social issues that call the attention of his or her students, is giving them access to information, the chance to experience language beyond books and grammar and produce their own interpretation and opinions of any social issue. Urs Fuhrer (1996, p.179) has pointed out that both using social practices and learning to use them occur in specific contexts, and what we learn responds to the requirements of specific participation, shaping each practice to fit the social contexts in which we employ them. He regards contexts as including the physical spaces and the social conduct we expect within them. In other words, it is also letting students express themselves, be heard and have significant understanding of social issues.

For Barton, D., & Hamilton, M. (2004. p.109). “[l]iteracy is a social practice and it is located in interpersonal interaction”. It is developed in different contexts and refers to the attitudes, principles and uses that are made of this practice. In fact, literacy is the result of the daily life of each person in the development of society. Street (1995) suggests that engaging with literacy is always a social act even from the outset. The ways in which teachers and their students interact is already a social practice that affects the nature of the literacy being learned and the ideas about literacy held by the participants.

Literacy plays an important role in planning, organizing and carrying out this study that aimed at having students develop a project that focused on social issues because the ways in which students addressed reading and writing were rooted in conceptions of knowledge and social criticism. The purpose of conceiving literacy as a social practice was to generate in students social awareness during their English class and discovered how through literature, film and theater they discover real social problems.

Literature

Literature plays a very important role in the construction of the opinion on different social situations; “Literature can play a key role in the way students transform themselves as human beings and in how they think about and act on the world” (Short, 2007, p.109). Literature transmits the social, economic and political realities lived or inherited; it is a tool that deepens in the social sensitivity, and that contributes in the development of the critical learning of the students, making them think, understand and respect other realities.

When experiencing literature reading, the emotions of the characters are exposed to generate analysis and produce in the reader different feelings and interpretations in order to compare and explore diversity and difference. As Solomon (1986) says: literature is a storage of human emotion; Literature can tell what other people feel, helps imagine how the reader would feel in an unfamiliar situation and also helps to develop and articulate the emotions of the reader.

Literature also fosters the development of emotional intelligence, it promotes healthy social and emotional growth, find solutions to personal issues, and increase the understanding of self (Mc Cullis & Chamberlain, 2013). Reading can foster students' capabilities, understand human reactions and reflect about other realities. Taking this into account literature was included as a means to develop in students their critical analysis about social problems. The same with films, they become tools that foster the analysis and connection of students' lives with other realities.

Films

With the arrival of new technologies and new teaching-learning methods, students of the 21st century have the need to use different ways to experience learning and express their thoughts and actions. The Internet and media influence them. What they want is to have meaningful experiences in which they can be creative, they can be heard and they can use all the tools they use nowadays outside of school. Also, they need to reflect, to see other realities, and film is a useful alternative where they can analyze and explore social issues with the objective of being critical and creating original products.

Social identities are how people behave and communicate in a community and cinema is the best expression of identity, of social identity. The nature of cinema allows connecting cultures

the adaptation of cinematographic products to the new receiving environments entails the setting in motion of intercultural communication processes through reflection (on other visions of the world, of human and different uses of the language), which it arouses (Azuar, 2010, p.47)

Likewise, cinema is a narrative expression, where people experience life situations, humanity and social issues. Cinema is a means of communication with its own language and this language is composed of signs and different procedures that generates meaning. For example, “any film viewer with a medium cultural level, still not knowing the verbal language in which the movie is developed, can deduce a lot information through the images, the sound, the costumes, the lighting, etc” (Lopez , 2010, p.99).

Film is seen as an art because it enters into the world of senses and shows the mimesis of reality, making the viewer feel identified or simply helping him or her to enjoy what he or she is seeing. Films have many arts involved; literature in the written script; acting in their characters; and plastic arts in the scenery, among other. “

Cinema joins all the arts. More than any other uses, it recreates, it needs them, it improves and diffuses them. Without literature and writers, cinema would not have arguments. Without photography or painting, it would not have aesthetic support or theoretical justification. Without music or dance, light or color, cinema

would not be expressed in its fullness. Without the sciences or technology, cinema would not have material basis on which to build”. (Martinez, 2017, p.122)

The use of film in a foreign language classroom makes learners have a unique, individual and different experience. The cinematographic activities are useful in motivating students, holding their attention, and improving their knowledge about social problems. According to James et al (2011) film is an educational tool through which students can reflect, analyze, and know the different realities, events and cultural values of the world around them.

Loscertales and Núñez (2001) state that films are the mirror of society , “[t]he cinema is nothing more than the representation of what happens, has happened or will happen in the world; it thus becomes a faithful reflection of society, with its topics, customs and traditions” (p. 24). Additionally, they suggest that films are “generator of models (good and bad), both referred to values and ideologies, as well as attitudinal guidelines” (p. 25). It is very significant for students, because it is essential to provide them with a critical sense, so they can develop their own thinking.

Films lead students to be agents of change, transforming their thoughts about reality and empowering them to recognize social problems. By participating in this experience, students interact, recognize and develop different points of view on social issues, and assume an analytical position related to real human problems. This also happens to theater as a genre in which students analyze and learn about social problems in an artistic way and aimed at 21st century students with current needs, tastes and tools.

Theater

Theater is a narrative expression, where people make an interpretation of life, humanity and social issues. A different approach to achieve communicative skills, with a better understanding and more effectiveness in an English language teaching is given with the use of Theater. Clipson (1998) claims that theatre puts language into action in ways that students can identify with, respond to and learn from. And also states that theatre brings language alive by providing meaningful contexts and giving the language authenticity in the eyes of the students.

With theater, students react, think and involve naturally to external agents. It is a stimulus that produces distinctive, motivating, enjoyable and critical learning practices. It is a different perspective of what EFL teaching is, transforming and making class in a communicative, potential and memorable experience using an alternative method. Theatre provides a good platform for exploring practical and theoretical aspects of the English language (Whiteson,1996).

In other words, theatre encourages freedom of expression, promoting social equality by amplifying voices not usually heard in society and builds community teaching (Davies, 2011). This was represented in the students' creation of a script. In it, students wanted to show children vulnerability, the meaning of family and other real social issues that were important to express and make the audience think about.

Theater in learning – teaching pedagogy, can be taken as an innovative, critical and genuine communication for real-life purposes

EFL students authoring texts through Literature, Films and Theater

“[d]ramatic arts is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures”. (Caldwen, 2011)

Drama intends to bring real world situations into the class; it expects to create experiences with a different learning style, highlighting problems in the real contexts of the students, in order to achieve the development of understanding social and political issues. Theater is an exciting and fun way to learn. It allows students to enjoy English and have meaningful learning at the same time. It is very useful in the way students discover new things, and participate in activities designed according to their needs and interests. “Learning is not simply a matter of students absorbing pre – selected knowledge the teachers give them, but is a process in which students can and could participate” (Graves, 1999).

Employing theater in a language classroom means an alternative way in which students live and experience by themselves new knowledge that they would not forget. “Is an active learning practice that includes the learner’s whole person, an experience of collaboration, a sense of achievement and taking joy in a creative approach” (Giebert, 2014, p.140)

Boudreault (2010) highlights that the benefits of drama in language teaching includes the acquisition of meaningful and fluent interaction in the target language; learners' development of the imagination; critical thinking and students' creativity. Boudreault gives a clear perspective of how drama is a powerful teaching instrument that develops effective communication and provides an endless amount of opportunities for student's personal growth. Similarly, Dodson (2000) clarifies that theatre provides many ways for students to learn and appreciate language in meaningful, communicative contexts, and that the benefit of using dramatic activities with EFL students is that they acquire and practice new vocabulary and grammatical structures. According to social benefits, students develop problem-solving skills, learn how to work well in groups, and helps them to take risks; also, students learn the language because they are practicing it with communicative activities in a real context.

During the last few decades new ways to improve the teaching process have been developed in order to increase the learning of students in all areas of knowledge, this is not just because previous methodologies have been proven not to work on new generations but also because our society is often changing as well. Technology, Science breakthroughs, among other significant advances show us that education is a process who definitely needs to be in constant feedback. Is suitable to say that those advances have been created by the participation of different minds who put together their opinions and experiences to find a better way for people to see and get involve into their society, their problems and situations.

Plays can serve to provide critical insights about a given social situation enacted by characters. Thus, students in the EFL class can start to identify different viewpoints of the situations to develop their critical awareness. The creative process depicted in plays is another factor that help students in the expansion of knowledge, exploration and learning about social problems through experimentation, generating critical positions and attitudes towards the reality that surrounds us. López (2008), states that use of theater in classes seeks to achieve the integral development of individuals by stimulating their affective and social capacities, this with the objective of contributing to the development of more integrated and critical individuals.

Literary criticism

The theory about literary criticism framed the interpretation of literature that develops critical thinking skills and allows students to have a different perspective of the world in which they live. Literary criticism shows how texts are important in the reflection process of social issues, since stories and data can mirror the vision of the world that an author has wanted the reader to see in his or her writing, allowing them to look at a situation with other eyes. Because of its subjectivity it is important to highlight that my pedagogical intervention aims to increase students' social understanding by assuming individual critical consciousness and taking action through texts such as films, literature and theater. These texts are analyzed as personal and group interpretations that reflect society in its best and where students give their own perspective and point of view about social problems. According to Morrel (2008), "these types of critical compositions let students experience new things as citizens of the word. They entail authentic

humanizing interactions with social reality and confront social injustice making students take action”. (p. 116)

Literary criticism is a textual interpretation or literary analysis that reflects the mindset, the worldview or believes of a group of people in a specific moment. Bennett and Royle (2004) argue “[t]he task of a literary critic is to explain and attempt to reach a critical understanding of what literary texts mean in terms of their aesthetic, as well as social, political, and cultural statements and suggestions” (p.115). In this research it is through the analysis of literature, films and theater that students recognize and learn different social problems and analyze the different perspectives of the same subject, giving them perception, critical view and thoughts to build their own meaning of reality.

Cultural poets believe that language shapes culture and it is shaped by it too. Kirby et al. (2008) note that “[l]anguage is unique in being a system that supports unlimited heredity of cultural information, allowing our species to develop a unique kind of open-ended adaptability” (p.30). Within cultures, language has the task to help them share information, ideas or knowledge about different situations they might be facing at the moment. It is through the experience that the students have with the texts that they integrate their concerns, understandings and context into the school’s practices. “Language expresses cultural reality. A social group do not only expresses experience; they also create experience through language. Through the verbal and non-verbal aspects, language embodies cultural reality.” (Kramersch, 1998)

For Giroux (1997), it is important for students to be able to put apart the cultural

assumptions on which the author or director are based, and have a position outside the text, and built an independent view by their experience and other texts they have read. A text that confronts reality, gives the foundation for the creation of a critical thought that identifies the power of the text, its relations with the context and the need to create a different perception and expose new opinions. It is for this reason that the teacher must provide all kind of texts that create in students the need to analyze and generate opinions with solid bases, having personal criteria and reasonable thoughts.

Using literary criticism and texts such as film, literature and theater, I intend to generate in students critical attitudes about reality. The texts play an important role because the students not only study them but also perceive them as a social reality that allow learners to interpret and give a critical and proactive opinion of social problems. Nevertheless, texts sometimes don't get the full perspective of the main idea behind them since some readers relate better with the stories when they are presented in a more visual way. This is not only because the fact that many people nowadays are visual learners but also because some of the things that happen in today's society go beyond the power of our imagination and is better to have a mental image of them. That's when the films come in handy since they help us to recreate the author's ideas and put them on display for others to watch.

CHAPTER 3. RESEARCH DESIGN

In this chapter, I explain the characteristics of the study, its development, setting, participants and planning process. It highlights the relevance of the process in the specific community such as a private school.

Type of study

The present study relies upon the action research theory (Carr and Kemmis, 1986) and it addresses the following research question: How do interaction with texts (films, literature and theater) that depict critical issues in society foster 11th graders' reflections and writing about social issues? For Carr and Kemmis (1986) "action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out" (p.162)

During the development of this study, I observed, planned, and executed six phases that started in February 2017 and ended in December 2017. The phases were developed based on the Authoring Cycle Model from Short, et al (1996). The model integrates personal and social knowing, knowledge systems and sign systems within a social context. It starts from building from the known, taking time to find questions for inquiry, gaining new perspectives, attending the difference, sharing what was learned and therefore taking thoughtful new action. Students become active participants through inquiry. Inquiry is a collaborative process where students learn together and from each

other, it needs to start with what is important to the students and its needs to connect to their own personal experiences. (Short, 1996)



Figure 1 The authoring cycle model. (Short et al., 1996, p.262)

Students initiate on inquiry using films, literature and theater that depict social issues. *Building from the known* was a phase in which students expressed their personal beliefs and experiences before being exposed to films, literary and theatrical pieces. The group discussed about Colombian real problems and how they were affected, they explored through films this realities and wrote insightful reflections and raised issues that they considered need to be attended in Colombia regarding its childhood and youth.

Taking time to find questions for inquiry was a phase based on exploration about Colombian social problems, highlighting migration. This topic was very interesting for students because they were curious to know how society sees this problem and how the extent to which Colombian law and justice protects its citizens. The group searched for books, stories, biographies and news articles that showed this problem. It was an experience that made students react, think and assume an analytical position.

Gaining new perspectives was a phase in which students made deep research about Colombian social problems. They found topics that called their attention like sexism, plastic surgery and Colombian internal war. They watched youtube videos, read articles and books, and saw a play about Colombian victims of the war. Students got involved and created cartoons and slogans as a different way to critique society.

Attending the difference and sharing what was learned, were centered on students' outcomes such as monologues, flyers and advertisement, all based on Colombian social problem they wanted to analyze and make others reflect about. Then, as a group, they created a theatrical script that showed what they think and their concerns about what they see in society.

Taking thoughtful new action consisted in the acting of the script students created with the objective of showing other students, parents and the school's principals the Colombian reality through a performing act. This project intended to make students reflect and analyze real social problems and take action, to be curious and search for

different realities, learning about social problems and not ignoring what surround them.

Here the cycle does not end, on the contrary a new one begins where the students will inquire and have new questions about other social problems.

Films, literature and theatre became the three main sources that helped me and my students in the English class to become informed, explore inquiry and study the realities that our society lives and that many people in disadvantaged situations experience daily. Viewing, reflecting, discussing and writing about what affects society in class, was a powerful process to learn from using the target language.

This research was focused on language in use, connecting students' knowledge about language with an understanding of what creative theater scripts reveal about them as social actors and what connections students make between texts from the assigned genres (literature, films and theater) in their writing development. As a social construction, this research emphasizes on the participants – how students experience and interact with writing and what social problems they can expose through different texts.

As an introspective inquiry, it is participatory, and it makes students the center of the constructive process of knowledge and intervention of reality. And as a bottom up approach it helps influence creativity in the students by letting them experiment and voice their opinions.

Context of study

I carried out the study in Nuestra Señora del Rosario School, a private and catholic school, located in Bogota, Colombia. Four years ago, the principal and the general academic coordinator subscribed the school to the bilingual tittle acknowledged by the National Ministry of Education. Currently, the bilingual program operates; students receive 50% of the subjects in English (Math, Science, Arts and English) and the other 50% in Spanish. From 4th grade to 11th grade the students take five classes of English per week, each class is about 70 minutes. Also, from pre-school grades to third grade there are boys and girls, and from fifth grade to eleventh grade are only female students.

The school English department has built its principles based on the Common European Framework of Reference (CEFR) about how and what learners should achieve in the target language. Consequently, head teachers, use placement tests to create groups of students according to their language proficiency level (CEFR levels of proficiency: A1, A2, B1, B2, C1 and C2). These groups were divided from 6th to 11th grade, each classroom has around 20 to 25 students, and the English class lasts seventy minutes.

Participants

Eleventh grade was the chosen group to carry out this research. This group is composed by 18 female students, ages 16 and 17. Their English proficiency level test placed them in the projects level (C1) according to the standards of the school. According to the Common European Framework of References (CEFR), the students in this level

have high English skills, they are able to face challenging tasks in English such as keep up a conversation for an extended amount of time in various topics and give critical opinions and arguments. Also the students are able to write essays and documents, classifying the information and categorizing it after reading and analyzing data.

Students' final assignment determined by the syllabus is to create a play, write it and act it. They must produce an impact in the school community and it must be entirely in English. The presentation is for the "English night"; a celebration in charge of 11th graders and everything must be related to English. The participants were chosen because they have the competence to write a script and act it. Their speaking and writing skills are pretty advanced, and additionally they are very interested in creating, expressing and innovating using their English knowledge.

Instruments

The instruments proposed to collect data are teachers' notes from in-class observation, students' artifacts (monologues, theater script, and literary critical reports) and interviews. Marshall and Rossman (1989) explain observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p. 79). Knowing what the participants think, view, feel and are sensible to, I captured participant's ideas, decisions and worries about social issues through observation, as well as understanding and noticing how they express themselves as social and political actors. The artifacts distinguish students' opinions, problems, concerns, and how they express their ideas, critical views and analysis about social issues. Finally, through interviews I

obtained information and collected data on the experience lived by the students during the pedagogical intervention. I also gathered their opinions about the use of film, literature and theater in their English class.

Fildnotes were used to keep a report of the observations, about what I considered it was relevant to be written about the students: their interactions, decisions, analysis, providing them feedback about how I was carrying out the study, not only for my own research process, but also for their learning process. Hopkins (1985) claims “keeping field notes is a way of reporting observations, reflections and reactions to classroom problems. Ideally, they should be written as soon as possible after a lesson, but can be based on impressionistic jottings made during a lesson” (p. 116).

According to Norum (2008) artifacts “provide historical, demographic, and (sometimes) personal information about a culture, society, or people. Insights into how people lived, what they valued and believed, their ideas and assumptions, and their knowledge and opinions are revealed” (p. 23). The artifacts collected were reflections, cartoons, stories, titles, monologues, and script when exploring social issues through films, literature and theater.

Finally, the interviews are flexible to analysis and are comparatively easy to manage. They provide information, gather opinions or point of view, and clarify reports. The purpose of the interviews in this research is to analyze in detail students’ opinion about the classes and observe the critical perspective they had about social problems that

affected them directly or indirectly. I also wanted to know their comments and study their points of view about the process of the creation of the play. (Appendix # 1)

The validation process of these instruments was done through content validity, where two experts reviewed and suggested changes. The other validation consisted on conducting a pilot study in which many modifications emerged in terms of having enough movies, books and scripts that depict social problems and where students could choose and draw their attention, in order to gather significant data to accomplish the research objectives.

Role of the Researcher

Since I am the participants' English teacher and the researcher, my role was participant – observer. According to Laurier (2010), participant observation has strengths in describing the local processes, practices, norms, values, reasoning, technologies and so on that constitute social and cultural life worlds and its power lies in its intimacy with, and grounded perspective upon, the places, practices and people it studies (p. 112).

Participant observational approach is the method in which the researcher documents what happens in order to collect data for research purposes. In this particular setting, I interact with students while I collect information. My role as an English teacher let me to be an active member in this research study.

Ethical Issues

Research ethics intent the study of ethical issues when people are involved as participants in research. Its objectives are: protect the participants, guarantee that the research is guided in a way that helps individuals, and to study specific research activities for their ethical reliability, considering at issues such as the protection of privacy and the process of informed consent.

According to Rossman and Ralli (2003) ethical considerations intend to serve as parameters for practice to guarantee that participants in research projects are protected from injury and are not deceived.

Because ethical considerations are so important in this research, I have purposefully considered using a consent form for participants (See appendix #2) and the schools' principal (appendix #3). At the beginning of the research I presented the project and reported the findings to the principal and head department. The main objective is to pursue knowledge and truth. It is important to respect students' privacy and protect participants' integrity.

As a conclusion of this chapter I considered that the reflections taken during the design and planning of any study can seriously affect the success or failure of it. Therefore, it is suitable to take into consideration as many variables as needed to ensure that every direction that it might take leads to accomplish the objectives set at the beginning.

CHAPTER 4. INSTRUCTIONAL DESIGN

This chapter describes the pedagogical implementation carried out during 10 months with the group of eleventh grade students participating in the study. I start by presenting the vision of curriculum, language and learning as the pedagogical platform that inspires the instructional design. The purpose of the pedagogical intervention is to explore, with eleventh grade students, social situations that can promote reflection and increase their social understanding by analyzing different social situations through literature, films and theater. Thus, the English class encouraged students to generate socially related inquiries that were documented using locally relevant information. Literature, films and theater were used to allow students to develop critical thinking, to become informed, explore inquiry and study the realities that our society lives, to be sensitive to current social problems, and reflect who they are as students, citizens and women.

As an introspective inquiry, it is participatory, and it makes students the center of the constructive process of knowledge and intervention of reality. Furthermore as a Bottom up approach helps influence creativity in the students by letting them experiment and voice their opinions. The impact expected with students in this research is that they can experience, analyze and think critically real social situations using literature, films and theater as instruments to generate reflection, inquiry and action.

It is important to view the English class as a means for students to inquire, question and wonder about the reality that surrounds them. Language is a way to learn about different issues, and it allows students to bring into the classroom their queries about what they think or live. It is important to allow students to question and take action on situations society is experiencing.

In the pedagogical intervention, I describe in detail the activities carried out with students to analyze the contexts and situations depicted in literature, films and theater as instruments to generate reflection, inquiry and action. The curricular unit was based on the authoring cycle presented by Short (1996). Through this cycle students had the opportunity to engage with texts that generated reflection, promote social criticism and focus on social issues that they want people to know about or make visible.

Vision of curriculum

Centered on the ideas of Short and Burke (2001), this scheme is framed within the idea of authoring cycle as a mode of curriculum in which curriculum is for and from students; it is the negotiation between the teacher and students. This type of curricular model is personal and social knowing, it is important student's personal experience of living in the world and their role in a specific cultural group and social context. Inquiry begins with what students know, perceive, and feel. "[t]he curriculum must be always connected to as well as go forward from students' life experiences" (Short and Burke, 1991, p. 35).

Inquiry allows students to immerse themselves in a particular topic, explore that topic to generate questions that are meaningful for them, and investigate those questions. The cycle is considered as an exploration of the immediate reality, a creation of meaning, a reflection and a sharing of the findings. Curriculum is not seen as static entity, but as a continuous inquiry; “[i]nquiry is not just a matter of finding a problem, but of having time to find a problem significant for students” (Short and Burke, 2001, p. 32).

Creating a visual model of curriculum as inquiry allows teachers to see that inquiry is an entire process that cuts across three knowledge sources—personal, system, and signs (Harste, 1996). This process allows learners to analyze, critique, and take action, but they need to begin with what they know and believe, and also, the investigation of area of interest, and the specific question grows out of that exploration rather than preceding it.

This curricular vision was developed in this research, since students decided what was significant for them. The students and I co-constructed learning in a way of making and sharing meaning, and allowing students to know and communicate different perspectives about the world; it includes students as problem holders as well as solvers in a practical environment, in which they reflect on social issues and get immersed in questioning and giving their critical opinion about them. As teachers examine their beliefs and actions, they take control of their work with their students in creating more active learning environments.

This curricular approach is valuable because it is a great way to motivate students with topics that allows them to have different types of learning. (Wells 2007, p.242).

Students do not inquire to eliminate alternatives, but to find more functional understandings, create diversity, and broaden their thinking. (Short and Burke, 2001, p. 38).

Vision of language

The vision of language in an inquiry oriented curriculum takes us to think of it as a social product in which there can be a myriad of sources of information and exchanges of messages made up by words that express a thought or an idea. Human beings use language as a tool to communicate what is on their minds and hearts, it is also a way to interact with others and to share each other's thoughts and feelings. When they are asked to give a critical view or to give an opinion about social issues, language is suitable to achieve that purpose since every knowledge we acquired comes from the interaction with others. However, having a critical view involves questioning, theorizing, complementing and analyzing the information available. Being a critical person requires curiosity, flexibility of thinking, passion and perseverance that are qualities we all want our students to have. That's why communities with more active social learners have a better chance to increase the creation of new knowledge.

In my particular case, the population I am working with likes art and technology, so I decided to combine theatre, movies, and literature. Books are great sources of information, since they have stories in which the students can see the problems of their

society on other contexts, and then they can reflect on how those problems can be solved by comparing what they have read with what they are living.

Vision of learning

The vision of learning as inquiry has a lot of points that must be taken into consideration, one of them is the interaction process between the learner and the teacher, they need to focus on the same goal and work to achieve it, each of these parts have to assume individual and joint duties in order to get to that goal. From my understanding that learners learn through experience, I assume that one of the duties for us teachers is to connect students' previous experiences to build new knowledge and to create varied and meaningful learning experiences as possibilities to inquire, think and share information.

When students feel engaged, motivated and guided through the path of learning it might be easier for them to construct their own understanding of what they are inquiring about. It will as well facilitate the invention of questions and the search for answers. "Teaching literature can contribute to the student formation as a social being and the school must be a place where he or she can develop the desire to learn. The student must master techniques that make possible an approach closer to the truth, and to have the flexibility of mind and temperament necessary to translate the critical sense of truth into real behavior" (Rosenblatt, 1995)

Pedagogical Intervention

Objectives of the pedagogical intervention

- To identify the reflections that students make about social issues and determine the influence of different genres on students' writing development.
- To describe students' inquiry processes when they undertake the study of social issues.
- To foster students' thinking about social concerns that may affect them in the Colombian Society.

Description of the pedagogical intervention

Students are called to analyze actual social situations presented in films, plays and literature, as well as to reflect upon them by doing additional research (more reading, watching different videos, etc.) that provide them with informed opinions that they will express through writing. This action research seeks to develop students as writers and involve readers and inquirers of their own reality by engaging them in reading literature, experiencing theater and watching films as indicated below in Table 1.

The instrument that was used was the observation in class. In this way, I was able to discover what materials could help my students to work on the contents and develop the skills. I also made personal interviews to find out what materials would be motivating for them.

The objectives of the material chosen were to present the content, to help my students to be analytical and independent, to facilitate learning and to serve as a stimulus and motivation, starting from action focus.

The materials sought to improve the communicative skills on interpretation and expression of the students and these were chosen taking into account the different learning styles, the social contents that these materials had that allowed my students to reflect and be critical.

Books, stories, articles	Plays	Movies
“La polémica por cirugías plásticas en menores va más allá del bisturí” (The controversy caused by plastic surgery in minors goes beyond the scalpel) in El Tiempo News paper.	De ausencias – Teatro Quimera	Remember me - Allen Coulter
"Por querer verse como madonna, quedan como popeye" (Searching to look like Madonna, they look like Popeye) by Alejandra Azcárate.	Romeo and Juliet – William Shakespeare	Pequeñas voces (little voices) - Jairo Eduardo Carrillo, Óscar Andrade
“Caprichos peligrosos” (Dangerous whims) in Semana Magazine.	Angelitos empantanados - Matacandelas	Los colores de la montaña (The Colors of the Mountain) - Carlos César Arbeláez
El renacimiento de Natalia Ponce de Leon (The rebirth of Natalia Ponce de León) by Marta Soto.	Kilele, un grito a la memoria sobre la masacre de Bojayá - Fernando Montes	He named me Malala - Davis Guggenheim
“La carta de Clara Rojas a su hijo Emmanuel” (The letter from Clara Rojas to her son Emmanuel ") in Semana Magazine.		Persepolis - Marjane Satrapi, Vincent Paronnaud
I am Malala - by Christina Lamb and Malala Yousafzai.		
“Te cuento mi historia” (I tell you my story) – The UN refugee agency.		

Table 1. list of books, articles, stories, plays and movies used with students.

In this study, I used inquiry- oriented curriculum based on Short's (1996) Authoring cycle model framed within community-based pedagogy (Sharkey and Clavijo 2012). Short states that students become active participants through inquiry; and that inquiry is viewed as a way to connect the students' world with new understandings, new questions and issues that they want to explore further. The intention of using inquiry is to promote students' capacity to be analytical, construct their own informed opinions and empowering them to get involved, being authors of their own texts and focusing on social concerns.

This research led students into reflections, analysis and the experience of connecting their lives with other realities through literature, films and theater. In Community based pedagogies (CBP) it is very important to integrate students' knowledge of their community, beliefs, worries and informed thinking in the English class to make it more context related. (Sharkey, Clavijo and Ramirez, 2016.)

The main content of the pedagogical intervention of this research is the community issues that students identified, researched, read or wanted to discuss. The readings (news paper articles, books, biographies, stories and scripts) inform their writing of their opinion essays and play. They constructed texts that depicted the way they think and present their opinions to propose possible solutions or ways that as students they can deal with the problems in the Colombian society. The Phases, in the authoring cycle, orient the dynamics of the inquiry process. The first phase goal is to foster students'

thinking about social issues proposed by them and based on their life experiences, keeping the focus on students' lives, on what they know and perceive. The learning objective is to question, analyze and give their opinions about social issues based on their exploration and reflection of scripts, books and films.

The school's week - day schedule is set by number one to six, rather than Monday to Friday. During these six days, I meet my eleventh-grade students one time; they have been chosen exclusively for my research, because they have "C1" level according to CEFR. Each class lasts seventy minutes. The model of curriculum and class lessons (Appendix # 4) developed in this research were based on the idea of the authoring cycle.

The starting phase (table #3) began from the students' prior knowledge; students shared some of their own experiences, and articulated those with films, plays or literature they have previously read and watched, and associated them with social problems, in an oral and written way. The first assignment was to ask the students which social problem(s) they wanted to put on the table for discussion. Some topics were; women in south Arabia, homophobia, corruption and vanity. They discussed and gave their points of view on each topic without fighting or getting upset over other's opinion. Then, taking this into account the teacher wrote three words: Money, women and surgery. Students were asked to write one word related with the ones given. Then, they had to create a complex sentence in a poetic way in order to stimulate creativity and analysis.

<i>Phase</i>	<i>Session</i>
1. Building from the known	Session # 1
2. Gaining new perspectives	Sessions # 3, 4, 5, 6 and 7
3. Attending to difference	Session # 8
4. Sharing what was learn	Sessions # 9, 10 and 11
5. Planning new inquiries	Sessions # 12 to 19
6. Taking thoughtful new action	Sessions # 20, 21 and 22

Table 2. Authoring cycle - phases of the pedagogical intervention

Additionally, the teacher and the students searched for newspaper articles in publications such as “El Tiempo”, “El Espectador” and “El Pais”. In El Tiempo newspaper they found one article that said: “La polémica por cirugías plásticas en menores va más allá del bisturí” (The controversy caused by plastic surgery in minors goes beyond the scalpel). It caught students’ attention immediately. They read it, they shared personal experiences and search for some videos in Youtube that could be related to the topic. They found “la Barbie humana” (Human Barbie), “Ken humano” (Human Ken) and “Simulador de cirugía plastica para niñas pequeñas” (Plastic surgery simulator for Little girls).

Finally, the teacher showed some opinion articles: "Por querer verse como madonna, quedan como popeye" (Searching to look like Madonna, they look like

Popeye) by Alejandra Azcárate, and “Caprichos peligrosos” (Dangerous whims) in *Semana Magazine* and made students reflect about the videos and articles they read and asked them to write their own opinion article. Students showed interest and created original texts that evidenced analysis and risk.

In the second phase, students studied social problems often shown in literature, books and plays. Students were asked to read a Colombian script called “De Ausencias” (The absences) and to visit a theater called Teatro Quimera to watch the play of the script they read (March 18, 2017) Next, students discussed during the class about the experience of reading and watching the same play, what they imagined during the reading in contrast with what they saw in the play and what social problems caught their attention the most. They also read *Romeo and Juliet*, *Angelitos empantanados* (Little Bogged Down Angels), and *Kilele, un grito a la memoria sobre la masacre de Bojayá* (Kilele, a shout to the memory about the massacre of Bojayá) as texts that complement the analysis and plays that are related to each other .

They also analyzed the dialogs, characters and situations and reflected upon the monologues shown in the play. As homework were asked to watch “Los colores de la montaña” and “Persepolis”. In the next session, students watched a movie called “Remember me” and were asked to make an analysis contrasting the play and the movies finding out the importance of a monologue in these art expressions. During the class, students examined the moments were the monologues appeared, the character who said it and the intentions in which the monologue was said. Finally, students created a

monologue of their own and shared it with their peers. The monologues showed students' social concerns, their experiences and a different way to express their points of view as well.

For the third phase (session # 8), the students were required to interpret information encouraging them to an independent thinking. The learning objectives were: recognize, compare, develop an analysis and relate real life situations with their own life experience. First, the teacher reviewed student's opinions and searched for social topics that students were interested in and look for some literature that contained their concerns. The topics that emerged were: Natalia Ponce de Leon and Emanuel Rojas. The teacher showed the real case of the first Colombian woman attacked with acid and the second who is a kid that was born in captivity. During the research, we found out that there were articles, videos and a lot of interesting information about both of them. We began watching videos, reading articles and reflecting about their situations (See references of literature work cited). These topics were interesting for students because it was about Colombian society, children, women and vulnerability. At this point, a student came out with an idea of reading a book about Malala (I am Malala) and watching the movie "He named me Malala" analyzing how children and women in other countries were being attacked in contrast to what happens here in Colombia, therefore, students decided to search by their own and compare these three real cases. Before ending the class, students created flyers that presented Emanuel's real experience and slogans that support Natalia Ponce's foundation.

EFL students authoring texts through Literature, Films and Theater

In the fourth phase (sessions # 9, 10 and 11), students were motivated, they were very curious about what was coming next. They watched a movie called “Pequeñas voces” (Little voices) and read a book titled “Te cuento mi historia” (I tell you my story) which is a book that shows real stories made by kids who have lived the Colombian war. The intention was to experience film and literature about the same topic “Children as war victims in Colombia”. This practice allowed students to understand, develop critical thinking, participate and study the problem from different perspectives. The activity was to reflect and create a cartoon and some flyers that expressed their concerns and their view about Colombian social problems.

The fifth phase was named “planning new inquiries” (sessions # 12 to 19). In this stage the students discussed, made decisions, and created a script. In which they, as a group, created the characters, dialogs, conflicts of the story with their respective resolutions about real social problems. The first group of students wanted to critic religion vs women, then they noticed that it was not a good idea showing it in a catholic school, the second group wanted to talk about real situations about parents with kids that spend their lives at a hospital, but they decided not to because the ending could be very sad, and finally both groups chose a topic that was important for them (most of them) as children, they wanted to highlight types of families, “Bienestar Familiar”, the faith in others, how to enjoy life and with a perfect ending of happiness, love and education.

After this came the stage in which they took “thoughtful new action” (sessions # 20, 21 and 22), which means that they prepared and acted the play created by them with

the aim of sharing their findings with the rest of the school community (Figure 1). They shared their talents and abilities to express their thoughts the best way they could. The play was in English, it has choreographies (Figure 2), singing performances and acting. It was a meaningful experience for the students being part of a great project that not only showed their English abilities, but their capabilities to analyze, express, explore, create and reflect about real situations that need to be shown and not be ignored.



Figure 1 Play 1 "Peter pam the never told story". November 3, 2017



Figure 2 Play 2 - "Peter Pan the never told story " November 3, 2017

The data analysis and findings presented in the next chapter constitute the results of the implementation of the research process as an educational focus that places student's questions, opinions and observation at the center of the learning experience.

CHAPTER 5. DATA ANALYSIS AND FINDINGS

This chapter deals with the explanation of the stages and processes carried out in the analysis of the data collected. The data analysis aimed at identifying students' interactions with films, literature and theater to discuss social issues such as social inequality, children vulnerability, social injustice and Colombian internal war. Thus, I analyzed students' artifacts (texts, interviews and play) to find out what they expressed and reflected upon their concerns in social issues. The texts that students wrote reveal their concerns and questions about children's vulnerability in Colombia. The results presented in this chapter answer the research question: How do interactions with texts (films, literature and theater) that depict critical issues in society foster 11th graders reflections and writing about social issues?

Data management

Students' artifacts were analyzed using grounded theory. A grounded theory is one that is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to a particular phenomenon (Strauss and Corbin, 1990). With regards to data management, each product was labeled and assigned with the type of text, the date and a number for each student (Type of text/ date/, student #). In this process, each student's creation appeared as a separate element in order for me to consolidate the data collected and write memos easily.

The approach includes grouping all labels or themes that emerged in open coding and assigning a name to the groups and selective coding. This last phase was based in making connections between the groups (or categories) and developing each topic. In order to analyze the data collected it is appropriate to define data analysis as the process of examining, analyzing and creating meaning. Furthermore, it is the activity of making sense of, interpreting and theorizing data (Schwandt, 2015).

Regarding qualitative analysis of data, Marshall and Rossman (1999) state that it is a search for general statements about relationships among categories of data (p.150), and Creswell (1998) refers to data analysis as the process to establish patterns or themes.

Data analysis framework

When analyzing data, I used grounded theory as the model to establish associations between the information gathered, the research question and the theoretical framework. According to Strauss and Corbin (1997) grounded theory seeks to adapt the previous discoveries to the specific characteristics of the phenomenon under study. This approach allowed me to demonstrate a clear content analysis and to identify the fundamental problems to reach theoretical categories that finally helped me understand the phenomenon.

I found Charmaz's (2006) constructivist approach to grounded theory appropriate for my study because it assumes that neither the theories nor the data are discovered, but that the researcher constructs them because of the interactions with the field and its

participants. The objective of my data analysis is to uncover participants' social main concerns, reflections and questions about them. The data analysis process is divided into three main stages: initial coding, focused coding and axial coding. Initial coding is when the researcher starts to define and categorize the data. It helps him or her to gain a new interpretation on the material and focuses on becoming familiar to the subjects' view of their realities. I found suitable to adopt line-by-line coding because I intended to interpret what participants were communicating and expressing, so I examine and define data and start to build ideas inductively.

The second stage is completed after having discovered the core variable; this core explains the behavior of the participants in resolving their main concern. It verifies the fit between the emerging theoretical framework and the empirical reality it explains (Charmaz K, 2000). When doing selective coding, I began to recognize some codes and I assigned names that helped me identify associations between the codes and the theoretical framework. Finally, using this method I constructed the main category that will answer my question.

The last stage is axial coding. It is when the researcher relates codes providing coherence to the developing analysis. It emphasizes in “a general method of [constant] comparative analysis” (Glaser and Strauss, 1967, p.vii). Regarding this last stage in the data analysis, I made connections between the possible categories looking for guides to group them in a coherent way. At this stage, I analyzed these associations and organized the topics.

Category

The following chart shows how the main category emerges.

<i>Texts</i>	<i>Interview</i>	<i>Critical issues</i>	<i>Category</i>
<ul style="list-style-type: none"> • The human dimension of war narrated by children. • Recognizing poverty and displacement as consequences of internal war. • Confirming social differences provided by class and economic access. • Expressing empathy and compassion toward children situation. 	<ul style="list-style-type: none"> • Education as the key to change society. • Recognize the influence of the armed conflict in nowadays children reality (poverty, displacement, etc) • Perceiving political corruption as the cause that decreases life quality and social injustice. 	<ul style="list-style-type: none"> • Education as a key to social transformation. • Social indifference. • Children Life Histories of abandonment transformed through family adoption; Family and types of family. 	<p>Seeking responses for neglected children in Colombia: realities depicted in films, literature and theater</p>

Table 3. Emergent category.

The category shown in the chart above answers the research question posed to guide my study. It was crucial to characterize students' reflections (texts), interview answers and critical issues, by analyzing social issues and identifying that through films, literature and theater students analyzed, questioned and experienced the creation of their own texts.

The category was divided (Neglected children in Colombia: realities depicted in films, literature and theater) by the fact that this concept is identified in each one of the three genres, and it was necessary to study how each one of them give, expose and use critical elements that led students analyze and argue.

Seeking responses for neglected children in Colombia: realities depicted in films, literature and theater.

The topic "Neglected children in Colombia" was the one who impacted students the most and the one they chose to study and analyze. This and other social issues were shown in film, literature and theater to determine the connection that students could make between the texts from the genres assigned and their creative texts.

Through the pedagogical intervention, students identified social problems that they addressed and then they created a script based on the problems they decided affect children. The problems were poverty and lack of education, social inequality and the rights to proper treatment that each child deserves. They said that children should be cared for and have the opportunity to have a decent home, a family, education and food, and that the government should guarantee a decent life for all children in Colombia.

In addition, students expressed that the biggest problem a child could experience is *abandonment*; they wanted to emphasize and create a text that shows how some children are affected by this problem, especially those children who have been separated from their families due to extreme poverty when their parents cannot offer them the

minimum living conditions, and have to be taken to government institutions where there is absence of love, loneliness and depression. Additionally, students inquired about the conditions offered by the “Instituto Colombiano de Bienestar Familiar ICBF” (Colombian Institute of Familiar Wellbeing), interviewed some people who worked there, went online for additional information and came up with the conclusion that children need love, support, inclusion in society and a family to enjoy life and their childhood.

Students showed concern for the lives of some children in Colombia and considered that "many of them today, unfortunately, are abandoned by their parents due to different reasons and that brings most of the problems we see in Colombia: crime, prostitution and violence "(Interview- November 1, 2017- Student 1)

Neglected children in Colombia: realities depicted in films

Films are a source of information that provides examples of human relationships. Students might not be aware of the fact that while they watch a movie, they experience emotions, analyze and make a semiotic interpretation of the contents of the film. Behind the production of films there is a grammar to the use of image, language and theme that make viewers gain interest in and learn about the visual story told in films. The is irrefutably a powerful mean of communicating meaning and language in itself”, (Tecucianu, 2014, p. 251)

One of the movies my students watched was “Pequeñas voces” (Little voices). It is a film based on interviews and drawings of a generation of displaced children (8 to 13

years old) who grew up in the midst of violence and chaos in Colombia. The four main characters, through their testimonies, reveal how they perceive their realities; life experiences in the countryside and real incidents dealing with the guerrilla and the military forces. This film shows the vulnerability of children and how they are affected by war.

After watching this film to my students they wrote a reflection and gave their opinion of what they saw. Their reflections evidenced their concern about children as the most vulnerable population in Colombia. They expressed empathy and compassion toward children's situations, recognized how children lived poverty and displacement as consequences of internal war, and finally, confirmed that children's rights were being violated.

Watching a film enables the students to have an idea of who they are, identify their perception of the world and explore through analysis their social position and identity; as a social practice in which students participated, they had the opportunity to create and analyze realities and establish social and interpersonal relationships (Kramsch, 1998).

“I really think those “Pequeñas voces” are the opposite, they have the power to change minds, to make us take off the blindfold, and see the real world we live in, that not everything is perfect and that we have to learn to love what we have and what we are”

Movie reflection – March 16, 2017 – Student 2

This reflection shows that the student identified and gave her perception of the social problem (neglected children in Colombia), taking a position and identifying that there are cases of real life that she does not know and recognizes that she would like to learn to love what she has and who she is.



Figure 3 Movie 1 "Pequeñas Voces".

The movie “Pequeñas voces” (Little voices), have scenes that impacted the most to the students and evidence children vulnerability. For example (Figure 3): In this scene, a man offers money (\$50.000 - fifty thousand pesos) to a child in exchange for a job, the man convinces him to leave home and leave his mother alone. The boy arrives at a bus stop and meets other children who have also been persuaded to go to “work”, but the reality was that they were put on a truck, taken to a guerrilla camp and forced to join it.



Figure 4 Movie 2 "Pequeñas voces"

In this scene (Figure 4), an obese child was forced to carry out difficult training, is punished and finally, due to his physical incapacity, is killed in front of the other children.



Figure 5 Movie 3 "Pequeñas voces"

Another scene in which we can see how children are being victims of war and are vulnerable to the situations happening around them, This is when a child has to experience the guerrilla attacks and has to stay hidden at home. He cannot go to school or play outside because of the fear of being killed.

This film made students think and analyze how children are victims of a war they do not even understand, and how children have to face the harsh reality not because they

want to but because they have to, and also how children's innocence and life were being stolen so early in life.

"It's really sad and hard to see the way many children have to live their childhood, when they should be playing, studying and living amazing experiences creating beautiful memories, they are struggling with a war, being manipulated, seeing their loved ones go away and suffering the consequences of something that they can't control and maybe don't even understand".

Movie Reflection – March 16, 2017 – Student 3

Films show lives and cultures that have influenced individuals and societies. It is a tool that tells stories using images with a clear objective: to reveal tales that go beyond language and are sources of emotions and feelings. Zatlun (2002) argues that film, as artistic ability, is used to express and communicate truths, models and values; experiences drawn from life. Furthermore, film is seen as an art because it enters the world of senses and shows the mimesis of reality, making the viewer feel identified or simply enjoy what he or she is watching. In films such as in theater, there are many arts involved; literature in the written script; acting in their characters; plastic arts in the scenery etc. The film "Pequeñas voces" reveals stories of real children communicating to the spectator the truth of the facts, and this had an impact on the student (3) who analyzes these realities and had emotions and feelings of compassion and sadness.

As mentioned before, James, et al (2011) see films as an educational tool through which students can reflect, analyze, and know different realities, events and cultural values. Additionally, films are emotion generators; are producers of feelings that make the spectator get involved. This can be evidenced in the student's reflection (Picture 4) in which she criticizes the social indifference in front of the abuse of children's rights.

“After watching the movie “Pequeñas voces” I started to think about how indifferent and superficial we are nowadays, because we watch in the news and we are taught that Colombian's conflict is something away from us, that is just a political problem and we believe it, but they don't show us how innocent people, specially children have to deal with it and get affected even permanently”

Movie Reflection – March 16, 2017 – Student 4.

In this reflecting exercise, students perceived that in our society, there is inequality and unequal treatment between people in the city and in the countryside, that social injustice prevails, and that kids were the victims of an adult war. In addition, they self-evaluated, discovered and reflected on how their lives are and allowed them to feel and put themselves in the place of the other, becoming considerate, sympathetic and more understanding with different realities. The main objective was to obtain information from the students' insights into inquiry project in order to understand the individual experiences and allow the students to reflect and criticize and also to listen to their questions, perspectives, suggestions, feelings and reactions.

I can also recognize that through the use of films that depict social issues students showed interest, improved their knowledge about other realities, showed sensitivity, recognized stereotypes and finally transmitted their feelings and opinions about society and the world around them.

Neglected children in Colombia: realities depicted in literature

It was using literature that students perceived the world from another perspective; a perspective that allowed them to know different cultures, interactions and realities.

According to Whitin, (as cited in Wiesendanger and Tarpley, 2010) “Students should develop a deep understanding of a culturally diverse society. One powerful way to effect multicultural understanding is through the use of literature. By incorporating literature, students can appreciate and develop a deeper understanding not only their own culture, but the culture of others” (p. 111)

The purpose of reading literature with students was to increase students’ social understanding and assume individual critical consciousness. This pedagogical intervention based on the inquiry process evidences how students lead, activate, acquire, take risks and learn about different social problems through literature reading. This process began from what the students knew and what they were interested in learning. They thought about the issue of neglected children in Colombia because they were concerned about children being affected by violence. They also questioned the role of

society in solving this problem and expressed their concern about how our culture influences the appreciation of children's vulnerability in Colombia.

During the pedagogical intervention, students suggested the study of children's lives in the countryside. As a group, they found a story called *Te cuento mi historia*. It was a book that made students react, think and assume an analytical position in which they recognized children as victims, and presented some groups as perpetrators of these situations (guerrilla, paramilitaires and government). The book shows real stories made by Colombian refugee children in Ecuador who lived the Colombian war (figure 5). Their realities raised social sensitivity among students and became a source to develop further inquiry among them.



Figure 6 Book "Te cuento mi historia"

Reading literature on social topics in class served to create an intimate relationship and discover other lives and other worlds. Students created titles and cartoons where they recognized that children in Colombia suffer from poverty and

displacement as consequences of internal war (Picture 5), that children are being abused, experienced malnutrition and neglect. The students also showed how some children have to change their childhood in the countryside for a life in the city and showed how they have been rejected and abandoned, suffering acts of omission by their parents, society and government (Picture 6).

“[m]ore than half of the displaced persons (64.7%) by the Colombian armed conflict are girls and boys. In occasions are orphans and are separated from all or part of their family at the time of departure. Displaced children have experienced painful losses, some are difficult to repair. The world of social relations has been broken abruptly, their environment has been in the distance and the possibilities of personal growth are very complicated. They have interrupted their studies at the time of displacement and in new location sites there are not enough places in educational establishments. Their living conditions in the new places of residency are adverse because of the extreme poverty prevents adequate food, by hygiene conditions in subnormal neighborhoods without aqueduct, sewage and garbage collection” (Grajales, 1999)

Students evidenced through the reading of stories and books, how displaced children suffer. They investigated and found testimonies that allowed them to understand the harsh reality and created titles and cartoons where they express in a critical way their thoughts and empathy for the victims of violence, which in this case were children.

“Los niños tenemos hambre de paz”

Title – May 31, 2017- Student 5.



Figure 7 Cartoon 1. May 17, 2017. Student 6

“They cut my soul from the root”

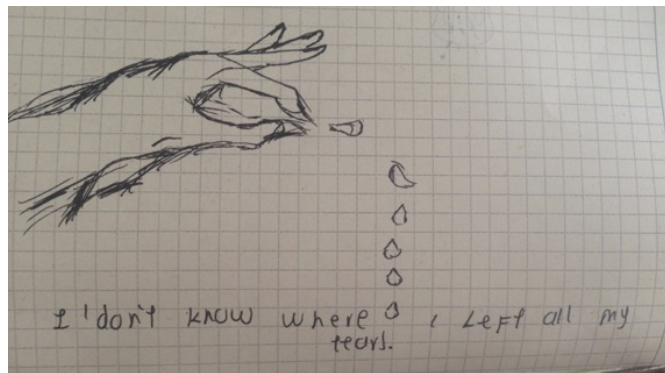


Figure 8 Cartoon 2 . May 17, 2017. Student 7

“I don’t know where I left my tears”

Carter and McRae (1996) affirm that literary texts enable the construction of an intercultural awareness because they promote understanding and respect to variety and differences. Intercultural awareness is having an understanding of your own culture and

of others, and particularly the similarities and differences between them. Through data analysis, I could evidenced that the students compared their realities with children victims of violence, that they looked for things in common and felt empathy for each other and learned not to judge others without first knowing the because of their actions or attitudes.

In the pedagogical exercise of writing cartoons, students expressed empathy and compassion toward children's situation, and recognized that children were victims of an adult war and that is unfair that they have to live with sadness and despair, because they must be studying, playing and enjoying their childhood. The cartoons were analyzed as an artistic interpretation that reflect their thoughts about society and show their own perspective of neglected children in Colombia. The inquiry process gave students voice, they were reflecting themselves and thinking as part of a society: as students, citizens, women, etc.

Neglected children in Colombia: realities depicted in theater

It was also through theater classes that students had the opportunity to express their opinions on social issues, and were encouraged to think outside the box not be afraid of saying what was on their minds. The pedagogical purpose was that students proposed new ways of solving problems and produce a text with the objective of creating impact and generating questions on society; this text was a script for a theater play.

For Clipson (1998), theater brings language alive by providing meaningful contexts and giving the language authenticity in the eyes of the students. He states that theater puts language into action in ways that students can identify with, respond to and learn from. The script students created highlight and describe the harsh and absurd social dynamics of our time. The situations written in their play are the mirror of what students perceive about society. The script is an expressive mode, which constructs the representation of ideas and is a criticism of the imperfections that our society presents daily. Students' main topics shown in their text were family issues, the absence of a loved one, children's hope, love and education as solutions for every social problem.

I consider it significant to construct in students the conscience of self and thinking agent in relation to their social contexts, and help them experience the creative and critical process acquiring analytical skills. This pedagogical intervention aims to increase students' social understanding and assume individual critical consciousness. A fragment of the script that students created was analyzed as an artistic interpretation that reflect their thoughts about society and show their own perspective of the social problem "Neglected children in Colombia".

According to the development of this research and pedagogical intervention, the reading and writing of scripts were the paths to understand how language and society are associated with the many roles, which students must play in real-life interactions.

As kids: "All the children are playing, running and screaming around the room. They are wearing their pajamas ready to go to sleep. As usually, they like to play and make noise... Suddenly, the housekeeper opens the door".

As sisters/ daughters: “ Oh Peter, I am so happy... My new family is amazing! Having a family is the best thing that could happen to me ... obviously after friendship and living with you, because you will always be my family.

As granddaughters: “ Hmm... It’s delicious; it’s the tastiest thing I’ve ever had. Last time I felt something similar was... (Everybody gets frozen but David, David’s grandparents come out as ghosts to hug him and congratulate him. They go out and the scene comes back to life. David is happy and the celebration continues)”

It also aimed to highlight theater production, to encourage students in the critical construction and creative use of their linguistic systems, and to produce imaginative, original and critical script.

Concerning the process of creation of the script, students created a text that included a critical view of many social problems they wanted to show or express such as family, love, faith, loneliness and children’s vulnerability. This activity encouraged and gave students the opportunity to question, inquire, analyze and think critically upon their social concerns. The story they created as a final product was about some children that were in an orphanage because of different and difficult circumstances; students assessed and questioned the reasons for children having to suffer social injustice, family problems or economic situation. The main character was Peter (an adaptation of Peter Pan) a kid that gave children hope and always support the idea that someday they could be happy. At the end, all children had an opportunity to be adopted by different types of families

(gay couple, a single mother, a couple where the man had a disability, etc.) and it gave significance to what family, love and passion mean in Colombian society.

“Peter Pan, the never told story” highlights children’s vulnerability in Colombia. Students wanted to criticize real problems that some children in Colombia have to deal with such as abandonment and the violation of their rights (Picture 7). They also wanted to demonstrate their concern for the suffering, sadness and pain that kids are exposed to in the city and the countryside. For example, the lack of resources to acquire medicine and food from families in the countryside and the direct impact in children (Picture 8).

SCENE 6 – Bedroom

(Lights go out and a spotlight is placed over Adam, background sound of a park emerge and he smiles and looks very amazed to his surroundings. Suddenly a woman’s voice in off says).

Voice: Let’s play hide and seek! Go hide and I will count.... 30, 29, 28, 27,26, 25

(Adam runs on stage and hides behind something)

Voice: I’m so sorry baby

(Adam gets out of his hiding place and starts calling for his mom with no answer, he looks frightened and starts crying and runs into Peter’s arms. He hugs him and tells to the other kids...)

Figure 9 Script 1 - "Peter Pan the never told story" - October 5, 2017

(Peter looks at the audience)

Peter: I remember that morning, the morning I died in her arms. It was cloudy, raining and I was watching the town in the distance through the window of my room, I felt the virus in my body, killing me slowly. Four weeks before, the symptoms started and my mother did everything to take me to town, why couldn't we live closer? Why were we in the middle of nowhere? Without doctors, without hospitals, without medicine. But it was my destiny and there's nothing to do about it, I just wish she could move on. Leave the pain behind, for her sake and the sake of those children.

Figure 10. Script 2 - "Peter pan the never told story" - October 5, 2017

Theater is one of the best expressions of social identity. It is a narrative expression, where people portray life, humanity and social issues. "Theater is a way to encourage freedom of expression, promote social equality by actively amplifying voices not usually heard in society and build community teaching" (Davies, 2011). Social identities are how people behave and communicate in a community; they are people's perception of their life and the world around them, and the students reflected this through the script and recreated some kids lives as a way of criticizing Colombian society for the rejection and lack of consideration for the most vulnerable children, but even so, not everything was bad, values like loyalty, love and understanding and especially the meaning of family also stood out.

After analyzing the students' creation process, I strongly believe that through film, literature and theater, students can take action, express themselves, discover, construct and question real social problems in a classroom environment and have a

meaningful experience on using and learning a foreign language. I could evidence that students identified, created critical artifacts, expressed their thinking, recognized and comprehended that cultural and linguistic practices help understand and transform their thinking about their reality and others' realities.

To conclude, literature, film and theater provided students with tools that allowed them to analyze, discover, question and inquire about social situations, and to demonstrate how important it was for them to reflect about society, especially to learn and search about children's vulnerability. It was through the assigned genres that students made connections and created their own text that affected and was worthy to represent.

Students' reflections when analyzing social issues revealed that they identified and went beyond their own expectations and expanded their knowledge, capability and perspective. They were the authors and actors of their own texts and experienced the creation of a script, taking risks as writers, being original, producing, inquiring and experiencing the artistry in the development of their own text about social issues.

Implementing an inquiry curriculum permitted student's participation and reflections. It was evident that students were motivated and curious about the topics; they produced complex texts and developed a process that allowed them to go further and discover their critical and analytical abilities.

CHAPTER 6. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

This final chapter deals with the closing statements to the research, which involves the recollections that lead me to get the answer for the research question as well as the ramifications of the process in the school community and in my personal and professional life. I must say that this process has opened my eyes to think about connecting my discipline from the arts and humanities to social literacies in language teaching. By leading my students to inquire about social issues in their community, I used films, literature and plays as important tools to reflect upon the social, cultural and political dimensions of the problems they discussed.

For the students it was a new experience, where the topics were chosen by them and the materials were assigned thinking about the curriculum and how to help the students to be analytical and independent, facilitating learning and serving as a stimulus and motivation. The written products (reflections and artifacts) showed their criticality and analysis, their ability to express what they think and what it really matters was that they were able to express themselves and have curiosity of answering new questions.

The inquiry process allowed students to immerse themselves in a social and real context, to explore the topic from different perspectives, to generate questions that were meaningful for them, and investigate those questions. The cycle is considered as an

exploration of the immediate reality, a creation of meaning, a reflection and a sharing of the findings.

Literature, films and theater were very significant for students, because they were essential to provide them with a critical as well as a selective sense, so they can develop their own thinking. This study has evidenced that students identified, created critical artifacts, demonstrated their thoughts, recognized and comprehend that cultural and linguistic practices can shape the way a society works, it also help them understand how through different texts they can analyze and, in fact, transform their thinking about their reality and the reality of others.

Loscertales and Núñez (2001) suggest that “films are generator of models (good and bad), both referred to values and ideologies, as well as attitudinal guidelines” (p. 24-25.). By portraying others conflicts and their solutions to them, people can deal somehow better with their own. According to the UNESCO (2006), theater provides an atmosphere and practice where the learner is actively getting involved in creative experiences, processes, and development. Introducing learners to artistic processes, incorporates elements of their own culture into education, encourages in each student an awareness of creativity, a use of their imagination, an ability for critical reflection, a sense of independence, and freedom of thought and action. Druker (2015) argues “The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews.” Literature gives students the opportunity to understand culture, learn about different realities, think critically and formulate their own perspectives.

The great result came in the form of a play written in English by the students entitled "Peter Pan the untold story". The success achieved by it was thanks to the use of films, literature and theater presented during the pedagogical intervention, that also allowed them to develop the creativity expressed in the production of the reflections, cartoons, writing and acting of the play, with critical characteristics that included social problems which highlighted students' concern about neglected children in Colombia.

By changing the dynamics of the class, in which the traditional methods of teaching were no longer used, a space was proposed and students had the opportunity to generate, spontaneously, written texts that conveyed their concern, interests, thoughts, and their positions in front of social issues.

Personally, this research has given me a new understanding of my purpose as a teacher. Usually we believe that our job limits to provide information through a strict prepared lesson in which students are required to stay in line with what they are being taught; they cannot give an opinion unless it is what we want to hear. I mean this not as a generalization but as a common denominator of teaching processes that have been applied for decades now.

Final Reflections

As a social construction, this research emphasizes on the participants – how students experience writing and interact with it as well as what social problems they can expose through it. The writing development was a composing process focused on the existential experiences of people. It was personal, social and political all in one. Also, it exalted a meaningful language production that promoted the use of students' ESL resources and, therefore, improve their linguistic abilities. Furthermore, it encouraged students to be more spontaneous in their use of English and provided them with the means of acquiring communicative competence, particularly in the sociolinguistic and referential senses. Motivation, identification and perception of the world were the initial factors that guided students through this meaningful experience using literature, film and theater.

The final product of this research is a script. During the process and construction of it, the students thought about the genre of the story and they decided to perform a play. Then, they thought about the plot and the audience, and considered that talking about children would make the audience feel compassion, be identified, and touch their souls and hearts with the cruel and hard realities depicted in the play. They wanted their parents and the audience in general to understand and help those children or people that need them. Their goal was to make visible and call the attention of adults about what was happening with vulnerable people, and propose change. The purpose of the play was to show and generate awareness of other realities, to help and propose, and not to judge and to harm.

In order to write the play and create the characters, students had to do a field study (inquiry) where they explored and investigated the children in *Bienestar Familiar*. It was in this small inquiry process where they discovered the harsh realities that orphaned children live or children who were snatched from their parents. After this investigation, the students expressed their emotional distress for the realities lived by others. They worry about children on the streets because they do not want them to be in the ICBF. The facts caused deep reflection in students about what they take for granted as children in their families. They identified that they should be more grateful to have his parents and have a house and even have the opportunity to study at a school. These thoughts and emotions arose after vieweing the film “*Los colores de la montaña*” where they identified the needs of those displaced people and related it to those indigenous people who they usually see in the streets and thought about how their lives could be in a place like Bogota, far from their territory and struggling to survive. They also thought about the cold weather and the living conditions, about the children and their studies and finally they transmitted this feeling to their parents and helped these people with money or food.

People are not only knowers and performers. They are also self-reactors with a capability to motivate, monitor and regulate their activities (Bandura, 1991a). Social cognitive theory therefore highlights the capacity that people have to give structure, meaning and continuity to their experiences and their relation as individuals in a society. This is what this research wanted to find; how students react to certain social problems,

their beliefs, feelings and even behavior. It is interesting to analyze students' perception of life and how society has modified their thoughts. For example, the movie "*Pequeñas Voces*" showed some *guerilla groups* that according to society are bad people, murderers and cruel, but in the film they showed other perspective, human beings with feelings, needs and emotions like everyone else. They explained why they had become guerrillas and everything they had to do against their will. When the students saw this, they began to cry and expressed that they had not analyzed that perspective and understood the hidden realities of those people who were always considered bad people.

Education in and through the arts also stimulates cognitive development and can make a difference in terms of how and what learners learn by establishing relevant connections with the realities and needs of the modern societies in which they live. 21st Century societies are increasingly demanding workforces that are creative, flexible, adaptable and innovative and education systems need to evolve with these shifting conditions. Arts education equips learners with these skills, enabling them to express themselves, critically evaluate the world around them, and actively engage in the various aspects of human existence. During the creation of cartoons, students were surprised to see how images could be transmitted and give a great message, they expressed frustration at not knowing how to draw, but at the end they showed their critical thinking with important social and political contents. They did not copy or create equal cartoons or with the same contents that were shown to them in class. They reflected on realities that had affected them and that they had heard that day on the radio or watched on television the night before. They expressed concern for the farmworkers and the distribution of land,

for an act of racism that had occurred towards a child on the street, also, for what they consider that youth today clings to their cell phone and the importance they give to these technological devices.

CHAPTER 7. LIMITATIONS

Some limitations of the study were time, resources and the inquiry experience. Time was a limitation because the classes were reduced due to school activities and special events and the schedules had to be readapted since the religious orientation of the school demanded some spaces were dedicated to prayers, mass, among others. Despite this, all the purposes were achieved and the activities were completed. After the whole process it was clear that time is essential in the success of any research, because the observation process, the feedback and new planning of ideas during the development of it need to be careful and exhaustive. Moreover, I found that the willingness to overcome every obstacle and the interest for getting results out of my first formal research made everything worth it and help me to keep a positive attitude the whole time

Resources were another limitation, when I say resources I refer specially to technological ones. In one class, for instance. I was supposed to watch a movie with the students in order to initiate a debate comparing what they saw with the reality lived by people in our country every day, share opinions and finally come to a conclusion altogether. However, that day, the head master decided to change classrooms and the class was taken at the library where there are no technological tools for us to watch the movie. Thus, I had to leave it as homework against the school policy of sending classroom activities to complete at home. Fortunately, the plot of the movie was appealing and most of the class watched the movie, which facilitated the process without any delays.

A pedagogical challenge identified was the inexperience that students had with the steps to do inquiry because students were not used to doing it. First, implementing an inquiry curriculum required preparing the ground for students and the teacher to understand what a different pedagogical approach implied for teaching and learning. For me as a teacher, it implied figuring out the activities that promote thinking as inquirers, how to foster students' informed opinions and how they could use films, literature and plays as input to document their opinions using social, cultural and political viewpoints. For the students that were new to inquiry as I mentioned above, it required observing their context and think about a topic of their interest to pose a question which they had never had to do before in a traditional class; proposing topics to study and read about to have informed opinions, and then coming up with a play! These new pedagogical activities demanded a lot from them as learners.

Something I thought can be a limitation was the fact that as the school has a very religious orientation, some of the topics and resources that I was going to bring to the table would not be approved since they are very controversial and some might even make the students question the things that the school professes. Instead the principal was very open minded and even though she made some suggestions on the way they might be transmitted to the girls, she gave me all the support and trust needed.

CHAPTER 8. ISSUES FOR FURTHER RESEARCH

Sometimes, as people, we are used to speak our minds without getting the whole information about the matter, especially when it is a topic that we do not know much about or do not experience. For that reason, I wanted students to discover that through books, movies and theater, they could identify social problems that many people face or even live with the aim to create awareness and the ability to express themselves as citizens, women and students. It is important that they know about other realities, and find the ability to analyze, learn and think beyond what it is shown, so they can give their opinion and understand English not only as a language but as a life experience.

Being able to guide our students to find valuable information in books to connect it with issues they raised in an inquiry project, demands from teachers being pedagogically knowledgeable about how to do inquiry-based teaching. The professional development I received as a graduate student open an access door for me to take the challenge to use inquiry as a pedagogical approach for the first time. I hope to continue this life-long process of learning through my teaching to be able to address with the responsibility the needs of students from the future generations.

Giving students the opportunities to express their points of view on social issues thought the use of literature, films and theater encouraged them to think out of the box and to propose new ways of solving a problem that can have an impact on themselves and their school. Nowadays, social media, famous people, television, music, influence teenagers Taking that into account it was necessary to see every student as an

independent world, with their own personality, knowledge, manners and behavior and treat them and their ideas as such.

The EFL classroom became a place where students produced a play written and acted in English. It showed their concerns, beliefs, interests, and their positions in front of a social problem looking for a more equalitarian society which I believe is pivotal, specially nowadays when we see a very divided world where discrimination and inequality are the common denominator.

After finishing this research there is no doubt in my mind that our role in this world has yet to be redefined, it involves compassion, interest, innovation, constant preparation, motivation, among so many other things I can't begin to mention. It is not easy and never will be, to find the right way to teach our students. In this order of ideas, I believe the most important thing goes beyond what or how we teach but why we do it, if we can find a reason that provides meaning and purpose to that goal, then we can really make a difference in other's lives and on our own as well.

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Appendix # 1 Interview

Dear students

The purpose of this interview is to analyze in detail your opinion about the classes and observe the critical perspective you have about social problems that affect you directly or indirectly. I would like to know your comments and study your points of view about the process of the creation of the play.

Thank you very much for your help.

Name: _____

Date: _____

1. What social issues addressed in class affect you directly? What are some possible solutions from your perspective?
2. As a viewer, how do you perceive film in the context of a pedagogical activity? (before and after the classes)?
3. Do you think film helps you see the world in a different way?
4. How was your experience with this text (story) presented in the film?
5. How did reading literature help you develop awareness about different social situations perceived by authors?
6. Do you think literature helps you see the world in a different way?
7. How was your experience with the literature texts?
8. From your role as a viewer and actor/writer, how do you perceive theater to construct your own position towards social problems?
9. How and why did you choose the characters of the play you wrote?
10. How and why did you choose the social problem that appeared on the play you wrote?

Thank you very much for your participation!

Appendix # 2 Formato consentimiento informado para Proyecto de investigación



Formato consentimiento informado para Proyecto de investigación

Bogotá

Febrero 06 del 2017

Estimados estudiantes:

Cordial saludo,

Actualmente estoy cursando cuarto semestre de la maestría ofrecida por la universidad Distrital, Lingüística aplicada a la enseñanza del inglés como lengua extranjera. Para optar al título de Magíster estoy desarrollando una investigación donde los estudiantes son los autores de sus propios textos sobre temas sociales.

La investigación tiene como propósito observar y analizar en detalle el proceso de desarrollo de la escritura a través de la opinión y la perspectiva crítica de los estudiantes sobre los problemas sociales que les afecta directa o indirectamente, será una experiencia que les proporciona objetivos reales para escribir. Con este proyecto no sólo tendrán la oportunidad de desarrollar su escritura, sino de tener una posición de pensamiento crítico, de investigación y un punto de vista individual sobre las situaciones actuales que le rodean.

El cine, la literatura y el teatro son los enfoques perfectos en los que los estudiantes aumentarán su sensibilidad, se estimula la discusión y los lleva a la reflexión y a la acción como individuos de una sociedad. Igualmente, las estudiantes experimentarán y descubrirán la literatura, teniendo la oportunidad de crear e involucrarse con su significado personal de vida.

Los datos para dicha investigación serán recolectados a partir de la fecha y hasta el final del próximo semestre académico. Para tal propósito se harán escritos, reflexiones, actividades y grabaciones. Esta información será recolectada por mí Erika Debal, docente investigadora con el objetivo de ser analizados posteriormente. Las personas que decidan participar lo harán bajo las siguientes condiciones: se asegura total anonimato de su identidad, se usarán nombres ficticios. Si usted quiere escoger su nombre lo puede escribir en el espacio provisto al final. La información recolectada será usada con absoluta confidencialidad. Usted tendrá la oportunidad de revisar el material escrito de su autoría antes de ser hechas públicas para evitar posibles interpretaciones erradas. Agradezco su participación en este proyecto. Para hacer formal su aceptación debe firmar la presente carta y devolverla lo más pronto posible. Si tiene alguna duda al respecto puede hablar directamente conmigo.

Cordialmente, Erika Debal Docente –investigadora

Nombre: _____

Firma: _____

Nombre ficticio: _____

Appendix # 3 Formato consentimiento informado para Proyecto de investigación



Formato consentimiento informado para Proyecto de investigación

Bogotá

Febrero 10 del 2017

Estimada Rectora

Colegio Nuestra Señora Del Rosario

Cordial saludo,

Actualmente estoy cursando cuarto semestre de la maestría ofrecida por la universidad Distrital, Lingüística aplicada a la enseñanza del inglés como lengua extranjera. Para optar al título de Magister estoy desarrollando una investigación donde los estudiantes son los autores de sus propios textos sobre temas sociales.

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Los datos para dicha investigación serán recolectados a partir de la fecha y hasta el final del próximo semestre académico. Para tal propósito se harán escritos, reflexiones, actividades, obra de teatro y grabaciones. Esta información será recolectada por mí Erika Debal, docente investigadora con el objetivo de ser analizados posteriormente.

La información recolectada será usada con absoluta confidencialidad.

El nombre del colegio será dicho en caso de ser aceptado por usted y con el adecuado uso de tal, dejando en alto el nombre la institución.

Agradezco su participación en este proyecto. Para hacer formal su aceptación debe firmar la presente carta y devolverla lo más pronto posible. Si tiene alguna duda al respecto puede hablar directamente conmigo.

Cordialmente, Erika Debal Docente –investigadora

Nombre: _____

Firma: _____

Permito el uso del nombre de la institución: SI _____ No _____

Appendix # 4 Curricular unit

Sessions	Activity	Objectives	Standers	community sources	Products (production of texts)
Sessions 1 and 2:	<p>1. The teacher will ask the students to write in one word what does money, women and surgery means to them. They will share their words.</p> <p>2. Students will create a sentence related to any social concern (any they want) in a poetry way and make the other students guess on what social situation is based the sentence.</p> <p>3. The teacher will search for a nowadays article in a Colombian newspaper and will share it with the students. And will show videos related to the topic. Students will give their ideas of youtube videos related to the topic.</p> <p>4. The teacher will give an example of an opinion article and make students reflect about the video and the article and give their points of view.</p>	<p>Make students create and write their opinions about a social concern.</p>	<p>I value writing as a means of expressing my ideas and thoughts, who I am and what I know of the world.</p>	<p>Colombian newspaper and youtube videos</p>	<p>A written opinion</p>
Session 3:	<p>1. The class will read a Colombian script “De ausencias”. A story that portrays the drama of those who live a disappearance and suffer the absence, and of the absent, the disappeared or the dead.</p> <p>2. Students will discuss about social problems they</p>	<p>Experience the reading of a script and analyze how it is written.</p>	<p>I value reading as a means to acquire information from different disciplines that extend my knowledge.</p>	<p>Script: De ausencias</p>	

EFL students authoring texts through Literature, Films and Theater

Sessions	Activity	Objectives	Standers	community sources	Products (production of texts)
	<p>identify o want to share about the reading.</p> <p>Students assist to the play “De ausencias”</p>				
Sessions 4 and 5	<p>1. Explanation of what is a monologue, how is it constructed, how to write it (words, message, intentions).</p> <p>2. The teacher will show examples of written and acted monologues and will analyze with the students the performance of the character, his or her intentions, and the dialogue in order to understand the theatrical and literary elements of a monologue.</p> <p>3. Students will create a monologue using any social issue they want to write about.</p>	<p>Make students understand the structure of a monologue; and analyses how it is presented in theater and in literature.</p>	<p>I understand a variety of texts from different sources.</p>	<p>Romeo and Juliet script by Shakespeare and play. Angelitos empantanados (Little Bogged Down Angels) by Andres Caicedo.</p>	<p>Monologue</p>
Session 6 and 7:	<ul style="list-style-type: none"> The teacher assigns as homework watching the movies “Remember me” “Persepolis” and “Los colores de la montana”. <p>1.In class, we will look some scenes that show monologues. We will analyze together different elements of the scene: the reason to place the scene in that moment of the movie, the background music, the character (W/M), the text. What elements reflect social problems in the dialogs?</p>	<p>Make students analyze the film through monologues in relation to the topic.</p>	<p>I support my opinions, plans and projects.</p>	<p>Movies: Remember me Persepolis and Los colores de la montana.</p>	

EFL students authoring texts through Literature, Films and Theater

Sessions	Activity	Objectives	Standers	community sources	Products (production of texts)
Session 8:	<p>1. The teacher will review student's opinions and will search for topic students will be interested in and look for videos.</p> <p>2. The teacher will show a real case of a Colombian women attacked with acid, and the case of Emanuel Rojas, a kid that was born in captivity .</p> <p>3. Students will watch a Ted talk made by the woman 'Natalia Ponce', watch videos, read articles and reflect upon both cases.</p> <p>4. Students will creat flyers that presented Emanuel's real experience and slogans that support Natalia Ponce's foundation.</p>	<p>Make students be creative through a real life situation.</p>	<p>Express his / her position in a written form taking into consideration his / her audience.</p>	<p>Documentary, ted talks, youtube videos, Colombian newspaper</p>	<p>Creation of a slogan and a Logo</p>
Session 9:	<p>1. The teacher will ask students what type of social problems they are worried or call their attention. (write the opinions on the board).</p> <p>2. The teacher will ask students to make a brainstorm answering the following question: <u>What is the main social problem that affects Colombian People?</u></p> <p>3. Then, students will make another brainstorm of <u>What is the main social problem that affect Colombian Youth?</u> And analyze what people are involved in this problem.</p> <p>4. With all the group,</p>	<p>Make student reflect upon the book "Te cuento mi historia" and watch the movie "Pequeñas voces" relate the topic with their own life experience.</p>	<p>I assume an analytical position</p>	<p>literature and film related to real social problems.</p>	

EFL students authoring texts through Literature, Films and Theater



Sessions	Activity	Objectives	Standers	community sources	Products (production of texts)
	<p>students will read out loud “Te cuento mi historia”. A book that shows real stories made by kids who lived the Colombian war. And watch the movie “Pequeñas voces”.</p> <p>5. Students will express their concerns and their view about Colombian social problems.</p>				
Session 10:	<p>1.The teacher explains what is a cartoon and how to construct one.</p> <p>2.The teacher will provide examples of cartoons that depict social issues.</p> <p>3. Students will create a cartoon of a social issues they want to highlight.</p>	<p>Make students understand different ways to critique or express a point of view.</p>	<p>I assume a critical position.</p>	<p>Newspaper, google images.</p>	<p>Cartoon</p>
Session 11:	<p>1.Students will create a chart in which they compare and contrast a social problem seen through different texts.</p> <p>2. Students will create a flyer that contains the analysis and have a social impact so other students can read them.</p>	<p>Develop an analysis with a social purpose.</p>	<p>Generate and compare Explore and create.</p>	<p>Different texts</p>	<p>Reflection</p>
Sessions 12 and 13:	<p>1. With the class, the teacher will explain and reflect upon What does creating a role implies?</p> <p>2. Students will watch videos about real actors and actresses that explain how they construct their characters, the role of the director and other acting facts.</p> <p>3. Students will read about</p>	<p>Reflect and understand about role-playing.</p>	<p>Recognize and create a role.</p>	<p>Videos: Inside The Actors Studio Book: “ Un actor se prepara” by Stanislavsky</p>	

EFL students authoring texts through Literature, Films and Theater

Sessions	Activity	Objectives	Standers	community sources	Products (production of texts)
	key aspects of a play and theory about drama.				
Sessions 14, 15 and 16:	Students will begin writing a script that depict social issues. They will begin with the topic, the characters, the setting and a draft of the story.	Students will become authors.	Taking thoughtful new action		First draft of the script.
Sessions 17, 18 and 19:	Correction of the script	Students will become editors.	Taking thoughtful new action		Final script
Sessions 20,21 and 22	Theatrical production.		Taking thoughtful new action		Final presentation of the Play.



Appendix #5 Lesson plans

*Lesson plan
Sessions # 1 and 2*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To explore, reflect upon and create short texts about a social issue.	How to express thoughts through short words?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifacts: reflections</i>
<i>In this session the teacher must search for a nowadays article in a Colombian newspaper and look for some youtube videos related to the topic</i>			
PROCEDURE	I. INTRODUCTION The teacher will ask the students to write in one word what does money, women and surgery means to them. They will share their words.	III. REFLECTION 1. The teacher will show the article and make students read it outloud. 2. The teacher will show some videos related to the topic and ask students if they know more videos they wanted to share and also that are related to what the class is talking about. 3. The teacher will show some short examples of an opinion article.	IV. CREATION Students will reflect about the video and the article and give their points of view through an opinion text.
	II. EXPLORE A TOPIC Students will create a sentence related to a social concern (any they want) in a poetry way and make the other students guess on what social situation is based the sentence.		V. TAKING THOUGHTFUL NEW ACTION 1. Students will share their texts and discuss what they think about the topic and how can society change that perspective.



EFL students authoring texts through Literature, Films and Theater

*Lesson plan
Session #3*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To experience the reading of a script and analyze how it is written.	How to analyze and read monologues in a play?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifacts</i>
<i>In this session students will read a script</i>			
PROCEDURE	I. INTRODUCTION The teacher will present and explain the script "De Ausencias"	III. REFLECTION Students will discuss about social problems they identify o want to share about the reading.	IV. CREATION
	II. EXPLORE A TOPIC The class will read a Colombian script "De ausencias".	<i>Students will assist to the play "De ausencias"</i>	V. TAKING THOUGHTFUL NEW ACTION Students will discuss what they think about social topics shown in monologues and in a play.



EFL students authoring texts through Literature, Films and Theater

*Lesson plan
Sessions # 4 and 5*



<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To understand the structure of a monologue; and analyze how it is presented in theater and in literature.	How to create a monologue?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifact: monologue</i>
<i>In this session the teacher must search for monologues shown in literature, films and theater.</i>			
PROCEDURE	I. INTRODUCTION Explanation of what is a monologue, how is it constructed and how to write it (words, message, intentions).	III. REFLECTION Students will analyze the performance of a character, his or her intentions, and the dialogue in order to understand the theatrical and literary elements of a monologue.	IV. CREATION Students will create a monologue using any social issue they want to write about.
	II. EXPLORE A TOPIC The teacher will show examples of written and acted monologues		V. TAKING THOUGHTFUL NEW ACTION Students will share their texts and discuss what they think about the topic and how can society change that perspective.

EFL students authoring texts through Literature, Films and Theater



*Lesson plan
Sessions # 6 and 7*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To analyze a film and its monologues.	How to analyze monologues in a movie?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifacts:</i>
<i>In this session the teacher assigns as homework watching the movie "Remember me" .</i>			
PROCEDURE	I. INTRODUCTION The teacher will ask the students what they saw in the film and which social issues called their attention.	III. REFLECTION Students will analyze different elements of the scenes: the reason to place the scene in that moment of the movie, the background music, the character (W/M), the text. What elements reflect social problems in the dialogs?	IV. CREATION
	II. EXPLORE A TOPIC Students will look some scenes that show monologues.		V. TAKING THOUGHTFUL NEW ACTION Students will discuss what they think about social topics shown in monologues.

*Lesson plan
Session # 8*



<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To explore, reflect upon and create a slogan about a social issue.	How to create a reflection through a slogan?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifacts: slogans</i>
<i>In this session The teacher will review student's opinions and will search for a topic students will be interested in and look for media sources.</i>			
PROCEDURE	I. INTRODUCTION The teacher will show a real case of a Colombian women attacked with acid and the case of Emanuel Rojas, a kid that was born in captivity.	III. REFLECTION Students will watch videos, read articles and reflect upon Natalia's foundation and Emanuel's life experience..	IV. CREATION Students will create flyers that presented Emanuel's real experience and slogans that support Natalia Ponce's foundation.
	II. EXPLORE A TOPIC Students will watch a Ted talk made by the woman 'Natalia Ponce', watch videos, read articles and reflect upon both cases.		V. TAKING THOUGHTFUL NEW ACTION Students will share their texts and discuss what they think about the topic and how can society change that perspective.

*Lesson plan
Session #9*



<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
<p>Inquiry- oriented curriculum.</p> <p>Goals:</p> <p>To foster students' thinking about any social issue.</p>	<p>To explore, reflect upon the book "Te cuento mi historia" and the movie "pequeñas voces", and relate the topic with their own life experience.</p>	<p>How to assume an analytical position from literature and film related to real social problems?</p>	<p>Reflect, analyze and create upon social issues.</p> <p> "Projects level"</p> <p> 70 minutes session.</p>
PROCEDURE	<p>I. INTRODUCTION</p> <p>1. The teacher will ask students what type of social problems they are worried or call their attention. (write the opinions on the board)</p> <p>2. The teacher will ask students to make a brainstorm answering the following question: <i>What is the main social problem that affects Colombian People?</i></p> <p>3. Then, students will make another brainstorm of <i>What is the main social problem that affect Colombian Youth?</i> And analyze what people are involved in this problem.</p>	<p>III. REFLECTION</p> <p>Students will express their concerns and their view about Colombian social problems.</p>	<p>IV. CREATION</p> <p>Students will make a drawing and a sentence showing their perspective of the stories read.</p>
	<p><i>Type of data: Artifacts: drawings</i></p>		

	<p>II. EXPLORE A TOPIC</p> <p>With all the group, students will read out loud “Te cuento mi historia”. A book that shows real stories made by kids who lived the Colombian war and watch the movie “pequeñas voces”.</p>		<p>V. TAKING THOUGHTFUL NEW ACTION</p> <p>Students will share their drawing and texts and discuss what they think about the topic and how can society change that perspective.</p>
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*Lesson plan
Session # 10*



<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To explore criticism through cartoons.	How understand different ways to critique or express a point of view?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifact: cartoon</i>
<i>In this session the teacher must search for cartoons that depict social problems.</i>			
PROCEDURE	I. INTRODUCTION The teacher will explain what is a cartoon and how to construct one.	III. REFLECTION Students will analyze what the cartoons are saying and think what they want to show or critique.	IV. CREATION Students will create a cartoon of a social issue they want to highlight.
	II. EXPLORE A TOPIC The teacher will provide examples of cartoons that depict social issues.		V. TAKING THOUGHTFUL NEW ACTION Students will show their cartoons and explain what they wanted to express.

*Lesson plan
Session # 11*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To develop an analysis with a social purpose.	How to generate, compare, explore and create social impact?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session.
			<i>Type of data: Artifact: flyer</i>
PROCEDURE	I. INTRODUCTION Students will discuss and choose one social issue they want to share with other students at the school.	III. REFLECTION Students will create a chart in which they compare and contrast a social problem seen through different texts.	IV. CREATION Students will create a flyer that contains the analysis and have a social impact so other students can read them.
	II. EXPLORE A TOPIC Students will search for films, literature and plays that depicts the same topic they chose.		V. TAKING THOUGHTFUL NEW ACTION Students will share their texts with other students at the school.

EFL students authoring texts through Literature, Films and Theater

*Lesson plan
Sessions # 12 and 13*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To explore, reflect upon and create short texts about a social issue.	How to express thoughts through short words?	Reflect, analyze and create upon social issues.  "Projects level"  70 minutes session. <i>Type of data: Artifacts: reflections</i>
<i>In this session the teacher will explain basic the characteristics of theater.</i>			
PROCEDURE	I. INTRODUCTION The teacher will explain and reflect upon What does creating a role implies?	III. REFLECTION Students will read about key aspects of a play and theory about drama.	IV. CREATION Students will create short scenes that depict social problems.
	II. EXPLORE A TOPIC Students will watch videos about real actors and actresses that explain how they construct their characters, the role of the director and other acting facts.		V. TAKING THOUGHTFUL NEW ACTION Students will share their opinions and discuss what they saw in each scene.

EFL students authoring texts through Literature, Films and Theater

*Lesson plan
Sessions # 14, 15 and 16*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To become authors.	How to reflect critical social issues through a script?	Reflect, analyze and create upon social issues. ✍ "Projects level" ✍ 70 minutes session.
			<i>Type of data: Artifact: first draft</i>
<i>Students will begin writing a script that depicts social issues.</i>			
PROCEDURE	I. INTRODUCTION Students will choose the topic or topics	III. REFLECTION Students will make decisions on what they want to write and finally present to all the school including parents.	IV. CREATION Students will write the first draft of the story.
	II. EXPLORE A TOPIC Students will choose the characters and setting.		V. TAKING THOUGHTFUL NEW ACTION Students will write a script that depicts social issues.

EFL students authoring texts through Literature, Films and Theater

*Lesson plan
Sessions # 17, 18 and 19*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To become editors.	How to reflect critical social issues through a script?	Reflect, analyze and create upon social issues. ✎ "Projects level" ✎ 70 minutes session.
			<i>Type of data: Artifact: final script</i>
<i>Students edit their script that depicts social issues.</i>			
PROCEDURE	I. INTRODUCTION Students will edit their script.	III. REFLECTION Students will make decisions on what they have to correct and present the final written product.	IV. CREATION Students will write the final script.
	II. EXPLORE A TOPIC Students will correct and look for coherence and cohesion their script.		V. TAKING THOUGHTFUL NEW ACTION Students will write a script that depicts social issues.

EFL students authoring texts through Literature, Films and Theater

*Lesson plan
Sessions # 20, 21 and 22*

<i>Social issues</i>			
Curriculum	Learning Objectives	Topic	Phase #1 BUILDING FROM THE KNOWN
Inquiry- oriented curriculum. Goals: To foster students' thinking about any social issue.	To experience acting and directing.	Performance	Reflect, analyze and create upon social issues. ✎ "Projects level" ✎ 70 minutes session.
			<i>Type of data: Artifact: Play</i>
<i>Students prepare and perform final play</i>			
PROCEDURE	I. INTRODUCTION Students will practice and develop the play.	III. REFLECTION Students will rehearse the play.	IV. CREATION Theatrical production.
	II. EXPLORE A TOPIC Students will rehearse the play.		V. TAKING THOUGHTFUL NEW ACTION Students will create the final performance.