

Critical Literacy for Second and Third Graders

Developing Critical Literacy for Second and Third Graders in the EFL Class

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Introduction

The purpose of this study was to implement Critical literacy as a way to develop and support reading comprehension activities based on short stories with students of second and third grade in the EFL class. Critical literacy is often described as an active reflective manner to read texts in order to better understand power, inequality and injustice in human relationships. This may sound as a complex process for a young learner to perform, however authors have proven that children are perfectly capable of analyzing their reality and give their opinion about real world issues if we as teachers provide them with spaces and resources to discuss about these topics. One way to work on critical literacy is simply by analyzing the material we are working with in our EFL classroom as we are constantly interacting with resources such as course books, visual aids, audios or worksheets to mention some, for this study I focused on short stories due to their accessibility and holistic approach. Short stories can be addressed to explore students' perceptions and ideas about social issues and the way it was done in this project was by implementing reading comprehension activities not only to guarantee the language learning process but also to create spaces that allow interaction among students which was another important aspect for this study.

Chapter 1

Introduction

In our everyday classroom, we find ourselves frequently questioning our practices, asking how well we have followed the lesson plan designed to introduce students to the contents proposed in the curriculum. My study is based on Action research which as Calhoun (1994) says it is a fancy way of saying let's study what's happening at our school and decide how to make it a better place. I consider that if we are always reflecting on what we could do differently, it can lead us to positive changes in our practices which become beneficial for us as teachers, students, and the institution we all make a part of.

The main focus of the study was directed to those changes in the students' ways of perceiving the materials that teachers use to present content in the English as a Foreign Language (EFL) class, specifically short stories and working on reading comprehension activities; not only to complement the Language learning process, but also to give them a critical voice to speak their minds about social issues around them; the tool that I used to foster these changes in our class is called Critical Literacy which according to Dove and Honigsfeld (2010) is a part of critical education that teaches the ability to read texts in an active reflective way in order to better understand power, inequality and injustice in human relations. This research attempted to introduce critical literacy to students of second and third grade of a rural school in Madrid, including in the lesson plan of their EFL class a different method to develop short stories that were taken from their class course book and some others brought into the classroom with the idea of presenting social issues; reading comprehension strategies were applied to guarantee understanding of the activities presented during the class. Throughout the study, critical literacy

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was considered the main objective to be accomplished within the English language learning process as it provided tools for students and the teacher to reflect on our own context by comparing it to the short stories worked in class. I decided to use stories as they can be easily adapted to the learners' level of proficiency and needs, and as suggested by Mubarak (2012), when using short stories, we can develop any of the fourth communicative skills required for a holistic language learning experience; which is very important when developing an EFL class as students need to have contact with the target language. We may consider that learning how to read critically while learning a second language could be a difficult task for children, however O'Brien and Vasquez (2001) had shown that critical literacy is not reserved for older or academically proficient students, but that it can be taught in different levels including the primary classroom; meaning that regardless the context, critical literacy can be adapted to work on local needs of the population that we are managing. It is important to mention that this project was focused specially on the use of critical literacy and reading comprehension applied on short stories in order to create a space where students were able to express their ideas and opinions regarding different topics found on the materials presented in the class and how we can analyze them from our context.

Statement of the Problem

In the EFL class at Liceo Campestre Siglo XXI, second and third grade students use a course book as the main resource for English language learning. In this book we can find all the contents stated in the syllabus for the class which makes the book a key element for the development of every session. This book develops a series of vocabulary, grammar, listening and

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reading activities which give them the chance to practice the vocabulary studied in each unit in different ways. Unfortunately, according to the head teacher of EFL at the school, the reading part of the book is the one that they most often go over quickly or sometimes skip due to the fact that those activities may require extra time to be developed. Having mentioned this, we could imply that students at this school are not used to reading in English or that the time used for reading activities in the English class is not enough for them to develop an interest in reading in a foreign language. On the other hand, students have a reading plan once a week and it consists of working on a book assigned by the Humanities teacher to complement the Spanish class using as a tool reading comprehension and writing activities, usually these books have cultural value for the students' context, as an example they work on books by the Colombian writer Gabriel Garcia Marquez due to the iconic image of this author around the country. That is why it is important for the school to dedicate a specific time of the week to develop these reading activities for the Spanish class. These kind of complementary resources that the students have on their first language at this school could be used in the EFL class as well to develop similar methodologies that will help them acquire reading habits in language learning and by using Critical literacy those short stories that seem to lack the cultural value of our local context can turn into readings to be compared to our own daily lives despite the fact that they were written by foreign writers, doing so not only give us the opportunity to foster language learning while reflecting about our community, but also help us create reading habits in language learning.

Another important aspect that I could notice when observing how the EFL class is managed at the school was that the interaction between students is very limited as they would use English mainly to double check their answers on grammar exercises from the course book they use in every session of the English class. I personally found this book very dynamic and

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attractive to students because the units to present the contents are arranged into topics like the era of the dinosaurs or the medieval times which we all know is very appealing for young students.

The course book and the complementary activities developed by the teacher during the class aimed to practice vocabulary and listening, therefore the interaction between the teacher and the students was constant but the interaction among students was very limited. One of the reason could be that they are required to complete mostly individual tasks and sometimes there is not time for them to share answers or to talk about what they think of the topic with their peers.

According to Wells, as cited in Chang (2003 p.11) “Through classroom interaction, knowledge is constructed and reconstructed between participants in specific situations, using the cultural resources at their disposal, as they work toward the collaborative achievement of goals that emerge in the course of their activity”. This means that students are not learning only from interacting with the teacher but also sharing and working with their classmates. Working on interaction between students was a secondary important aspect to work with throughout the study, as my purpose was to have my students speak their minds about certain topics to me and their peers. It was necessary to implement group work activities in the class to make the students interact more among themselves. Hall, cited in Chang (2003, p13) states that teachers can foster classroom conditions that encourage or restrict successful student participation. Having mentioned this, I consider that as teachers we need to look back at our classes and analyze if we are limiting the chances that the students have to interact with one another in order to prevent teacher centered classes which are not what we look for when working with Critical literacy; as one its main focus according to Freire (1970), is to dispute the power relations between the participants, in this case, the teacher and the students. This means that classes could be modified to promote group work and sharing of ideas regarding the content where everyone’s opinion has

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the same value. When working with critical literacy as a group, we are increasing the change that the students have to interact and learn with one another as we are allowing those ideas and opinions to be expressed in a critical way. It is important to address Critical literacy inside the classroom in order to strengthen social relations among the student and the teacher and also foster social awareness of the local context to where we all belong by discussing about what we just learned and how it applied to our reality.

Rationale

I decided to work on critical literacy with primary students in an EFL class because I considered that it was important to give them tools to analyze and reflect about their context and the social issues in our society since a very early age. Vasquez (2007, p6) states that children are perfectly capable and willing to participate in conversations where social or equity issues are presented as they are meaningful for them and impact their lives. In contrast to this Vasquez explains that it is difficult for adults to find a way to discuss these kinds of topics with children due to a feeling of uncertainty of how they may react. She usually encounters herself with questions such as; do kids really want to talk about social issues? Or why don't we just let them be kids? But in reality she demonstrates on her various studies (Vasquez, 2003a, 2003b, 2001a, 2001b, 2001c, 2000a, 2000b) that children are in fact able to deconstruct different materials presented in class and create their own in order to express their ideas and opinions. She concludes that taking into account the complex world in which we currently live, we cannot afford not to let children get involved in difficult conversations if we intend to make them critical learners and reflect about their world. I wanted to explore critical literacy as I believe it is important for all of us to be aware of the importance of critical practices in our society. Young learners can be persuaded of this as soon as we as teacher start making changes in how we are

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presenting the contents of our classes, as McLaughlin and DeVood (2004, p. 33) say, “before we can teach our students to become critically literate, we must become critically literate ourselves.”, meaning that when working on critical literacy, students not only will suffer changes on the way they reflect about the stories presented in class, but also it gives the teacher a different stand toward students’ ideas and opinions.

In my study, critical literacy is carried out with the use of short stories in the EFL class due to its educational value in language learning: Mubarak (2013) states that Experts believe that stories in the reader’s mother tongue or in a foreign language are processed using the same cognitive strategies which can help EFL learners to master a target language and to develop certain learning abilities like predicting and guessing meaning; such abilities are considered crucial and essential in developing foreign language learning. Another reason for me to use short stories was the ease of access that students have to this kind of material at this school as the course book that they managed on their EFL class comes with various stories included, allowing me to take advantage of resources already provisioned by the school. These stories were mostly common fairy tales and fables, for example Cinderella or Sleeping Beauty. However, it is relevant to mention that it was important to include external stories adapted for the students with the intention of showing social issues in a more explicit way in order for the students to be exposed to different types of stories. Mubarak (2013) also says that students can travel to the realm of imagination not only involving themselves in the story, but sometimes even identifying themselves with the characters in the stories which is very convenient for Critical literacy practices as Mourão (2009) states that stories helps to develop students’ personal creative powers and can contribute in the development of a higher level of thinking skills as well.

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Reading the context I conducted the study with, according to Del Toro (2013), nowadays students present difficulty to understand texts in a foreign language and Colombia is currently below average in reading comprehension rates according to recent international studies such as PIRLS (Progress in International Reading Literacy Study) and PISA (Program for International Student Assessment), both conducted in 2011, which concluded that 6 out of 10 primary students are not able to understand complex texts and that they are more likely to perform better with a literary text than with an informative one. This means that in our country we have to work harder with our students in reading comprehension; specially when talking about a foreign language due to the expectations given from our national government that states on the Bilingualism proposal for 2004 to 2019 that students from first to third grade must have a level A1 in the Common European Framework for language levels. Therefore, I consider that it is possible to reach these objectives proposed if we as teachers help our students acquire strong bases in EFL while they are young learners in order to have proficient individuals who not only comply with the requirements to be competitive in our modern society but also individuals who have a critical view about the world around them.

Research Question

How does critical literacy help to develop reading comprehension of short stories in second and third grade in the EFL class?

Sub-question.

How can critical literacy improve students' interaction in the classroom?

Research Objectives

General Objective.

To promote critical literacy using short stories to develop reading comprehension in the EFL class .

Specific Objectives.

To select and adapt stories which promote critical literacy.

To design activities to introduce critical literacy as tool to complement reading comprehension.

To provide students a space in the class to interact among themselves and share ideas about a short story.

In order to conclude this chapter I would like to reference Dove and Honigsfeld (2010) as they point out that when we include critical literacy in our classrooms teachers create experiences that students will use to actively construct knowledge, then the school becomes a place where students question and explore significant issues for their lives and the teacher becomes a facilitator of those conversations which allow every member to speak their mind from a critical perspective.

Chapter 2

Theoretical Framework and Literature Review

In this chapter I will present the literature that was relevant for the development of my study. I will start by discussing about previous studies related to Critical literacy with primary students and why they were relevant for my project and then I will continue describing the main theoretical constructs which are Critical Literacy, Short Stories and Reading Comprehension. These constructs gave me the support that I needed to construct, organize and implement the lesson plans in the EFL class where the study was conducted.

Literature Review

In this part of the chapter I will be discussing about previous studies that we used as a support to conduct my project I selected these studies as they were related to the main core of this document which is the use of Critical literacy with children, these studies were helpful for me to understand how other teachers from different contexts have experimented this topic with their students, I was also able to compare my work with theirs in order to identify similarities and differences that allowed me to define my own contributions of research to our field.

The first study was an action research called First Graders and Fairy Tales by Ryan T. Bourke (2008) where the teacher one day after working on the fairy tale Sleeping Beauty he asked the students to create their own endings for the story, one of his students approached and told him that the princess in his version of the story was very upset since she did not want to be

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awaken, besides kissing the prince was something disgusting so the princess argued with him. This act of literacy from his 6 year old student made him concerned about the things that he could do in his classes in order to promote critical literacy. He states that fostering a critical stance in very young readers can have surprising results, for both children and teachers (Bourke 2006, p.304). He used fairy tales in order to honor his students preferred genre. The teacher's purpose with his study was to convey to educators how his critical literacy endeavor was instrumental in exposing the tacit undercurrents of his students' literacy lives. Up to this point of his research the teacher was interested in the teacher's performance. So he narrated what happened in his classroom when, as he stated, started wearing critical lenses and identify the literacy practices of his 21 first grade students.

Bourke cited Jones (2006) defining Critical literacy as the act of approaching texts wearing a set of eyeglasses through which the reader examines and questions the familiar and comfortable, and interpreted it as the process of problematizing texts to expose privilege and oppression; it reveals how texts benefit some people and harm others. Once the teacher was aware that he wanted to work on critical literacy he read the story *Three Billy Goats Gruff*, this story is about a family composed by three goats, baby goat that was small, mother goat that was medium size and father goat that was big. These animals were hungry and in order to get to a field of fresh grass they needed to cross a bridge, under the bridge there was a troll who would eat the goats if they dared to pass. The first one to pass was the baby goat and when the troll tried to eat it the goat defended itself by saying that the next goat was much bigger, the mother goat told the troll the same and finally the troll was defeated by father goat when his turn came. The teacher states that the first time they read this story students were excited about the troll being defeated. At his point he learnt that his students had already conceptions of good and evil and

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were able to take a stand, however he wanted them to challenge the text and see different points of views. After reviewing the story many more times little by little the students were changing their perspective when the teacher asked to put themselves in every character's shoes. They went from being excited about the troll being defeated to thinking that it was unfair that the troll did not eat as he was hungry as well. The teacher concludes that as the goats in the story, the students had passed a bridge; they saw a different ending by being critical.

The previous study gave me tools to analyze my students' discourses. Bourke would foster simple conversations with his students regarding the fairy tales by asking questions like tell me more about Then he would take notes of the comments and how he perceived the student literacy process. It helped my project because as the teacher, I had to be performing my class normally but I had to develop certain alert to comments from my students that helped me engage in a conversation where literacy practices were applied and more data could be collected.

The second reference was a case study called Moses's Story by Wood, J (2005), this kindergarten teacher talks about his experience with his students and the moment when he started working on critical literacy in his classroom. He talks about Moses, one of the 15 students he had in charge. One day during reading time, where students were encouraged to grab a book from the shelf and read it, Moses refused to do so. When the teacher asked him why, he would say that he did not know how to read. The teacher was aware of Moses' reading skills; he could read, but he wondered about the reason his student denied it. Then he realized that most of the books worked in class were featuring a "white person" as he stated and Moses was the only child in the class who was black. The teacher states that in his classes there were plenty of books featuring black characters however he was waiting to develop them later on as he was not aware of the importance of skin color for his students; the name of the story that changed the course of his

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teaching is *The Snowy Day* by Ezra Jack Keats. In the story a child wakes up on the first day of winter and realizes that there is snow everywhere, during the story the child does different fun activities in the snow. The special feature about the book is that the main character is a black child. The teacher wanted to use this book on the first day of winter but decided to show it to Moses, the response was immediate and positive as his student started to read that specific book over and over. He had certainly created a connection with the character of the story.

This "incident" as he called it showed the teacher how far his practice was from what he believed and what he was trying to achieve. He states that having books that represent a minority inside the classroom was a small part of critical literacy. It was shown to him the complexity involved the use of critical literacy and how Moses and his other students have been offered with practices toward Critical Literacy by creating a space for group discussions where students could talk about experiences with the books and the world related to social justice. The intention of the teacher at this point was to change his students' lives to build stronger reader and citizens.

Another important study was an action research called *Out of the Box* by Christine H. Leland, Jerome C. Harste and Kimberly R. Huber. In this study the teacher uses story time to open up spaces for building awareness of critical literacy with children in a rural school. The teacher in this project decided to work on critical literacy after joining a group of teachers that were doing some research on the matter in urban schools in her area. She was hesitant about working with her students on reading with topics like racism as she thought that it was going to be difficult for her students to build strong connections to that topic as all of her students were as she said "white". On the other hand, the other teachers had the opportunity to have in their classroom students from different kind of backgrounds, therefore the meaning of these stories were going to have a bigger impact (Leland, Harste and Huber 2005). The teacher had never

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considered using stories related to homeless or war before, instead she was used to select material that she labeled as “happy books” which are books without any kind of explicit social issue involved. During her reading classes, she would focus mainly on what makes a story which for her was the beginning, the middle and the end. After knowing about critical literacy she started to apply in her classes texts with social issues included like *The Lady in the Box*; The story of a woman trying to survive the winter living in a cardboard. Even though the teacher could not understand completely whether the students were going to connect with a story of this nature, it was clear for her that they were more interested and open to discussion when managing this kinds of topics.

Some examples of the changes in this teacher’s class during the days when she was working on critical literacy with *The Lady in the Box* started happening when the school required students to collect items for charity, in her class they were able to collect only a few but after working on the story about the homeless woman, children put an extra effort to bring more items to donate. Another activity that reflected how involved students were with the topic was when they were put into a scenario where they were given with \$100 USD, almost all of her students answered that they would do any kind of charity with the money as they acknowledge that there were people in need. She cited Lee (2003, p. 4). “The belief systems and practices associated with cultural groups are always under negotiation with new generations”, she proposed that children’s experiences are the ones that play a major role when building their identities as cultural and literal beings. Some of the changes presented in the teacher’s classroom after working on critical literacy was the fact that students were getting along better among themselves than before and they were more willing to work in groups, besides this she noticed

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that students were putting more effort in their writing or drawing assignments as they were able to represent their preferences or perspectives regarding the topics in the class.

This research helped me understand that children are as active members of the community as adults. They just need to be given a space to talk about different issues that often occur in our daily lives. This teacher was hesitant about engaging a controversial topic with students. I hesitated as well but the outcomes of this project helped me choose and adapt some of the stories that I applied in my classes for them to have a more social related issue. They worked with a homeless woman and I work with the story of a girl whose dad was a garbage man. These real life situations helped me and my students are more open to talk about things around us and our opinion regarding them.

Theoretical Framework

Critical Literacy.

Critical literacy according to Freire (1970) is a way to views readers as active participants in the reading process that invites them to stop only accepting the text's message and it gives them a voice to question, examine, or dispute the power relations that exist in the text. It also promotes social reflection, transformation, and action as the reader is required to compare in most cases what he is reading to his context. This mean that we as teachers can promote critical practices in our classroom by encouraging students to analyze the materials from different views in order to identify the different roles that they have in their community. This theory is also supported by Shor as cited in Brown (1999) as he states that Critical Literacy refers to the

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analytic habits of thinking, reading. Writing, speaking or discussing beyond surface impressions, mere opinions or routine clichés that help the individual understand the social context by discovering the deep meaning of any event, text, technique, process, object, statement, image or situation by applying it to our own social context. As this author acknowledges students reflect on things that challenge their opinion about real-world issues, these topics and issues are usually worked on in other areas of the curriculum. It is also important to know that every person interprets messages differently and that it depends on demographic factors such as age, culture, gender or socio-economic status.

I decided to work on Critical Literacy with Primary Students because it is necessary to expose students since an early age to spaces where they can reflect about the world around them, to support this The ministry of education of Ontario in one study conducted in 2009 about literacy in primary students demonstrated that critical literacy prepares children for life in a knowledge society. Scholars even refer to Critical Literacy as a “new basic”, meaning that children must be prepared to navigate in a text media saturated world. Here, I would like to clarify that for them text media refers to all the information we receive from our context through media for example advisements, news, TV shows, books, etc. The ministry also says that students are exposed to a constant stream of information and ideas so that they need skills to determine where to direct their attention and how to interpret messages appropriately.

In order to understand why Critical Literacy is important for young learners Comber (2001), states that Critical literacies involve people using language to exercise power, to enhance everyday life and to question practices of privilege and injustice. She mentions that this could seem grand, but often, perhaps usually, it may be in the more mundane and ordinary aspects of daily life that critical literacies are negotiated. As this author mentions, critical literacy is

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something that is present in our daily lives and it is our responsibility to become “critical consumers” of information. There is a misconception which implies that using critical literacy is considered to be a skill for advanced students or adults, not children as their understanding of the world is somehow limited, however some authors defend the fact that critical literacy can be developed at an early age. For example, as Jennifer O’Brien (2001) and Vivian Vasquez (1996) demonstrate, critical literacy is not to be reserved for older or academically proficient students, but can be taught even to primary students using all manner of texts.

There is a step before helping our students to develop critical literacy and it is evaluating the way we as teachers perform on that matter. Green (2001) says that teachers need to develop their own understanding of language if they want to help students question and understand how language works and how texts are used for particular purposes. McLaughlin and DeVood (2004) support this theory by saying, “Before we can teach our students to become critically literate, we must become critically literate ourselves.” (p4). Having stated this I consider that the responsibility that falls on the teacher is very significant as many difficulties can be faced. There is a set of things to take into account to make those difficulties less likely to happen. Teachers who want to work with critical literacy need to acquire an understanding of the students’ interest, backgrounds and values. The teacher has to be able to recognize unique identities and the diverse community that can be involved in the classroom as well as giving importance to the learners’ questions and experiences because as Luke (2004) says, teachers must be aware that every day that we teach we make choices; we make decisions about which texts, which messages, which values, and which attitudes we represent towards the truths of texts and discourses. This means that our personal opinion can impact the way we develop ideas with our students, therefore we need to be carefully choose an objective stance when working with critical literacy. Another

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important aspect for critical literacy to be developed in the classroom the construction of a safe inclusive environment for our students so they can express themselves and share their points of view without any kind of fear for rejection or disapproval, this would encourage students to participate and learn from one another. The teacher has to consider that some issues can be sensitive for some students. This means that whenever we want our students to get involved and talk about social issues we really need to prepare them and encourage them to be critical and reflective, an example would be discussing about racism.

Short Stories.

Mixon and Temu (2006, p14) said “Even hard truths can be taught easily through a story”, for them using stories in the classroom is fun and this activity should be considered as something relevant. The use of stories is a holistic approach to language teaching and learning as stated by Cameron (2001). The author of Teaching Languages to Young learners describes in the chapter 7 of her work that stories are rich and authentic material used for the students’ involvement in language learning, they bring an imaginary world created by language and it allows them to pursue personal interests. This benefits students in the classroom in various ways such as provisioning learners with an early contact of poetry and literature. She also states that stories allow teachers to make the content of the class more accessible to students; however she is concerned about us as educators being very careful when presenting stories to our class as our own nostalgia could make us go beyond reality creating a space of fantasy and magic in our classroom which is not bad although this could prevent students to interact properly with other kinds of text that talk about reality or of a more real informative purpose.

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At this point it is important to differentiate stories from other kind of texts in terms of how they are composed, by analyzing how people usually tell stories Cameron cites Propp (1958) stating that he proposed some typical features that appear when telling a story; first we gave an opening often stated as *“Once upon a time...”*, then it is followed by a description of the characters in the story and a description of the setting; after that we have the introduction of a problem and a series of events that leads us a solution, next to that there is a closing which in fairy tales is common to find as *“They all lived happily ever after”*, and finally we have a moral that may or may not be explicit.

Throughout Cameron’s theory, she proposes that stories for children often contain contrasts between characters, actions or settings due to the fact that they always tend to represent the good and the evil. This helps students to understand the story because they can find some familiar patterns taking into account other stories they might have had the chance to read before through familiar language involved in the story. On the other hand, she considered that texts that are simplified for foreign language learners usually lose a meaningful characteristic when they are adapted as students may not be exposed to real language, as an example she states that narrative stories are often presented in the present simple tense, taking away the chance for students to experience past even that could help them develop language in a more complete way, However she acknowledges how crucial it is for students to be able to understand the story when they read it or listen to it and if the language presented is not simplified the story could be more difficult to develop as one of the main intention when working with these kind of texts and literacy is to have students understand enough about the character and their lives to be able to empathize with them. This categorizes a story to have good quality as the learner was able to

enjoy it, for Cameron engaging students and catching their will to participate in the story is what makes it meaningful.

In terms of how to introduce stories to foreign students Cameron (2001) states we need to consider planning as a crucial part to develop the texts, first it is important that teacher to identify the language that will be used and organize it into groups, the first group will have the language that children already have met and that will be recycled, the second group will have the new language that is necessary to understand the story and finally a group with the language that may or may not be learnt depending on the students interest. After this is prepared we need to decide the sequence of activities that will help us present the story. Mixon and Temu (2006) propose some examples to develop these activities in order to combine critical thinking and creativity skills. They suggest that students could retell the story as they can show their comprehension or rewrite their own story to develop creativity.

Reading Comprehension.

According to Woolley (2011) Reading comprehension is the process of making meaning from a text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. This means that reading comprehension is what the reader is able to interpret from the text by decoding the message. He states that when children understand the reading process they are able to develop mental models or representations of meanings that are presented in the text that will help them to understand what they are reading. One of these models is called text-based, which refers to a mental representation of the text or discourse, in other words it is the process of comprehending the

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symbols incorporated in words, phrases and sentences. Another model is the situation, where the reading uses the information in the text and information from prior knowledge to build coherence. These two models proposed by Woolley show us that reading comprehension require complex cognitive functioning at different levels, on top of that it also remarks the importance of the reader setting up goals and monitor their own understanding.

Comprehension involves the interaction of a wide range of cognitive skills and processes like understanding, gaining meaning and interpreting the text, Woolley (2011, p17). He states that meaning is formed in the reader's head and that knowledge affects the kinds of meanings constructed from the text information thus the reader's comprehension is linked to their prior experiences and also their ability to acquire new information. One way to elicit comprehension in children in children is by the use of pictures in the text, (Duke & Pearson 2002; Levin 1981 as cited in Woolly). As they positively influence the reading comprehension process by enabling the reader to construct a more elaborated understanding of the text due to the fact that when they focus on illustrations they come up with self-questioning strategies that help them infer what is happening in the story. Having mentioned this, the fact that we as teachers include illustrations when working on reading comprehension activities will allow our students to interpret what they are reading more naturally. Studies on children's reading and metacognition state that skilled readers are those who are able to predict what it is going to happen in the story, when they predict before reading they can activate past memories and experiences that will help them know how knowledgeable they are in regards the topic (Dole et al. 1991; Glazer 1994). On the other hand Woolly expressed that children and readers in general can have certain difficulties in reading as it has been found that the prevalence of these difficulties is often linked with the economic and social circumstances of the home (p20). This means that students' background not

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only affects how they can interpret the texts and get to a meaning but also I can make them struggle when reading. Another important aspect mentioned by this author in terms of difficulties while reading is the fact that some students are “poor readers”, referring to those readers who do not decode a message with ease are provoked by the fact that they read less than the average readers. To conclude I considered that reading comprehension is a skill that can be developed with practice, and as stated by Scott and Ytreberg (1990) if there was one correct method for teaching all children to read, then only one method would exist, I believe that the correct method to develop reading comprehension at least includes a combination between the reader’s skills to process language and how it is analyzed by a critical mind.

Having presented the theory related to the constructs and the previous studies relevant to my project, for the next chapter I will be presenting the methodological aspects followed to develop this research and a description of the setting where it took place and a description of the participants that made part of this project as well as the explanation of the data collection instruments used.

Chapter 3

Research Design

In this chapter I will be describing the type of study that was conducted, the research paradigm and the research approach. After this, I will provide a description of the setting where my project took place and the participants who allowed the study to be implemented and finally I will present the data collection instruments used to collect the necessary data to achieve the goals proposed.

Type of Research

Research paradigm

The research paradigm for this project is qualitative research, one traditional definition of what it is was proposed by Nkwi, Nyamongo, and Ryan (2001), they stated that “Qualitative research involves any research that uses data that do not indicate ordinal values” (p1), for instance the results of qualitative research are descriptive rather than predictive. This study was focused on qualitative research as it gives us the opportunity to understand real word issues and problems, having the opportunity to analyze them from the participant experiences and behaviors, Creswell (2002). Similarly according to Merriam (2009), qualitative researchers look for the meaning that people have constructed in their world, this refers to the importance of individual points of view and the influence of the environment on people’s perceptions about their reality. In my study, qualitative research allows us to work on real issues related to the

participant's life, this characteristic connects adequately with the development of Critical literacy inside the classroom that focuses on language to exercise power in the everyday life as stated by Comber (2001) and mentioned in the previous chapter. On the other hand Parkinson and Drislane (2011), state that qualitative research has to do with the narration and description of a setting or practice. This theory, according to the authors is applied mainly in the sociology field where the social relations emerge, therefore it is important to consider due one of the goals of the project which is fostering interaction among students. Cresswell (2002) states that one of the biggest benefits of working with qualitative research is the inductive and flexible nature of qualitative data collection methods as they offer unique advantages in relation with quantitative Inquiries. He assures that this way we are able to answer open questions like Why and How in our research. Having mentioned this, I will describe two of the various methods used for collecting data in qualitative research that helped me select my data collection instruments which will be shown during this chapter.

The first method for qualitative data collection is called Phenomenology which Cresswell (2002) described as a philosophical method that studies how the human being experiences are like, especially regarding things that really matter to the individual and the social meaning that these experiences have. As an example the author states that it is like market research, but we are not testing the product but the people's experiences with it. I chose phenomenology because it focuses on individual experiences, beliefs and perceptions and it is believed that texts are used as a proxy for human those experiences. The Data collection implications for phenomenology are based on questioning and observing the individual experiences and perceptions, usually in focus groups we intend to look for the group experience towards the topic. On the other hand I also decided to use Discourse and conversation analysis as another method for qualitative research

data collection approach which according to Cresswell (2002) focuses mainly on the analysis of natural occurring discourse including texts, another important aspect is how humans construct meaning through conversations. The author states that usually these conversations are recorded in order to collect the necessary data. It is important to mention that the participants have to give consent for ethical purposes in case we are to record. Some other common tools for the researcher to gather data on qualitative research are: field notes, interviews, conversation and photographs meaning that the contact with the real environment is somehow natural.

Research Approach

This study will be based on Action research as it provides teachers with strategies to relate the previous works and theories so they can be applied in the practice allowing them to be immersed in a specific context. Such theory generates a reflection about the process and gives the chance to transform the environment where the practice takes place at.

Parsons and Brown, (2002), state that action research is used by teachers to attempt to solve problems in the professional practice in their classrooms. They also state that the data collection allows reflection and the development of new classroom strategies. In addition to this Calhoun (1994), calls Action Research as a fancy way of saying let's study what's happening at our school and decide how to make it a better place. This gives us the idea that the action research process is somehow a way to transform current situations in the class. On the other hand, Miller, (2007), states that action research allows teachers to understand why, when, and how students become better learners by collection data and changing practices to improve learning. This reflective paradigm allowed me to become interested in making changes in my

practice and to understand how my students progressively perform better in my class due to those changes in the methodology.

Role of the researcher

The role that I assumed on this project was as participant observer. According to Pearson (2005), it means that the researcher will immerse himself in the social setting to experience the events and understand the environment. It implies participation without informing the rest of the participants about the further reasons for his actions, however the participants are informed about the study. In addition, Kawulich, (2005), states that participant observation has been a tool for data collection about people in qualitative research. As the researcher I will be able to become that tool for data collection that the author mentions. Supporting this idea Schensul and Lecompte, (1999), define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting". As the teacher, I was fully exposed to the setting where the project took place at. It allowed me to be part of the transformation of my practices and my students' performance.

Setting

This project took place at Liceo Campestre Siglo XXI, with 6 learners where 3 of them were from second grade and the other three from third grade, ages from 8 to 10 years old. This private school is located in a rural area of a village called Puente Piedra that belongs to a municipality called Madrid in Cundinamarca. There are currently a total of 73 students through

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preschool until 11th grade who attend to this school; one of their institutional concepts is “quality before quantity”. According to the administrative staff, the educational approach managed at this school is the traditional method, they define this method as the way in which the teacher provides the information to students, the teachers is consider an authority and the one who is responsible for everything inside the classroom. The description of this approach was provided by the school’s principal during an interview. Regarding the social stratification of the area, the school is located in level 2 which according to the Administrative Department of National Statistics (DANE, Spanish acronym) is one of the lowest levels in the Colombian socio-economical stratification structure. The facilities are spacious with green areas and inside the classroom there is an average of 10 students. However due the few amount of students it is very common to find 2 grades inside one classroom. In order for me to implement my project at this institution due to ethical issues for the research I requested permission through a letter where I described the main focus of my project, the estimated time required and the characteristic of the participants.

Participants and Sampling

As mentioned before, due to the amount of students who attend this institution, some classrooms have two groups of different grades taking classes in the same classroom at the same time. I was assigned to work with second and third grade students because they were sharing the same room therefore I had the opportunity to work with these two grades. One advantage was that they shared all some characteristics for example they were all within the same age range (8 to 10 years old), they come from a middle class social group and the EFL classes that they have

happen three days a week represented in five academic hours. For ethical purposes, the students were sent home with a consent form for their parents or legal guardians to sign.

Data Collection Instruments

According to Johnson (2012.p1) “Data (plural) are any form of information, observations, or facts that are collected or recorded”. For him collecting data is what separates the action research project from a newspaper editorial, therefore action research is not consider only writing about what you think to be true; rather, it is collecting data and making conclusions based on that data. Having stated this, in this part of the document I will describe the data collection instruments that I used to gather the information needed for this research.

As I had mentioned previously in this chapter, what helped me decide what data collection instruments to use in this project were the qualitative research approaches phenomenology and discourse and conversation analysis. As phenomenology focuses on experience and observation the first instrument used was field notes as a way for me to keep track of what I observed during the class. Another instrument was students’ artifacts in order to analyze their experiences with the activities and the topics that we worked on. Finally taking into account the discourse and conversation approach I decided to use audio recordings to obtain a natural source that allowed me to analyze students’ interactions. In order for us to have a better understanding of this data collection instruments, I will present now their description.

Field notes.

According to Sagor (2000) note taking is a flexible way to record observations in action research data collection, even though it requires additional time after teaching. If a researcher is going to carry field notes for the study a format needs to be used. It can start with a brief description of the place including objects, number of participants and purpose of the observation.

Sagor (2002) also advises that field notes can be used as a way to focus on a specific issue that one wants to develop throughout the research or by analyzing these notes we can actually identify patterns that will help us identify the main purpose of our research in a more clear way. He states that field notes are very common in qualitative research giving us the opportunity to have a record of every lesson and what we write down is raw data from where we can get our findings. Having mentioned this, Sagor (2000) states that field notes help us remember what happened and our feeling at that moment therefore while writing we are being provided with a first analysis of the research area. I believe that it is important to follow the experts' advice when using field notes to collect our data, for example Taylor and Bogdan, (1984), said that during an observation we must pay attention and if possible to switch the focus between the group and a specific person being conscious about all their actions. This is very useful as we will have the duty to be aware of every participant, then it is important to record field notes as soon as possible after completing the observation for us to remember as much as can be. Finally they also state that it is better to focus on the main idea of a conversation than worrying about a verbatim transcription which allow us to interpret conversations as we are writing our field notes.

Audio recordings.

As I stated before supported by Cresswell (2002), one of the data collection methods for qualitative research called discourse and conversation analysis validates audio recordings as one important instrument for data collection due to its natural record of the environment that we recorded. This idea is also supported by Sagor (2000), he states that audio recording is a technique for capturing in detail natural interactions a verbatim utterances, giving us a source of accurate information on patterns of interactions inside the classroom that may not be obvious during the teaching process. Brown (1995) in Sagor (2000) points out that one big advantage of audio recording is the fact that students will not feel the same pressure they would if they were being video recorded. This makes students more comfortable while participating in class and interactions among them will be more natural. On the other hand, when we talk about audio recordings one important aspect comes to be taken into consideration, transcriptions. Sagor (2000) states that one way of handling audio recording to collect data is by transcribing what we record, this allows the researcher to scan particular classroom episodes quicker without having to review the whole recording. He states that transcription has the effect of making the researcher concentrated beyond simply listening giving more space for in depth analysis. Sagor (200) also provides us with some tips while transcribing our recordings, he states that we need to keep the transcription as simple as possible and include only what it is necessary. We need to decide what conventions to use and keep them throughout the transcription and also to label the speakers trying to avoid using their real name. In my research audio recordings and fields notes are a good complement due to the fact that while audio recordings give me a more natural data, field notes help providing non-verbal information about the context.

Artifacts.

Finally another tool that I decided to use was Artifacts, Goetz and LeCompte (1984) define artifacts of interest to researchers as things that people make and do. These artifacts are often written and they help illuminating the research question. These authors propose a guideline for artifacts collections, they state that there are four stages, first locating the artifact, then identifying the material, analyzing it and finally evaluating it. It is pointed out by these authors that the more informed the researcher is about the subjects and setting, the more useful artifacts may be identified and the more easily access may be gained to those artifacts, in the case of my project it involves all the assignments that I collected from students. The analysis of such data will allow me to observe students understanding of the activities and participation as well as evidence of the change after working with critical literacy in the classroom.

Data Collection Matrix

Now I will present my data collection plan, Sagor (2000) states that when the researcher plans the data collection process it is easier to build hypothesis and find the correct tools to find those answers for the questions that are being studied. It helps identifying sources of information and methods of collection, and identifies gaps.

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Research Question	Data source #1	Data source # 2	Data source # 3
1. How does critical literacy help to develop reading comprehension of short stories in second and third grade in the EFL class?	Field Notes	Audio Recordings	Students' Artifacts
2. How can critical literacy improve students' interaction in the classroom?	Students' Artifacts	Audio recordings	Field Notes

The data collection process was held every class for the three instruments. First I would start by completing field notes using a format with a space for learning objectives, procedure and analysis or reflection of the class. The transcriptions of the audio recordings were focused on students' interactions and relevant comments regarding the topic we were discussing and finally their artifacts were reviewed and analyzed after the class providing extra information for the field notes, these artifacts were given back to the students as a requirement for the school administrative management in order to guarantee that the activities were being held for parents and legal guardians.

Ethics

As mentioned before for ethical purposes I sent a letter to the school introducing myself and presenting the project. The letter was given to the school's principal and after giving an approval I proceeded to send a consent form to the students' parents and legal guardians to inform them about the study that was going to take place at the school with students from second and third grade. Sagor (2002) stated that it is important to ensure that no one is ever unknowingly subjected to anything without being informed about risks or consequences in advanced. Despite the fact that it is beneficial for ourselves as teachers and for our students to conduct as research in the classroom, Sagor (2002) suggests that it is prudent to obtain permission whether legally needed or not because firstly we will share at some point our students' work or ideas with other people and these belong to the students themselves. Second of all in most of the cases their parents or legal guardians have the right to be informed about the education of their children.

Having mentioned the type of study and given a description of the setting and the participants, for the next chapter I will talk about the instructional design by describing the lessons and how they were structured in order to implement Critical Literacy in the EFL classroom for students at this school.

Chapter 4

Instructional Design

In this chapter I will present a brief description of the lessons plans used for each of the sessions that helped me conduct this research, every plan has a learning objective, the set of activities that were applied as part of the pedagogical intervention and a critical literacy objective which allowed me to focus on certain aspects that were developed during each class for the data collection process.

In order to plan the activities that were going to take place in the lesson, there were important aspects that had to be taken into consideration. First of all I would chose the story that students and I were going to read in class. The criteria used to select the stories was on one hand to bring stories with social issues such as racism presented in a more explicit way than the ones on their course book and on the other hand I selected stories from their course book as well due to the fact that they are more accessible and common in the students' learning environment in a daily basis. After selecting the story I would introduce the vocabulary that was going to appear in the story by warm up activities that most of the times included a discussion about the main topic of the story, for instance, when we worked on the story *The Lion and The Mouse*, we talked about animals classifying them as weak or strong. After reviewing vocabulary we would read the story and students had their time to read individually, then by groups and finally a reading as a whole class. Then we work on the main questions based on Hughes (2007) who stated that in order to interrogate a text with our students to promote critical literacy we could ask things such as:

1. Who is the most important character?
2. Who doesn't talk?
3. What do you think the character was thinking when this happened?
4. What do you think the author of the story wrote this?
5. What would you do if you were this character?
6. Have you ever seen something like that happening in real life?

By asking these type of questions my students and I were capable of bringing a different approach to the reading comprehension process where not only we were looking forward to understanding the content of the story but also we could bring an analysis to the text beyond what we could read. It is important to mention that students were given a space to discuss these questions among themselves before they could share their answers with the class. At the end we would close with an activity related to an alternative ending for the story or we would compare the story to a real life situation that any of the students had experienced.

In regards with the time spend for each lesson it is important to mention that the school has dedicated 5 hours of English as a foreign language during the week. I was given with the opportunity to implement my lessons on Thursdays when students had class from 11:00 am to 12:30 pm. In order to present the planning I decided to present the next table that helped me describe each session, its objective, the activities applied and the data that was possible to be collected.

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Session	Learning Objectives	Pedagogical Activities	Critical Literacy Objectives
<p>Session 1 September 11th 2014</p> <p>The racist tree by Alexander Blechman Adapted by Mauricio Forero</p>	<p>Students will be able to analyze the author's intention and give their opinion from their experience.</p> <p>Students will reflect about tolerance and the importance of social awareness</p>	<p>For today's class we worked on an adapted story of the racist tree by Alexander Blechman. The main focus of the class was tolerance.</p> <p>The teacher handed in a worksheet showing some colorless children. The idea was for students to color one of the child different from the others.</p> <p>After reviewing the story of the intolerant tree the students were required to analyze from their perspective how they would feel if there were a specific child in the story. Then we would conclude the story by asking: Who was the most important character? Who doesn't talk?</p> <p>What do you think the character was thinking when this happened? What do you think the author of the story wrote this?</p> <p>What would you do if you were the Dani's friend? What would you do if you were Dani?</p> <p>Have you ever seen something like that happening in real life?</p>	<p>To discuss about feelings and opinions towards the story.</p> <p>To reflect about each character role in the story.</p> <p>To propose a different ending to the story taking into account the discussion.</p>

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<p>Session 2 September 25th 2014 The lion an the mouse Story taken from the Students' course book</p>	<p>Students will be able to reflect about the story and give their personal opinion about their feeling. Students will be able to work in part to develop a better understanding of mutual dependency.</p>	<p>For this session, students were able to use their course book. In there we worked on a story called the lion and the mouse. First we worked on vocabulary, we listed animals and described them as Weak or Strong. Then We read the story and finally we worked on a pair work activity where one of the students was blind folded and the other one's hands were restrained. The idea was to collect a set of items around the classroom by combining their abilities. We discussed about our favorite character.</p>	<p>To identify relations of power by analyzing the characters' skills and status. To generate a space where student can interact only with their peers in order to build stronger relations. To discuss about our favorite character in the story and why it was important for the story.</p>
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<p>Session 3 October 2nd 2014</p> <p>The little red hen</p> <p>Story taken from the students' course book</p>	<p>Students will be able to name the 4 season in English</p> <p>Students will be able to use the vocabulary to describe the current weather.</p>	<p>For this session students will be given with some time to read the story by themselves and predict the plot of the story.</p> <p>Students will be required to compare the situation that the characters of the story are living with our reality.</p> <p>Students will be ask to answer</p> <p>Who was the most important character? Who doesn't talk?</p> <p>What do you think the character was thinking when this happened? What do you think the author of the story wrote this?</p> <p>What would you do if you were the hen? What would you do if you were duck or the pig?</p> <p>Have you ever seen something like that happening in real life?</p>	<p>To compare our context with the one in the story in order to analyze the characters opinions.</p> <p>To predict the plot of the story by reading the images and the characters' behaviors.</p> <p>To create a different story where the students are one of the characters.</p>
<p>Session 4 October 16th 2014</p> <p>The lion and the mouse Part 2</p> <p>Story taken from student's course book</p>	<p>Students will be able to work in groups and rewrite the story as they prefer.</p> <p>Students will be able to offer solutions to problems presented throughout the story</p>	<p>This sessions was to complement session number 2 were students were not able to fully discuss about the story we worked on.</p> <p>Students were required to create masks of their favorite character and group with a classmate whose mask had a different character.</p> <p>Students were required to talk about different ending of the story and what they would do.</p> <p>We worked on the questions:</p> <p>Who was the most important character? Who doesn't talk?</p>	<p>To analyze the story and describe the role of each character.</p> <p>To provide a different ending depending on the each student's perspective</p>

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		<p>What do you think the character was thinking when this happened? What do you think the author of the story wrote this?</p> <p>What would you do if you were the lion? What would you do if you were mouse?</p> <p>Have you ever seen something like that happening in real life?</p>	
<p>Session 5 October 23rd 2014</p> <p>Jody's dad is a garbage man by Matthew Licht</p> <p>Adapted by Mauricio Forero</p>	<p>Students will be able to talk about what they want to do when they grow up and what their parents currently do.</p> <p>Students will be able to analyze the type of jobs that exist in our society.</p>	<p>Students were asked to talk about what they wanted to do when they grew up.</p> <p>Students were given with a work sheep where they had to draw either their mom or dad and what they do for a living for example: Mauricio's Dad is a bus driver.</p> <p>Students were asked to share with the class what they thought about their parents' jobs.</p> <p>Finally we worked on the questions for the story</p> <p>Who was the most important character? Who doesn't talk?</p> <p>What do you think the character was thinking when this happened? What do you think the author of the story wrote this?</p> <p>What would you do if you were the Jody/ Jody's friend or her dad? Have you ever seen something like that happening in real life?</p>	<p>To discuss about jobs in our society</p> <p>To share what our parents do for a living and analyze the importance of that job.</p>

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<p>Session 6th November 6th 2014</p> <p>Stories review, a close up in order to assess students' understanding.</p>	<p>Students will be able to discuss about their favorite stories, their least favorite and how would they change them to make them better.</p>	<p>Students were asked to choose only one of the stories used during the previous classes for them to mention their favorite part, what they would change and why that story was important for them.</p> <p>Students were asked to represent the story by drawing it in order to present it to their classmates</p> <p>Students were asked to discuss in groups about their stories.</p>	<p>To talk about the stories presented during the lessons from a critical perspective by having students express their ideas.</p>
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To conclude this chapter it is important to mention that all the learning objectives and activities aimed to develop critical literacy inside the classroom by including questions that allowed us to go beyond the texts. These texts were short stories, specifically two that I brought inside the classroom which managed explicit social issues, and the other two were based on stories that students had available on their EFL course book. Another important aspect to consider is the fact that students always had the opportunity to participate and express their ideas without being elicited by the teacher, I personally tried my best not to provide any opinion that would influence the students' answers to the questions I was going to ask as I wanted them speak their minds about the topics. For this specific matter of monitoring my own practice the process of data analysis was key in order for me to reflect how objective I was being with my students when developing the stories. In the next chapter I will present the data analysis from these sessions that allowed me to answer my research questions and to understand the changes that took place in the class.

Chapter 5

Data Analysis

In this chapter I will present the analysis of the data obtained by the three qualitative research data collection instruments selected in my study. The instruments that helped me collect this data as mentioned before were Field notes, Audio recordings and Students Artifacts. The data was collected during 6 sessions where we worked on 4 different stories with the aim of developing Critical Literacy inside the EFL classroom by using short stories as the main resource to develop the class. In order for me to better organize the data collected I divided it into three categories chosen due to their predominance when analyzing the collection instruments. These categories will be developed throughout this chapter along with statements taken from the data in order to develop an analysis linked to situations or ideas that appeared inside the class, ideas that eventually helped me to answer my research question. Firstly I will discuss about students expressing their ideas, feelings and experiences, where I intended to remark those moment in the class where students one way or another have spoken their minds about something. The second category is called Teacher's and peers' influence that intends to analyze the way in which student interact among themselves and how they persuade the members of the class including the teacher to support someone's idea and finally the last category is called text comprehension where students demonstrate that the story we worked on in class had some kind of impact in their actions. The next table will remind us about the research question and the categories that aim to answer it, these categories will be developed by showing fragments of the data collected and the analysis obtained from the theory previously presented in chapter 2.

Research Question: How does critical literacy help to develop reading comprehension of short stories in second and third grade in the EFL class? Sub-question: How can critical literacy improve students' interaction in the classroom?		
Category 1	Category 2	Category 3
Students expressing their ideas, feelings and experiences	Teacher's and peers' influence	Text comprehension
Subcategories 1.1 Students' insights 1.2 Student' connection with the stories	Subcategories 2.1 Teacher's Influence 2.2 Peers' Influence	Subcategories 3.1 Use of images for reading comprehension 3.2 Teacher's use of mother tongue

Category 1: Students expressing their ideas, feelings and experiences

This category will describe what students have expressed during the lessons in terms of ideas, meaning how they perceived some of the contents while working with short stories and what they expressed about those contents. On the other hand I wanted to show also how they felt about certain topics and what they had to say about them, for example when discussing about what would they do if they were in one of the different characters' shoes. Finally the experiences or previous knowledge that is shown in the data collection instruments. This category prompted from the evidence due to the fact that one of the main objectives for every lesson was to let students express their opinions regarding the topics we managed in the class. In order to develop this category, I have selected two sub-categories that would allow us to identify the main features that are relevant to answer the research question related to the development of Critical literacy. The first sub-category is called: students' insights which from my perspective is what the student

perceives about the world around them, and the second one is called Students connecting with stories where basically they showed that the story had an impact on their opinion about a topic.

1.1 Students' insights.

This subcategory is related to all those ideas and conception that students show while discussing any topic we were working on. According to Vasquez (2004), students are capable of giving their opinion regarding several issues of the society. She states that in order for them to have a well-informed speech regarding those issues they have to have access to information that would support their ideas, therefore I believe that when students come into the classroom the information they manage regarding any topic comes from a source which they had access to, probably from their house or the same school , it could be a family member, teacher or even the television the resource for what they know about certain topics, for instance gender. As an example of this idea let us take a look to a fragment from one of the transcripts used as a data collection instruments. In this case we were reviewing the vocabulary words weak and strong to develop one of the stories that involved a lion and a mouse. When working on the word Strong, we suggested super heroes as examples to illustrate the word, I suggested that one of the boys inside the classroom was also Strong which caused a sympathetic reaction from students, however when I requested an example for the word weak I received the following response:

T stands for teacher and S for student, after the S there is a number assigned for each student.

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T: What is weak? ¿Qué es weak?

S1: ¿Delgado? ¿Debilucho?

T: ¿Debilucho?

S4: Débil.

T: Débil, ¿Cómo representamos débil?

S1: Así, sin músculos.

T: Now give me an example with it in English!

S1: Las mujeres!

(Retrieved from Transcript number 2)

As shown in the transcript we could assume that the student has already an opinion about what being a woman was when he replied Women as an example of what the word weak meant, these ideas are the ones that Vasquez (2004) confirms to be born when children bring insights to our classes and use them interpret the world, in this case the student has already an stand regarding gender. In order for us to address those ideas to a better direction, we need to work along them in developing awareness in this case about gender which could be considered as social issue if we discuss about the relations of power between men and women.

On the other hand another important aspect that relates this sub-category with Critical literacy is what students believe to be fair or unfair. As Freire (1970) stated, the individual should be able to identify relations of injustice, inequality and power in order to become critical. I believe that this idea is linked to what our students consider to be the “good” and the “bad” way to do things. During one of the activities I asked my students for the meaning of justice or injustice and something interesting about this question was the fact that I received an answer illustrated with an example from our local context.

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T: ¿Ustedes saben lo que es justo e injusto?

S3: Si, justo es cuando dejan salir a los que se portan bien y a los que no se portaron bien no, Injusto es cuando dejan salir a los que no se portaron bien.

(Transcript 6)

As Vasquez (2004) explains, being critical is not an exclusive skill for adults or academics, it is a process that can be reached at any level and in different ways. The definition that my student provided for this concepts was directly linked to our context, it was easy to understand and I reflected the students' opinion in a clear way. On the other hand it is important to acknowledge students' motivation in order for them to build these relations with their context. As Wood (2005) showed on his project how engaged his students became right after he used stories that were more similar to their reality, when he introduces Moses to a story featuring a kid similar to him, his behavior toward the class changed completely. In my class a very similar scenario took place with one of my students that as Moses denied her abilities to read as she did not find the activity interesting, however once her classmates and I took a different approach by asking her personal questions similar to the ones in the story she changed completely her attitude, she felt recognized and started trying to complete the activity, here we have field notes that shown my immediate reflection toward the situation.

“The second thing to consider is the lack of motivation that a student can have when they do not feel connection with the story, S5 seemed to be very bored and annoyed by the instruction of taking some time to read the story. When I approach she decided to tell me that she could not understand anything without even try. Regarding this, something amazing happened later on because the same S5 who was a little discourage by the activities started to participate more in the class right after I asked her what her parents did for a living and then all her classmates started asking her questions. I believe she felt somehow a connection that took her out from this zone where she is usually quiet and discouraged”.

(Field notes 5)

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After noticing what had happened with this student I realized that her willingness to participate in the class and specially to share her experiences with her partners increased, this student was very quiet and not very joyful towards the English class, however I realized that everyone taking interest about what she had to say influenced positively her performance. To conclude this sub-category, it is important to mention that students are teaching us to listen to them every day, as Comber (2001) States when teachers and students are engaged in Critical literacy, we need to start asking “complicated” questions about power and people, advantages and disadvantages. This would create a space inside the classroom for us learn of each other and the place that we share. By taking interest into one of the students, by making her feel special for one moment she was able to create a different kind of comfort zone where discussing about things that she thought were boring became more natural.

1.2 Students connection to the stories.

According to Luke (2004) there is not a magical only way to introduce literacy into the classroom, and that there might be many different approaches to teach. The amazing thing about this is that there is an open universe of possibilities regarding practices and proposals when teaching. Having stated this, as the author states there is not an exclusive way to use Critical literacy in the classroom, in this project we are focusing on short stories as a way for student to take advantage of the material that is constantly presented in their classes, so indeed we can limit the kind of material we use however something we cannot do is to decide how meaningful stories are for our students. Rahman & Arju (2008) present stories as a holistic way to learn, specially a foreign language due to their cultural value. I consider that the stories that had caught my

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attention thought my learning experience were those one that I could relate to and learn from. To illustrate this idea I present the next data fragment that was taken from a discussion that my students and I were having regarding people's jobs after reading a story of Jody, a girl whose dad was a garbage man and kids would make fun of her at school for that.

S1: y ¿tu papá?

S5: Mi papá trabaja... solo.

S2: No, él trabaja en rutería (Bus Driver) recogiendo a Alán

S5: Bueno si

****** Students started laughing ******

S4: ¿Por qué se ríen? Están igual que la historia

(Transcript 5)

During the story of Jody students discussed about how inappropriate was the fact that her classmates made fun of her because of her dad's job, but when they were put in the same scenario by coincidence they forgot completely about the story and its moral, except one student who realized that what we was living at that moment with his classmates was the same that jody lived in the story. On the other hand, when we had the chance to review this story in a future class another student expressed to me that she did not like the story and I asked why, her answer impacted me:

T: ¿Por qué dices que no te gusto la historia de Jody's dad is a garbage man? En la que el papá de Jody es un hombre que recoge basura

S2: Porque cuando los niños se le estaban burlando a la niña, la niña le dijo al profesor y el profesor no le dijo nada a los niños. (Transcript 6)

At this point we had already gone over some questions about the story and we were focusing on the types of jobs that people had in order to validate their importance in our

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community because in the story, when the students made fun of Jody for her dad's job the teacher talked to her very kindly and told her that her dad's job was very important. However what I wanted to remark was the fact that this one student was not happy with the decision of the teacher, she expressed to me that the teacher did not do anything to stop the children from making fun of the girl. I personally did not consider the teacher's actions in the story. I agree with what Wood (2005) suggests, he believes that students are teaching us sometimes more things that we can teach them. This student was able to put herself entirely in Jody's shoes and be upset about the ending. This was a great example of Critical literacy inside the class.

Category 2: Teacher's and peers' influence

The next category that emerged from analyzing the data is called Teacher's and peers' influence due to the fact that during the lessons we had the opportunity to discuss open questions as a whole class related to the stories from the lessons and students had the chance to work in groups or sit together during most of the activities. For this category I have selected two subcategories which are Teacher's influence in order for me to analyze my own practice and peers' influence which I consider important because it aimed to answer my research sub-question related to students' interaction. Comber (2001) states that while working on critical literacy, we need to help children acquire practices that would allow them to develop analytical skills, for this we as teachers need to provide them with tools to work on the material and also with the time for them to take analytical stances. Having mentioned this, during the implementation of the project I was important to give students their time to reflect about the stories that we were developing, however if we don't provide the tools for students to reflect then we would be just wasting

precious time and they would feel bored during the class. I strongly believe that interaction between teacher and students has to be as important as interaction among students because as it has shown before by the previous studies in chapter 2, the classroom is a place full of ideas where everyone has something new to learn.

“I was able to be with them in a friendlier environment and the interaction among them was easier because there was not seating arrangement stablished”. (Field notes 4)

2.1 Teacher’s Influence.

The main purpose that I had to monitor my own performance was for me to try to be as objective as possible while developing the activities with my students, as I was the teacher, I was afraid that my own conceptions and opinions about the stories were going to influence my students in a way that It would stop them from come up with their own analysis. Eastman (1998) states that a low proficient learner who is unable to challenge the teacher in terms of communicative competence would not be able to evaluate the teacher’s stance which I believe is true and unfortunate because my expectations towards my students is for them to build a voice to speak their mind, not one to repeat what I had taught them. After reviewing some of my field notes I noticed that at some point I was expecting to hear something in specific from my students.

*“I believe that they were getting closer to the type of answers that I was expecting, When I asked what would they do if they were the lion, they went straight to answer that they had seen in the story, however when I asked again who would not use violence they immediately started giving answers that were related to the “correct” way to behave in this situation, although I consider that the question I asked already had an answer and how I asked it elicited that answer. I mean, I said who of you would not do anything to the mouse? I was technically expecting that the students were able to realize they could not hurt the mouse probably because it was wrong”.
(Field notes 4)*

“Finally I want to point out the fact that I tried at some point to mislead the story from the financial point of view as I wanted my students to forget for a minute about the money that their parents make and how important having a job is for a household to maintain the family”. (Field notes 5)

After reading this fragments of my field notes, I realized that probably I had become interested in eliciting specific answers from my students instead of let them express themselves naturally. Luke (2004) states that every day that we teach we make choices and take decisions about which texts, which messages, which values, and which attitudes we represent towards the truths of texts and discourses. I consider that culturally we believe in a code of ethics and values, and when we think that we are correct about something then we want to transmit it. If we have learnt something about critical literacy up to this point is that there is not a unique way to applied, however I consider that teachers must work mainly in providing tools for students to develop analytic skills without trying to undermine anyone’s opinions. On the contrary, sometimes we may seek for students to work on their own ideas or to be independent individuals, however it is also true that students look constantly for the teacher’s approval in order to feel satisfied with their performance, to illustrate this I have an example from another field notes

“It was difficult to make them understand that what I cared the most was to know about their own opinion but they keep on trying to find a correct or incorrect answer to all the questions”. (Field notes 1)

2.2 Peer’s Influence.

This sub-category references the results of group work and pair work during the EFL class. One big advantage about the population that helped implement the project was that they were only 6 students, I would have 12 sometimes however in most of the session half of the group would leave the classroom for swimming lessons. The fact that students were only a few

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made it easy for me to create spaces where they could interact. The classroom where we usually had class had a seating arrangement that was very easy to modify for our convenience which allowed students to move around and interact with their partners. One important aspect that popped out while reviewing the data instruments was the fact that students seemed to be very dependent from one another, as they were a few they all looked close to the whole class which was great as any of them ever refused to work with any of their classmates, however I noticed that when I asked something to the whole class, their individual answers were very similar, for instance when I asked what they wanted to be when they grew up:

S2: Yo quiero ser futbolista, yo quiero ser como james

S5: !Quiero ser tapadora!(golie)

T: S2 What do you want to be when you grow up?

S2: Futbolista

T: ok, so football player or soccer player. S4 what do you want to be when you grow up?

S4: Jugar futbol

T: A futbol player? Futbolista?

S4: (He is thinking)

S3: No lo piense no lo piense, diga

S4: Pues futbolista y ya

(Transcript 5)

Something important to mention regarding the transcript is the fact that before I received this answers, the first time I asked all of the students talked to me at the same time so I had to asked them to say what they wanted to be one by one, when they all talked at the same time I was able to hear more professions besides football player. This may be something that could affect the students' participation in the class because whenever we had open discussions for some of them it was more comfortable to choose his partner's answer to a question like What did you like the story?.

“Something that I keep on noticing is the need that some students have to agree with their partners or teachers, so they would change their opinion in order to have a similar response”.
(Field notes 3)

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One of the aims of this project is to allow students to have a critical stand towards different topics and to have them find their own voice to speak their mind, we want our students to have a voice constructed collectively by ideas or experiences. On the field notes I was able to reflect that students are very flexible in regards to what they think, this is beneficial if the student remains open to different kind of conclusions or ideas. On the other hand being flexible could mean that we may not be sure about what we conclude. The aim of the project is to help students develop critical skills to share with their peers and have the construct knowledge together.

Category 3: Text Comprehension

The last category that I developed while analyzing my data is called text comprehension, this category is about students validating their knowledge about the stories that they read. Every class the students were given with time for them to read the story individually or in groups. The stories usually contained unknown vocabulary for the students, therefore they were required to either wait for an explanation of the teacher or guess by having the support of images. All of the stories that were developed in the sessions had images to help support the reading comprehension process. This category is divided in 2 subcategories, use of images for reading comprehension, because as mentioned before, students were able to read the images in case that they did not know a word and the second subcategory is called teacher's use of mother tongue due to amount of Spanish that I had to use for the activities to be developed properly.

3.1 Use of images for reading comprehension.

This subcategory emerges because students in every class whenever we were going to work on our stories they would rely on the images on the book to describe the characters feelings, actions or events in the story. The next transcript is from a class where the students and I were outdoors and I asked them to read the story. One of them in no time told me that he had finish so I asked him to read it for me, this is what he said:

S2: Profe ya acabamos

T: ¿Ya saben todo lo que pasa?

S1: Si, aquí está lloviendo y hace mucho frio ¿sí? Entonces la gallina le dice al marrano que hace mucho frio. Sembremos las semillas de maíz. Entonces el marrano le dijo que no se puede. Pero si podían. Entonces aquí sembraron las semillas y se volvió trigo le de las semillas de maíz y aquí están durmiendo.

T: ¿Que le está diciendo la gallina que haga?

S1 Ella le pide que le ayude a cortar eso ¿si? Y él dice

Perdóname no podemos

(Transcript 3)

In general terms the main idea of the story remains in this students' version, he was very creative while predicting what happens in the story. Exercises like this help students to get a better idea of the text. Mulla (2006) shows that Students' reading is usually confined to imitating flash cards and reading very simple sentences. I consider that the fact that we are making them read in a foreign language makes the process more complex therefore those sentences and images have to be more explicit. In mi first implementation, the story that I took with me did not have pictures that is the story that the students remembered the least, there I may conclude that students use visuals in order to support their comprehension and to predict events that may not be clear as they are reading in a foreign language.

“Another student did not like the story of Jody because her dad was dirty and smelly, to what another student replied it was not his fault, he was just working”. (Field notes 6)

3.2 Teacher's use of mother tongue.

While providing instructions or examples, I would talk mainly in Spanish. Cook (2001) States that the use of the first language should be avoided at its most as students need to be fully exposed to the target language, however Bowen (2012) expresses that the mother tongue is effective with younger learners at beginner level to check instructions, to ensure that concepts have been correctly understood and for general classroom management. I consider very relevant to mention that during my classes all the material that we managed was in English, we would review the vocabulary and pronunciation of the words from the stories, however the objective of the study was to promote students to speak critically depending on the topic that we were managing and unfortunately I was to ask them to do it in English their responses could have been less structured. By analyzing the data I notices that during my lessons I would use my mother tongue to help students comprehend my intentions quicker.

T: Si saben la profesión en inglés la dicen en inglés y si no me la dicen en español y yo la traduzco

S2: Yo quiero ser futbolista, yo quiero ser como james

(Transcript 5)

According to Bowen (2012), some learners need the security of the mother tongue. In the case of my EFL class, students were not used to communicate in English and unfortunately the time that I had available for each session was very limited to develop the class using only English. Bowen (2012) says that there are learners that need to relate concepts in English to equivalents in their L1. This may be their most effective way of learning vocabulary and students may also feel that having a mother tongue equivalent is a far more efficient way of arriving at

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meaning than a constant process of working things out. Using mother tongue can be beneficial to save time in class. For my project, I needed my students to be able to express themselves as they learnt new words and for this the use of mother tongue was indeed a support.

“During the process I had to use L1 to support the reading” (Field notes 1)

To conclude this chapter, I have presented an analysis of the data that was collected during the implementation of the six sessions with second and third graders in an EFL classroom. This analysis showed me that during a lesson many opportunities to develop critical literacy emerge when students express their ideas and feeling towards the topic and we as teachers needs to be aware of what our students have to say. While listening to the audio recording I could notice that sometimes students were giving me ideas or opinions about the stories and unfortunately sometimes I was paying attention to a different student while they were expressing those ideas. This is important because it means that as teacher we need to train ourselves to become more aware of everything that our students have to say even if it sound irrelevant for us at the moment, later on it we take a moment to analyze their speech as I did while listening to the audios we may find interesting things that we had completely ignored during the class.

Chapter 6

Conclusions

In this final chapter I will talk about the conclusions that I have reached developing the study as well as relevant findings which allowed me to contribute to my professional field. Then I will answer the research questions that were stated and describe some of the pedagogical implications that my project helped me conclude. To finish the chapter and the project I will talk about some of the limitations that I had to face during the implementation and further research that can take place taking of reference this document.

The main purpose of the study was to promote critical literacy using short stories to develop reading comprehension in the EFL class, to accomplish this objective I prepared six lessons in which aimed to develop a short story from a Critical point of view. In order for my students to be able to come up with a critical stand towards the topic they had to be asked questions about the story and their personal experience regarding the topic that we were managing. The students' opinions were usually foster by their peers, meaning that the influence of the people who share the same space is crucial to define their stand towards a topic. One of the main conclusion that this study showed for me was the fact that usually teachers develop reading comprehension activities in the class in order to introduce students to language and if we start applying critical literacy practices in our classes, that language is not only going to have an impact on the students' language learning process but also on their personal experiences when learning the language as they will be able to connect the lives with the content of the class.

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Another one of my conclusion is supported with what Vasquez (2004) believes, she considers that critical literacy does not necessarily mean to take a negative stance but it is about looking at a topic from different perspectives. When I asked my students to go beyond the text by asking questions like what they would do if you were one of the characters they immediately started comparing what they saw in the story to what they would do, for instance when working in the story the lion and the mouse, students would discuss at first about how nice it was that at the end the lion and the mouse became friends and later on through questioning our own actions some of them realized that if they would be the lion they would not have befriended the mouse. This small act of literacy tells us that there is not a single way to analyze one story or text and that there can be as many points of views as readers.

Another important aspect is that we as teachers need to give value to our student's opinion because as we think we need to teach them to think in a certain way, if we take the time to analyze our own practice then we will understand that not only students sometimes fail to listen to what we have to tell due to any reason but also we as teacher do not pay attention to those ideas that could even have a deeper reflection from our own. As an example of this when I was trying to have my students understand that every job is important in our society with the story of the girl whose dad was a garbage dad, one of my students did not pay attention to that but instead told me that the actions of the teacher in the story were not appropriate. On one hand I was trying to talk about the general idea of the story but on the other my student was reflecting about the actions of the characters, which technically is what I had been trying to present.

Relevant Findings

While working on critical literacy to develop reading comprehension, one of the things I found was that when I wanted to know the students' opinion about a certain topic they at first were trying to guess the answers like if they thought that I was expecting them to tell me a specific statement but when we started developing critical literacy in the class they seemed more comfortable to say what they felt regardless of what I had said about the story. This is very important because students started to be conscious about their own opinion and that it was appropriate to share it with the rest of the group. Another important aspect was to notice how students rely on each other's points of view when working in groups or as a whole class. I could see this when they would easily change their opinion about a topic so they could agree with their partner. This showed me that students are very flexible to change their mind and at the same time they can be very persuasive if what they intend is to convince a partner to work with them.

When we work with short stories we can manipulate them in order for them to deliver any message which is very convenient because English teachers can adapt the vocabulary and present it in a dynamic way. The important fact about this is that I believe that through critical literacy we are able to use language not only to teach vocabulary but also to analyze situation and ideas with our students, teachers can give students tools for them to talk about any topic even those that we may consider controversial.

Before working on critical literacy in the class I noticed that students were mainly interested about the ending of the story or at least it was the part where they would focus the most and they would always talk about what they like about the story taking into account the

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ending, we have learnt that students are often offered with happy ending in stories therefore their opinions about the stories matched perfectly with what traditionally we consider the intention of the author was. However after implementing critical literacy in my classes the ending could be easily modified by my students' perceptions of the story.

An important aspect to consider about reading comprehension is that the reading process was always supported by the images that students saw in the stories, most of the times students tried to understand the words on the story and they would try to interpret the images to get an idea of what the text was about. Finally I confirmed what Luke, Comber & O'Brien (2001) along with Vasquez (1996) stated. They said that critical literacy is not something reserved for older or academically proficient students, it can be toughed in a primary school level or any other setting. Indeed I consider that we need to believe in what our students are capable of doing, sometimes they can come up with insights that reflect their opinion and experiences about life and relevant things for them while working with us inside the classroom.

Research Questions Answers

The main question of this study was: How does critical literacy help to develop reading comprehension of short stories in second and third grade in the EFL class?, I can conclude that the answer for this question is linked to all the decisions that we take when presenting a class. Critical literacy helped me and the students to deconstruct the stories in order for us to think about the setting and compare it to our own, it also elicited students to link their experiences with the text and previous knowledge. While reading we would think about the characters in the

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stories and what we would do if we were them, it helped us understand that a story is someone's idea and that those ideas can be seen from different perspectives. My students went from answering questions about the story to ask questions about it. This implies that reading comprehension can be fostered and complemented by allowing students to take a stand regarding the different situations and characters presented on the text. The secondary question of the project was: How can critical literacy improve students' interaction in the classroom? The answer for this question is related to the spaces created in the classroom for students to share their ideas, when working on critical literacy we had to express our feelings about the topics and this way students had the chance to learn more about each other. Despite the fact that students were not used to work together in their EFL class, it was easy for them to share their work with their peers as they would mostly talk about things that they liked or defend their own point of view. Critical literacy affected positively students' relations inside the classroom, it gives students the interest to know what their peer has to say.

Implications

Pedagogical Implications.

This study helped me understand that my role as a language teacher was not only about giving tools to my students for them to express themselves in a foreign language but also to create spaces where students could reflect about the content of the class. As stated by Vasquez (2004) it is necessary to adapt the curriculum so that critical literacy can be lived in the classroom. If we start applying this kind of pedagogy we can start working with our young students topics about social awareness, politics and even though we are working with a foreign

language we can work with issues of our local context to help our students understand problems and situations that take place in our lives.

Limitations

One of the inconveniences that I would face very often while implementing my lessons was the fact that at this school, teachers are used to get in and out of the classrooms to provide information or to obtain material while the class is being held, this was a very usual distraction for my students and me. At some point I had to opt to close the door of my classroom even though I thought it looked somehow rude due to the fact that every other teacher would not close theirs, it softened the issue at some point but I would have students or teachers knocking on the door every now and then. Another big distractor that I had during my lessons was half of my class leaving in the middle of the activities. The space that I was provided to conduct my project was an English hour that mismatched some of the students' swimming lessons, so at some point of the class half of them had to start getting ready to leave which for the rest who were staying was a time to take a little break. Another limitation for the project was the amount of time to develop the activities, in some sessions I had to give up some time for teachers to complete something related to their subjects with the students. This was related to external elements that I was not able to predict, unfortunately I had another inconvenience presented with my audio recording for the first class where only the beginning was recorded as the device was malfunctioning.

Further Research

While working on Critical Literacy I always found interesting the fact that students wanted to explore different kind of topics that we as teachers or adults would rather not talk to them about for example war or poverty, for a further research it would be appropriate to analyze the kind of impact that working with this stories have at a more advance level. Students were able to understand that a story can be something that they can analyze, however this is not the only material that we can find in our classes, there are other kind of resources that are present in our class that can help us and our students work on critical literacy. Besides that, having mentioned that stories were a great example of the material that we have available to develop our classes, however critical practices not only happen at school. Students are constantly exposed to different kind of information from media and people in their lives. One aspect that I consider could be interesting to complement my research is to analyze the parents involvement that exist in the students 'life.

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APPENDIXES

Appendix 1. Lesson Plan 1

Teacher's name		Class length	Date	Nr of session
Mauricio Forero		2 hours	September 4 th	1
Grade	Class Level	Topic		Language Skills
2 nd 3 rd	Basic	Intolerance		Reading

Learning objective
<p>Students will be able to analyze the author's intention and give their opinion from their experience.</p> <p>Critical Literacy Objective: To discuss about feelings and opinions towards the story.</p> <p>To reflect about each character role in the story.</p> <p>To propose a different ending to the story taking into account the discussion.</p>

Materials and Resources ¹	Bibliography
<ul style="list-style-type: none"> • Story: The racist tree by Alexander Blechman which will be adapted to The intolerant tree • Worksheet with drawing to color. • List of questions to socialize 	<ul style="list-style-type: none"> • http://lardcave.net/text/the_racist_tree.html (The story must be adapted for children)

¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

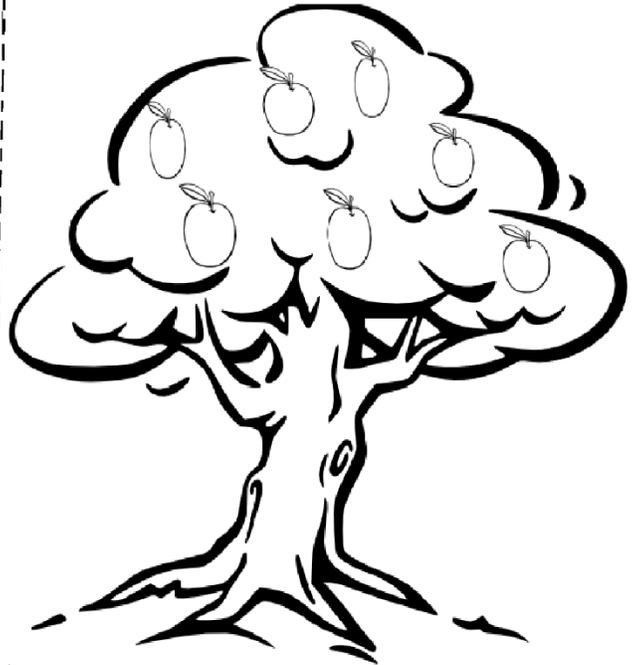
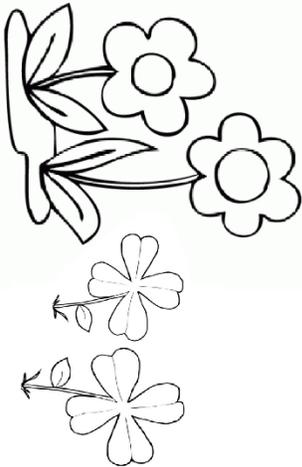
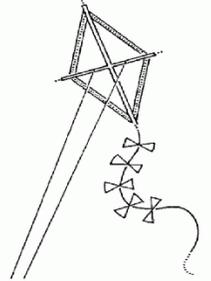
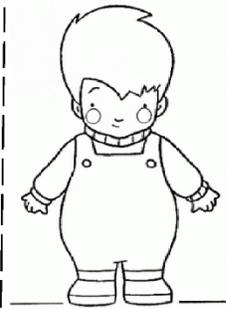
Critical Literacy for Second and Third Graders

Stage	Time ²	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script³
Opening	5	T-Ss	<ol style="list-style-type: none"> 1. I will introduce myself to the students and tell them I'm a new teacher and that I love working with stories because reading is very important. 2. I will ask them If the like reading, what kind of books or why don't they like it.
Pre-(Reading)	15	T-S	<ol style="list-style-type: none"> 1. I will hand in a worksheet with drawing for them to color. I will tell them what image and what color pencil to use. EX. This is a Green boy, color the boy with a green color. I will go over all of the images so I can present some of the vocabulary that I'm going to use. After that I will ask them to cut the images using scissors.
While-(Reading)	30	T-S	<ol style="list-style-type: none"> 1. We will sit in a circle and I will start reading the story out loud. I will use body language the images from the previous activity to show the students what is happening. Then, after I'm done reading I will ask if any of them can retell the story in Spanish if not, then I will read it again. 2. I will ask them to tell me the how many character were there in the story and to tell me a little bit about them. I will start by describing one of the children.
Post-(Reading)	20	T-S	<ol style="list-style-type: none"> 1. We will start asking them questions about the story to prompt a discussion or a conversation. (Focusing the activity to Critical literacy) <ul style="list-style-type: none"> Who is the most important character? Who doesn't talk? What do you think the character was thinking when this happened? What do you think the author of the story wrote this? What would you do if you were the Dani's friend? Why would you do if you were Dani?

² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			Have you ever seen something like that happening in real life?
Assessment	15	S-T	1. On a piece of paper the students will draw an ending for the story and then share it with the rest of the group.



The intolerant tree

Once upon a time there was an apple tree; it was tall and green, this tree was surrounded by beautiful flowers and clovers. Green children came to play around it every day and the tree would shake its branches and drop shiny delicious apples for them.

One day a green girl called Sara invited her blue friend Dani to play under the tree with all her green friends. Sara asked the tree to give Dani one apple.

“Oh no, She cannot have an apple” Said the tree.

“Why not?” Asked Sara.

“Because Dani is blue and not green, she is different” Said the tree

The green children were very sad to hear that, they got very angry at the tree for its attitude so they started to yell at it, but it didn't shake its branches at all.

“You are an Intolerant tree” the green children said. The children decided that if the tree was going to deny apples to Dani then nobody would eat its apples. The children stopped visiting the apple tree.

After many days the tree felt lonely and one day it saw a green boy flying a kite in the field.

“Hey, come here and eat one of my delicious apples” said the tree to the boy.

“Oh no, I don't like green trees like you” Said the boy to the tree.

The tree was very angry at the boy, but then it thought it had to start sharing its apples with blue children too. Not because it liked them but because it didn't want to be accused by the green children.

Appendix 2. Lesson Plan 2

Teacher's name		Class length	Date	Nr of session
Mauricio Forero		1 hour to 1:30	September 25th	2
Grade	Class Level	Topic		Language Skills
2 -3	Basic	The lion and the mouse		Reading

Learning objective
<ol style="list-style-type: none"> 1. Students will be able to reflect about the story and give their personal opinion 2. Students will be able to work in part to develop a better understanding of mutual dependency. <p>Critical literacy Objectives</p> <p>To identify relations of power by analysing the characters' skills and status.</p> <p>To generate a space where student can interact only with their peers in order to build stronger relations.</p> <p>To discuss about our favourite character in the story and why it was important for the story.</p>

Materials and Resources ⁴	Bibliography
<ul style="list-style-type: none"> • Story the lion and the mouse 	<ul style="list-style-type: none"> • Aesop's Fables

⁴ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

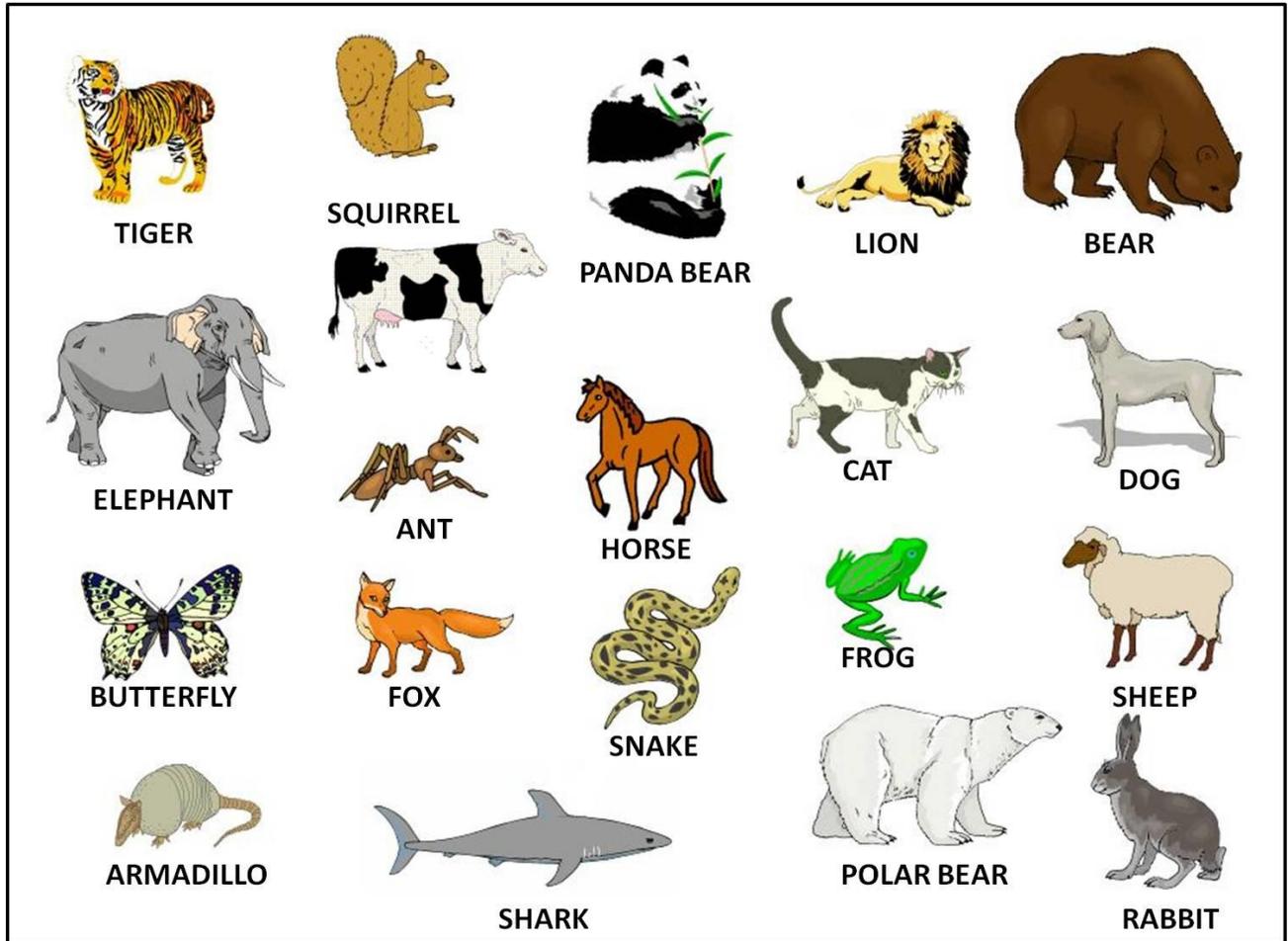
Critical Literacy for Second and Third Graders

Stage	Time ⁵	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script⁶
Opening	10	T-Ss	<p>As we will talk about a lion and a mouse the teacher will start by introducing the words strong and weak as they are important for the story</p> <p>On the board the teacher will write Strong – Weak</p> <p>As an example the teacher will ask for examples of weak and strong (Super heroes are good to start)</p>
Pre-(skill)⁷	10	t-ss Ss-ss	<p>We will talk about animal and what they Can / Can't do (use list of animals or ask students to name them)</p> <p>Students will make a list of animal and they will describe what they can or cannot do.</p> <p>Check verbs that were going to show up in the story</p> <p>Discuss specifically only about a lion and a mouse</p> <p>Group students and have them talk about the characteristics of a lion and a mouse.</p>
While-(skill)	10	Ss-Ss	<p>We will sit in a circle and I will start reading the story out loud. I will use body language the images from the previous activity to show the students what is happening. Then, after I'm done reading I will ask if any of them can retell the story in Spanish if not, then I will read it again. I will ask them to tell me the how many character were there in the story and to tell me a little bit about them.</p> <p>Review with students what it is happening using the images of the story</p> <p>Re read the story and ask them to guess what it is happening</p>
Post-(skill)	20	Ss-ss T-Ss	<p>Ask students to choose their favorite character.</p> <p>Ask WH question about the author and the text</p> <p>By couples: Blindfold one student and restrain the other's hands</p>

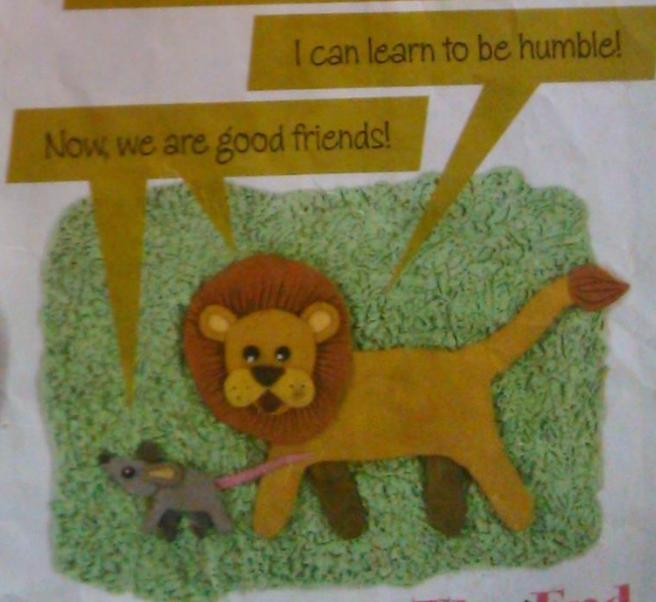
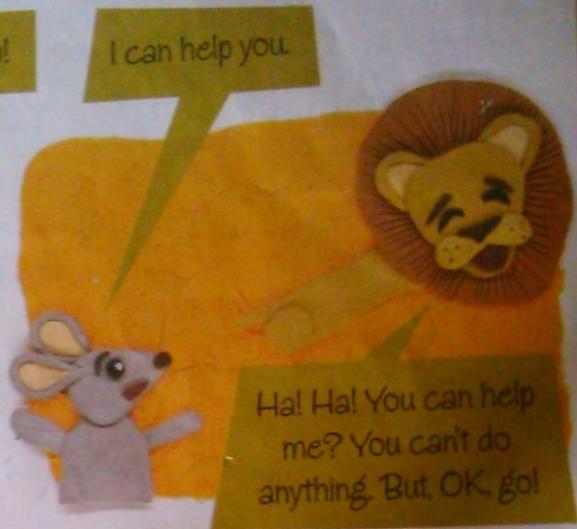
⁵ Set the time in not more than 10 minutes for each activity, not for the whole stage.

⁶ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			Have them to collect things
Assessment			Mutual dependence activity regardless size or status



The Lion and the Mouse



Appendix 3. Lesson Plan 3

Teacher's name		Class length	Date	Nr of session
Mauricio Forero		2 hours	October 2nd	3
Grade	Class Level	Topic		Language Skills
2 nd 3 rd	Basic	Story The little red hen		Reading

Learning objective
<p>3. Students will be able to name the 4 season in English</p> <p>4. Students will be able to use the vocabulary to describe the current weather.</p> <p>Critical literacy Objectives</p> <p>To compare our context with the one in the story in order to analyze the characters opinions.</p> <p>To predict the plot of the story by reading the images and the characters´ behaviors.</p> <p>To create a different story where the students are one of the characters</p>

Materials and Resources⁸	Bibliography
<ul style="list-style-type: none"> Story: The little red hen 	Sun rise editorial

Stage	Time⁹	Interaction	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script¹⁰
Opening	5	T-Ss	3. I will greet the students and remind them about the book that we had read last class

⁸ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

⁹ Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹⁰ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

Critical Literacy for Second and Third Graders

			4. I will ask them for actions that animals can and cannot do to review last class.
Pre- (Reading)	15	T-S	2. I will take the students to the back yard of the school and ask them to pair up 3. I will have the students look at the images of the story and analyze that happens in the story 4. I will ask students to try to guess what happens in the story. 5. We will talk about seasons. I will ask them if they identify the changes of weather in the images
While- (Reading)	30	T-S	3. We will sit in a circle and I will start reading the story out loud. I will use body language the images from the previous activity to show the students what is happening. Then, after I'm done reading I will ask if any of them can retell the story in Spanish if not, then I will read it again. 4. I will ask them to tell me the how many character were there in the story and to tell me a little bit about them.
Post- (Reading)	20	T-S	2. We will start asking them questions about the story to prompt a discussion or a conversation. (Focusing the activity to Critical literacy) Who is the most important character? Who doesn't talk? What do you think the character was thinking when this happened? What do you think the author of the story wrote this? What would you do if you were the one of the characters? Have you ever seen something like that happening in real life?
Assessment	15	S-T	2. Students will talk about similar situations they have lived from the story

Fun Reading

The Little Red Hen

It's rainy. It's spring.

Sorry! We can't.

It's sunny. It's summer.



It's windy. It's fall.

Let's cut the wheat!

It's snowy. It's winter.



Sorry! We can't.

Let's cook the flour!

Let's make a snowman.



We are hungry!

OK. Let's be friends but let's work together next time.

The End

Appendix 4. Lesson Plan 4

Teacher's name		Class length	Date	Nr of session
Mauricio Forero		1:30	October 16 th	4
Grade	Class Level	Topic		Language Skills
2 nd 3 rd	Basic	The lion and the mouse second part		Reading

Learning objective
<p>5. Students will be able to work in groups and rewrite the story as they prefer.</p> <p>6. Students will be able to offer solutions to problems presented throughout the story</p> <p>Critical Literacy Objectives</p> <p>To analyze the story and describe the role of each character.</p> <p>To provide a different ending depending on the each student's perspective</p>

Materials and Resources ¹¹	Bibliography
<ul style="list-style-type: none"> • Story the lion and the mouse • Video, the lion and the mouse 	Sun rise editorial

Stage	Time ¹²	Interaction	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ¹³
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¹¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

¹² Set the time in not more than 10 minutes for each activity, not for the whole stage.

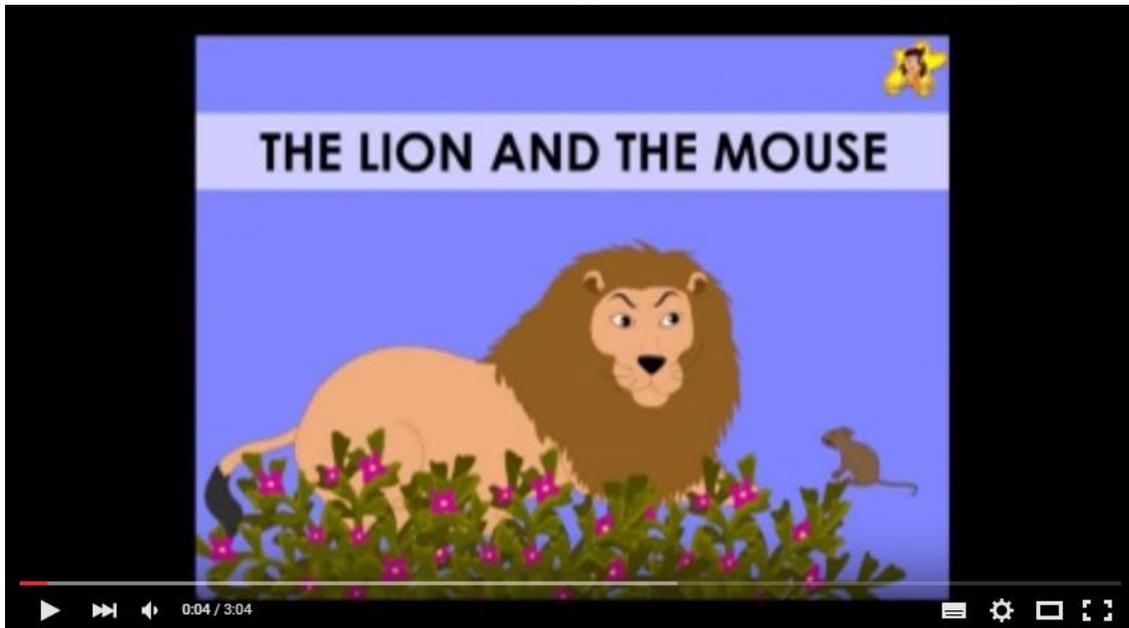
¹³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

Critical Literacy for Second and Third Graders

Opening	5	T-Ss	<p>5. I will start by asking students the name of the story that we had read las class.</p> <p>6. I will ask the students to move the chairs around as we are going to watch a video</p>
Pre-(Reading)	15	T-S	<p>6. I will play a video from the story the lion and the mouse</p> <p>7. Students will be asked to identify how many characters are there in the story.</p>
While-(Reading)	30	T-S	<p>5. We will read the story again and this time the students will be asked chose a partner in order to do a presentation of the story</p> <p>6. On the board we will have a list as we need even number for mice and lions</p> <p>7. Students will choose a partner from a different species from the one they chose</p> <p>8. Students will provide with their own version of the story</p>
Post-(Reading)	20	T-S	<p>3. We will start asking them questions about the story to prompt a discussion or a conversation. (Focusing the activity to Critical literacy)</p> <p>Who is the most important character?</p> <p>Who doesn't talk?</p> <p>What do you think the character was thinking when this happened?</p> <p>What do you think the author of the story wrote this?</p> <p>What would you do if you were the lion or the mouse?</p> <p>Have you ever seen something like that happening in real life?</p>
Assessment	15	S-T	<p>3. Students will create a mask describing their character</p>

Video The lion and the mouse

<https://www.youtube.com/watch?v=ouM4RDmY6ek>



Appendix 5. Lesson Plan 5

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Mauricio Forero		2 hours	October 23rd	5
Grade	Class Level	Topic		Language Skills
2 nd 3 rd	Basic	Jody's dad is a garbage man		Reading

Learning objective
<p>7. Students will be able to talk about what they want to do when they grow up and what their parents currently do.</p> <p>8. Students will be able to analyze the type of jobs that exist in our society</p> <p>Critical Literacy Objective</p> <p>To discuss about jobs in our society</p> <p>To share what our parents do for a living and analyze the importance of that job.</p>

Materials and Resources ¹⁴	Bibliography
<ul style="list-style-type: none"> • Story: Jody's dad is a garbage man • worksheet 	Matthew Licht Adapted by Mauricio Forero

Stage	Time ¹⁵	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> ¹⁶
Opening	5	T-Ss	<p>7. I will start the class by asking the students: What do you want to be when you grow up?</p> <p>8. After students answer the questions we will review the basic expressions to say mother and father: Mom, dad.</p>

¹⁴ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

¹⁵ Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹⁶ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

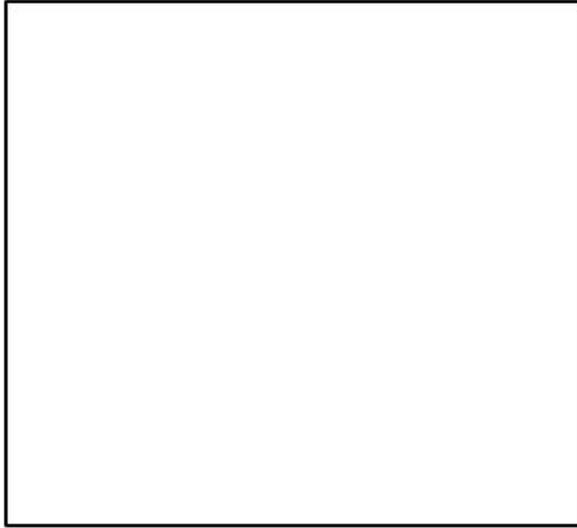
Critical Literacy for Second and Third Graders

Pre-(Reading)	15	T-S	<p>8. I will present the title of the story by getting help from students to translate it</p> <p>9. I will hand it the worksheet with the story</p> <p>10. I will describe the characters on the story, starting by the teacher</p> <p>11. I will give them time to guess the content of the first chart (Same as the question I asked at the beginning of the class)</p>
While-(Reading)	30	T-S	<p>9. We will sit in a circle and I will start reading the story out loud. I will use body language the images from the previous activity to show the students what is happening. Then, after I'm done reading I will ask if any of them can retell the story in Spanish if not, then I will read it again.</p> <p>10. Chart by chart we are going to review the vocabulary and what it is happening in the story.</p> <p>11. I will ask them about the characters feelings. .</p>
Post-(Reading)	20	T-S	<p>4. Talk about the author of the story</p> <p>5. We will continue by asking them questions about the story to prompt a discussion or a conversation. (Focusing the activity to Critical literacy)</p> <p>Who is the most important character?</p> <p>Who doesn't talk?</p> <p>What do you think the character was thinking when this happened?</p> <p>What do you think the author of the story wrote this?</p> <p>What would you do if you were Jody?</p> <p>Why would you do if you were Jody's friend?</p> <p>Have you ever seen something like that happening in real life?</p>
Assessment	15	S-T	<p>4. On the work sheet students will share what their parents do</p>



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Jodie's Dad



_____ 's _____





Appendix 6. Lesson Plan 6

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Mauricio Forero		2 hours	November 6th	6
Grade	Class Level	Topic		Language Skills
2 nd 3 rd	Basic	Stories Review		Reading

Learning objective
<p>9. Students will be able to discuss about their favorite stories, their least favorite and how would they change them to make them better.</p> <p>Critical Literacy Objective</p> <p>To talk about the stories presented during the lessons from a critical perspective by having students express their ideas..</p>

Materials and Resources¹⁷	Bibliography
<ul style="list-style-type: none"> 4 stories presented during the classes 	Course books and sheets

Stage	Time¹⁸	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script¹⁹
Opening	5	T-Ss	9. We will write the date on the board 10. We will number the stories that we have read. 11. Students will choose only one of the stories individually
Pre-(Reading)	15	T-S	12. Students will take out a piece e of paper 13. Student will write on it the name of the story

¹⁷ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

¹⁸ Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹⁹ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

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			14. Students will name their favorite character from the story
While- (Reading)	30	T-S	12. Students will be given with time to review the story they choose in class 13. Students will be asked to think why they liked the story as they will have to present it to their classmates
Post-(Reading)	20	T-S	1. Presentation saying My name is : My favorite story was: My Favorite character was: I liked the story because: 2. One by one the students will present their story after the teacher does it as an example. 3. Students will ask questions regarding the Story such as Why did you like that story What would you do if you were
Assessment	15	S-T	5. Studets will discuss among them about the story they disliked

Appendix 7. Field notes Session 1

Name Mauricio Forero	Date Thursday, September 11 th 2014	Nr of session 1	Grade Second and Third
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DIARY ENTRIES	REFLECTION
<p>It was 10:50 am and I was ready to start with my new class, as I arrived to the school I went to the principal's office and she gave me a warm welcome to the school. She took me to the second and third graders classroom where the English teacher was already starting his class, he was just sitting in front of his desk with all the student's agendas like if he was sending something home. When He saw the principal and I he stood and asked me to come inside, then he introduced me to the students and told them that I was going to be their new English teacher on Thursdays to which they got really excited. The teacher John was supposed to stay with me in class however he waited for a few minutes and then Left. I told them my name and my age. And Then asked them to tell me theirs. Up to this point I only spoke in English and they seemed to enjoy it. I started my class by teaching them some expressions that we are going to use during all the classes, such us Open the..... Close the..... Raise your hand, put the away. We practice those expression for a while until they were clear. Then I could start the class, I started by putting the date on the board with the students' help, then I asked one by one if they liked to read, I told them that my classed were going to have many stories so it was good if they liked to read and If they didn't it was ok as well. Before I gave the the worksheet for the day, I asked them to take out two color pencils, a blue one and a green one so that way I</p>	<p>For my class I used a story called the racist tree by Alexander Blenchman. The students were able to recall this information because I wrote it on the board and we discuss some information about the author and the story. However when I asked them to describe the plot for me it was really hard for them to write anything. They showed me they knew the story by telling me the events (using L1) but they didn't know how to put all those ideas into the paper. As the objective of the lesson was for them to know the story and be able to understand it I valued the effort of developing the worksheet orally. The most important part for me was when they had to give their opinion as that showed me if they like the activity and learned from it.</p>

made sure that they knew those two colors. We worked with a story named "The intolerant Tree" This story was adapted from one called "The racist tree", it tells a story of a tree that discriminates a child because she is black. I wanted to adapt the story for younger children and also I wanted to avoid Black or white from the story, So I gave all the students a coloring sheet with all the characters of the story for them to color them with specific instructions. I asked them to paint all the children with a green color pencil but one. That child had to be blue. Surprisingly all of them chose the same child to be blue without me specifying which child should be what color.

Before starting to tell the story I explained some vocabulary that was going to appear in the story. We sat together in a circle and I gave them the paper where the story was and asked them to identify the vocabulary. At some point during the class half of the 12 students I had left because they had swimming lessons, unfortunately the interruption of the principal was very distracting to everyone in the class. When we started to work I went over the first paragraph I realized I had to be very slow to make sure they understood what the story was about. During the process I had to use L1 to support the reading. Something I found interesting is that the students were trying to guess most of the events by trying to translate the meaning of the words. I drew an "Emotion chart" on the board with a lot of face expressing different emotions, the idea of it was to make it a little easy for the students to express the characters' emotions throughout the story. We finished reading the story but I was sure that it was not clear enough to be able to make them talk about it so I used questions to make us have a better idea.

Who is the most important character?

Critical Literacy for Second and Third Graders

<p>Who doesn't talk?</p> <p>What do you think the character was thinking when this happened?</p> <p>Why do you think the author of the story wrote this?</p> <p>What would you do if you were the Dani's friend?</p> <p>What would you do if you were Dani?</p> <p>Have you ever seen something like that happening in real life?</p> <p>When we started discussing the first question, we needed to identify the most important character, it was difficult to make them understand that what I cared the most was to know about their own opinion but they keep on trying to find a correct or incorrect answer to all the questions.</p>	
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Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

LESSON FEATURES	DESCRIPTION
Things that worked well	<p>Students were well behaved.</p> <p>Everyone had materials to work with</p> <p>They were very receptive and kind with me</p> <p>What I could improvise worked well.</p>
Things that didn't work well	<p>We differed in the explanation with the teacher</p> <p>They have to have the same content in all notebooks</p>

Things to do different next time	<p>Arrive Earlier than expected.</p> <p>Prepare more than 1 activity just in case.</p> <p>Let the teacher know how I am going to explain the topic.</p>
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Appendix 8. Field notes Session 2

Name Mauricio Forero	Date Thursday, September 25 th 2014	Nr of session 2	Grade Second and Third
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DIARY ENTRIES	REFLECTION
<p>I was at school at 10:45 am and I had prepared the story “The lion and the mouse” written by Jerry Pinkney I started my class by writing the date on the board, the students were a little distracted as today some of them were going to leave earlier than expected to their swimming lessons. One of them asked me if I knew at what time they would leave, I assured him that he did not have to worry because I was already aware of their departure. Suddenly the secretary burst into the classroom asking the kid who later on would leave to go and talk to teacher Erika. They told her that they would go later which I thought it was a good idea but the secretary insisted on them leaving right away. 2 of the students left the</p>	<p>This story in particular was very easy to work with not only because of the simplicity of its vocabulary but also the fact that students love animals and they were really interested. For future stories I supposed I will keep working with animals.</p> <p>I think it was really uncomfortable to have my class interrupted twice. When the class begun the students were very anxious about what was going to happen after the class, I managed to get them focused but they were easily distracted again by the second interruption which caused half of my class to leave the room. This not only left the ones who left with half of the</p>

classroom and I asked them gently to close the door behind them. I started to tell the class to pay close attention because what I was about to say was very important. As I said it in English one of them proactively translate to his classmates. Today we were going to focus mainly in 2 word: Strong and Weak. I wrote both words on the board and I could tell they were familiar with the word strong because they read it and pronounce it properly. They also tried to pronounce Weak. I made them repeat the word strong a couple of times to make sure that its pronunciation was clear and then I asked them I they knew what the word meant, Some of them replied as they knew the word and the other followed them when I stiff my arms to show my “muscles” and as the sign speaks by itself the rest of the class was able to guess the meaning of the word strong. I started using superheroes to give examples of strong. They started arguing whether spiderman was strong or not. When I asked them for an example, one of them yelled “Spiderman is Strong” “Superman is strong” “Ironman is Strong”... I asked them if that adjective applied only for super heroes, some of them said yes, some said no. I used one of the students as an example saying he was strong and I asked him if he was strong, the class laughed, the student was laughing as well so I think it had been fine to ask.

Then I moved to our next word, Weak. One of the students yelled “Débil” and another one yelled “Delgado” I think they were guessing but they had a very good notion of the word. I asked them how we could possibly represent a weak person. They started doing funny movements with their body.

I asked them to give me an example with the word weak and something that caught my attention was the fact that one of the boys said “Las mujeres” to which one of the girls argued

information but the ones who stayed lost the mood to keep receiving class. I supposed because they thought I was not fair the other students were having a break and they were not.

It is important to maintain a comfortable environment in order for all of us (students and teachers) to be able to express our ideas fluently. The fact that the class was interrupted even got me distracted and made me lose track of some of my instructions.

Regarding my project I am a little concerned because I feel that I could not exploit all the topic entirely so I am going to use another session to retake the story and be able to complete it with all students, asking my main questions.

On the bright side, students seems to show a strong stand regarding ideas like gender roles and nature. This can help me in my project because somehow it demonstrates the importance of students sharing their thoughts and how they are easily modify after a discussion.

Critical Literacy for Second and Third Graders

she was not weak. They were relating this word to physical strength. I asked the girl what they thought and they said they were not weak.

I handed in some pieces of paper and I asked to divide it into two columns, one with the word Strong and one with the word Weak. The idea was for them to write down animals below each column. They shared some animals during the whole activity and they argued whether they were weak or strong animals. We created a list and intentionally I put LION and MOUSE as they were the main characters of the next activity. For my activity I separated the class into groups the idea was to review a topic they had previously seen "Can and Can't", because for the story I was going to implement we needed to have that topic clear in order to understand the content of the story. They discussed for a long time what the animals were able to do.

Then we had another interruption by a teacher, this time she needed the students to have something to eat before they left to swimming lessons. They left and I stayed with half of the classroom.

I stayed with the rest of my students and I started reading to them the story supporting myself with their course book. Little by little we reviewed the vocabulary. I started by having them look at the different images that showed in the story. We went over the story a couple of times before I could ask them

Who is the most important character?

Who doesn't talk?

Critical Literacy for Second and Third Graders

<p>What do you think the character was thinking when this happened?</p> <p>Why do you think the author of the story wrote this?</p> <p>What would you do if you were the lion/mouse?</p> <p>Have you ever seen something like that happening in real life?</p> <p>The discussion was very interesting about who the most important character was as some of them stated that the lion because of its strength and some of them said the mouse as he saved the day. We were not really able to discuss of the questions due to lack of time.</p> <p>Something that caught my attention was the fact that at some point during the story there was a human in the story and they mentioned that the human was the “bad” guy when I asked them about The good and the bad character.</p>	
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Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

LESSON FEATURES	DESCRIPTION
<p>Things that worked well</p>	<p>Students were well behaved.</p> <p>Everyone had materials to work with</p> <p>They were very receptive and kind with me</p> <p>The topic was interesting for them</p> <p>There was interaction among them</p>

Critical Literacy for Second and Third Graders

Things that didn't work well	The time was not enough to complete the activities The completion of the activities took them more time than expected The class was interrupted twice and it was difficult to get students refocused
Critical incidents (Unexpected Problems)	For my project I consider that not having enough time to complete the activities is critical as most of the core of my topic happen at the end of the class. Half of my class left in the middle of the activity
Things to do different next time	Reduce the length of the activities and the complexity.

Appendix 9. Field notes Session 3

Name Mauricio Forero	Date Thursday, October 2 nd 2014	Nr of session 3	Grade Second and Third
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DIARY ENTRIES	REFLECTION
<p>I arrived to the classroom and the students were doing some kind of crafts because it was a little disorganized and they had papers and scissors everywhere. I started by reviewing what we had done last class because the idea was to conclude the topic regarding the last story we had discussed about which was the Lion and the mouse. I wrote on the board can and asked what a mouse and a lion can or can't do. The idea was to check if they remembered the importance of this verb. Then I asked them how they felt about these two animals and they expressed that they liked the mouse or the lion. Then I asked which one was strong and they agreed that the mouse could be strong as it had helped the lion. Then we compared the mouse and the lion with our home. One of them said that his mom protected him from his scary dad and that he could help her mom doing chores. The principal interrupted the class for the first time and well then another interruption happened afterwards by an outsider.</p> <p>I decided to conclude the activity and move to the next one which was The story of the little red hen, I wanted to take the students out of the classroom for two reasons, first the story has vocabulary related to weather and I thought I would be nice to take students out and the</p>	<p>Even though I had discussed the disadvantages of the class being interrupted with the principal I kept happening. I was explained that sometimes there were important things that needed to be discussed with students immediately that I was not supposed to happen that often. I think that the fact that I took students out had some DOS and DONTs. I was able to be with them in a friendlier environment and the interaction among them was easier because there was not seating arrangement stablished. Besides that the topic was interesting to work outdoors because it was about seasons. On the other hand students were a little bit more difficult to organize and they had many things around that could distract them.</p> <p>From the first part of the class before we went out, we retook the previous story we had worked on and it was very interesting how they related the lion and the mouse with mom and dad. They talked about who could help who at home or who protected who.</p> <p>Then outside I liked when one of the students did not really read the story but try to comprehend the events by looking at the images. This showed me that images are a big support specially when</p>

second reason was because I assumed that as two interruptions had happened already the probability for a third one was really high and I wanted to have a fluent conversation with my students. We went out and it took us more than expected to find a spot to sit and feel comfortable, we sat close to a barrel in the playground which was a big temptation for students as constantly they wanted to get on it.

I allowed some time for the students to read the story by themselves, one of them read it quickly, at least that was what he said so I started asking him questions. He could tell me a lot about the story by guessing the events from the pictures because the story was slightly different, I appreciated his effort to try. One of the students asked me the meaning of the word FALL and from there I explained to them Seasons, I consider it was something really important to cover because the story was about a hen who wanted to plan some weat and the story goes along the seasons. We talked a lot about weather and compared it to the one in Colombia. They had questions regarding why in some places it snows and what happened to the plants during those changes. After reviewing the story we discussed the following

Who is the most important character?

Who doesn't talk?

What do you think the character was thinking when this happened?

Why do you think the author of the story wrote this?

trying to express feelings or describe how someone felt.

After talking about the characters I think that we all could learn about each other's personality depending on the response they were giving to the questions. Something that I keep on noticing is the need that some students have to agree with their partners or teachers, so they would change their opinion in order to have a similar response.

When I asked them what they would do if they were a character of the story they stated that they would followed what the hen did, but when I presented a similar situation in real life the answer was completely different. I wanted to talk to them a little bit more about real life scenarios but unfortunately the class ended.

Critical Literacy for Second and Third Graders

<p>What would you do if you were the hen/pig /duck?</p> <p>Have you ever seen something like that happening in real life?</p> <p>When I asked them what they thought of the story they agreed that the hen had worked hard during the year and that the other two were lazy. We went a little more into detail and some of them identified themselves with the Hen because she was responsible and thoughtful and some with the pig and the duck because they were fun and liked to play around. The most interesting part was when I asked what they would do if they were the hen. I was specific and I asked if they would react the same way the hen did at the end by sharing her bread with those who had been lazy and did not deserve it. They agreed saying that sharing was very important and that we all need to be kind, the funny part was when I asked to image a similar scenario where for example they had to do a workshop with a classmate and he would not help, would they let them take credit?, some said yes, some said no. The kids who are more outgoing said that it was nice to share the work and the more quiet kids said they would not let anyone take credit for what they did. That was very interesting to notice. The class had finished and they had to go to take a break.</p>	
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Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

Critical Literacy for Second and Third Graders

LESSON FEATURES	DESCRIPTION
<p>Things that worked well</p>	<p>Everyone had materials to work with</p> <p>They were very receptive</p> <p>I was able to share with them a different space from the classroom</p> <p>We established a friendly relation</p> <p>They were more open to discussion</p>
<p>Things that didn't work well</p>	<p>We took a long time getting ready to start the class outdoors</p> <p>The class was interrupted again</p> <p>The conversations we had were usually unconcluded</p>
<p>Critical incidents (Unexpected Problems)</p>	<p>Lack of motivation to work outdoors as it is seen more as a space to relax.</p>
<p>Things to do different next time</p>	<p>I don't think I will be conducting more classes outside the classroom</p> <p>Try to close up questions to prevent going off topic</p> <p>Bring a more meaningful topic for next class as students were not very interested about seasons.</p>

Appendix 10. Field notes Session 4

Name Mauricio Forero	Date Thursday, October 16th 2014	Nr of session 4	Grade Second and Third
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DIARY ENTRIES	REFLECTION
<p>I arrived at the school at 10:50 am and I was waiting for the students to finish their class at the laboratory, apparently there were just waiting for the teacher to grade some work. They arrived one by one and it took them around 20 minutes for all of them to be in the classroom. When we started I asked to place their desks facing the wall that that faces the wall because I was going to plug my computer to the outlet and that was the place where it was. The students faced my computer and the idea of the class for them to watch a video of the story that we had reviewed before, the lion and the mouse. We watched the video twice and students seemed to enjoy the end where the lion and the mouse became friends.</p> <p>I explained to them the word Character, because I indented to start developing the characters of the story a little bit better. As that word is a false cognate, it was very difficult for students to understand that we were talking about the individuals of the story and not their characteristics. When we were discussing about the characters we started talking about their actions in the story and what we would do if we</p>	<p>For this class I had high expectations as we were going to develop the story of the lion and the mouse deeper. Due to time we were not able to do so, however It was interesting to notice how close students are to one another, I believe that as they are such a small group it is easier for them to interact with the whole class and it is easier for them to share their ideas, this does not happen in the other classrooms where I had had around 30 to 40 students.</p> <p>Regarding the fact that everyone wanted to be a lion so they could work together and then defining couples with lions and mice to keep their partners.</p> <p>Regarding critical literacy I believe that they were getting closer to the type of answers that I was expecting, When I asked what would they do if they were the lion, they went straight to answer that they had seen in the story, however when I asked again who would not use violence they immediately started giving answers that were related to the “correct” way to behave in this situation, although I consider that the question I</p>

were them. The first thing we talked about was if we were the lion, in the story the mouse comes and disrupts the lions while he sleeps. I asked: If you were the lion, what would you do to the mouse if it comes and bothers you while you sleep?

One of the first answers that I got was: I would eat it! Which is what the lion intended at first in the story, other students said they would violently do something to the mouse. I asked if someone would not hurt the mouse, one of them replied that he would not do anything to the mouse as violence is not good, another student right after he said that states that the student that was against violence is one of the most aggressive kids in the school.

Later on, in order to continue with the activities we needed to split the group into lions and mice, each student was supposed to choose a character and pair up with another student from the other "species". When they started choosing what animal to be I noticed that they wanted to be the same animal as their closest friends and at some point everyone wanted to be a lion but for the sake of the activity I could not let them all be a lion at the moment. I told the students that they had to be working with the other animal, so really quickly they paired up and decided who was going to be what animal.

At this point The principal came to the class to discuss with the children about the consent form that they needed to take home for my project. This took some of the time of the class. Something really unexpected was that the questions intended to be developed in the class which were: Who doesn't talk?

What do you think the character was thinking when this happened?

asked already had an answer and how I asked it elicited that answer. I mean, I said Who of would not do anything to the mouse? I was technically expecting that the students were able to realize they could not hurt the mouse probably because It was wrong.

Critical Literacy for Second and Third Graders

<p>What do you think the author of the story wrote this?</p> <p>What would you do if you were the lion or the mouse?</p> <p>Have you ever seen something like that happening in real life? These could not be entirely developed during the activity which was not beneficial for the project.</p> <p>To conclude the class we watched the video again and proceeded creating some masks that were going to help us represent the story.</p>	
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Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

LESSON FEATURES	DESCRIPTION
<p>Things that worked well</p>	<p>They enjoyed the fact that I brought a video into the class and they were very organized</p>
<p>Things that didn't work well</p>	<p>Interruptions keep happening, Critical literacy questions were not develop completely</p>

Things to do different next time	<p>Make sure to ask all the questions related to Critical literacy</p> <p>Be more objective with the questions as I was eliciting the answers at some point.</p>
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Appendix 11. Field notes Session 5

Name Mauricio Forero	Date Thursday, October 23rd 2014	Nr of session 5	Grade Second and Third
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DIARY ENTRIES	REFLECTION
<p>I arrived a little bit earlier than normal and fortunately we were able to start on time, this time I went right into the classroom taking advantage that the teacher from the previous class was not there so I could set myself ready and start the class. I Started by writing the date on the board as always and asking students how they were. I talked to them about the US because they were a little bit curious to know if I was from there. After that I started asking them what they wanted to be when they grew up, and I was surprised by how many future football players we had in class, girls wanted to be models except one, that one girl wanted to be a goalie, which I thought to be amazing.</p> <p>When I started introducing the story, Jody’s dad is a garbage man, surprisingly one of the students was really quick to guess what the story was about. He screamed the name of the story in Spanish so from the beginning of the class everyone had an idea of what the story was going</p>	<p>For this class I had high expectations because I was going to develop one of the stories that I prepared outside their course book. The story that I chose was Jody’s dad is a garbage man, I wanted to discuss with children how they perceived this kind of jobs and think about what they family did for a living.</p> <p>The first thing for me to consider was the fact that in terms of reading comprehension, the images were very helpful for students to understand some ideas related to the story, luckily we have worked often with stories that had images on them. The second thing to consider is the lack of motivation that a student can have when they do not feel connection with the story, S5 seemed to be very bored and annoyed by the instruction of taking some time to read the story as when I approach she decided to tell me that she could not understand anything without even try. Regarding this, something amazing happened later on because the same S5</p>

to be about. I handed in the work sheet and asked the students to try to guess what happened in every chart, I described to them the first in which we had a teacher asking the students what they wanted to be when they grew up.

I gave them some time in order for them to "Guess" The story using the images as I considered that I would be a good exercise for them. Unfortunately one of the students took around 10 seconds to stop reading, she said that she did not understand a single word. I was surprised because she did not even try, I tried to encourage her and she started reviewing the story but it almost felt like I had obligated her to do it.

When we started going over the story all together we checked reading comprehension and we focused on the fact that in the story Jody's classmates were making fun of her because of her dad's job.

After reviewing the story I asked the students what their parents did for a living, apparently they did not know about what their classmates' parents did because they all seemed very surprised while we were discussing. Something that caught my attention was that at some point one the girls was not really sure about sharing what her dad did for a living, then one of her classmates revealed that he worked as a the driver of the school bus, the student admitted it and some other children started to laugh at her for this. Then suddenly of the kids asked them to stop laughing at her as they were behaving as the children in the story.

Then I asked the children why they thought that their parents' jobs were important. They all agree that the main reason was because they had to get money in order to maintain the house. I tried

who was a little discourage by the activities started to participate more in the class right after I asked her what her parents did for a living, all her classmates started asking her questions and believe she felt somehow a connection that took her out from this zone where she is usually quiet and discourage.

Finally I want to point out the fact that I tried at some point to mislead the story from the financial point of view as I wanted my students to forget for a minute about the money that their parents make and how important having a job is for a household to maintain the family. Like the story, I pretended to start talking about the importance of job in the community So I asked them about the contribution that their parents do by workings, these ideas of money making were hard to remove. At some point when I decided to use one of the kid's mom as an example I intended to show them that if his mom did not go to her job which is in a flower factory, these could bring consequences for people who wanted to go a buy flowers however the idea was not taken the way I expected, I wish I had had more time to develop this idea a little better.

Critical Literacy for Second and Third Graders

<p>to mislead the conversation towards the benefits that their parents bring to the community with their jobs however they insisted that the most important thing was money. This was reflected when I asked about the author and what he pretended with the story, they stated that we needed to acknowledge the importance of having a job.</p>	
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Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

LESSON FEATURES	DESCRIPTION
<p>Things that worked well</p>	<p>They seem to have a very good relationship because whenever we have a discussion or have questions regarding each other's life they seem to be active asking and participating in the class</p>
<p>Things that didn't work well</p>	<p>Interruptions keep happening, but I discover that it was due to the time of the year when most cultural activities take place so they have to arrange many things at the school.</p>
<p>Things to do different next time</p>	<p>Make sure to ask all the questions related to Critical literacy Focused on the story and its analysis.</p>

Appendix 12. Field notes Session 6

Name Mauricio Forero	Date Thursday, November 6th 2014	Nr of session 6	Grade Second and Third
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DIARY ENTRIES	REFLECTION
<p>As usual I stated the class by writing the date on the board and as a warm up as this was the last session I wanted to list the name of the stories that we had seen in class in order to explore them a little bit more.</p> <p>The first thing we did after listing the stories was to choose the one that we had like the most and why, the one that students choose was the lion and the mouse. The intention of the activity was to have students express the story they liked and why so in order to start the discussion they had to write on a piece of paper the name of the story they liked the most, the name of their favorite character and why they liked the story. The activity was very interesting and they actually recalled every story from a point where they told the ending and how they liked it. After presenting the story, I asked students to ask questions among themselves about the stories however these question were more based on facts of the story that the actual analysis that I intended to show so I told the students to start asking questions more related to the personal opinion of the partner, they were able to start asking those questions right after I set an example.</p> <p>Later on I decided to change the question and instead of asking what story they liked I asked</p>	<p>When We started discussing about the stories, my first intention was to do a summary of each story to make sure that they had a clear idea of them and so they could discuss. When they started choosing the story they liked the most they wanted to talk about the most popular among them which was the lion and the mouse and how the characters became friends, I think they enjoyed this story the most as it was the one that we dedicated the most time to.</p> <p>In terms of interaction, students were willing to ask their partners questions about the story without being shy, however they would ask whatever came to their mind instead of trying to think analytically of something interesting for them. When I asked them to question more about the student’s opinion they would repeat the same questions I put as an example when they were asking a classmate, which was fine however I supposed I should have given more preparation for them to think about questions.</p> <p>When I asked them about the story that they did not like, most of them focused on the lion and the mouse which ironically they had also chosen as the favorite but they reason they chose it was because it did not ended as they wanted it</p>

Critical Literacy for Second and Third Graders

<p>what they did not like or liked the least. Most of them started saying things about the story like they did not like the lion and the mouse because they wanted the lion to kill the mouse, another student did not like the story of jody because her dad was dirty and smelly, to what another student replied it was not his fault, he was just working. Something remarkable was that when I asked the last student about the least favorite story she said that It was Jody's as well because she had told the teacher about her classmates making fun of her and he did not tell them anything about it, she thought that was unfair.</p>	<p>because they felt like the lion should have eaten the mouse.</p> <p>Now I want to reflect about what happened when I asked about Jody's story, the student had told me that the reason she had not like the story was because jody had discuss with the teacher the fact that they were making fun of her and the teacher in the story advices jody that her dad does an excellent job for the community, but my student was not happy about this, she felt that the teacher had not done really anything to help jody with her classmates. I believe that this student intended to note what was fair for jody which has to do with critical literacy.</p>
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Lesson Report (On Activities, Procedures, Resources, and Learning. Other features can be included in this table if necessary.)

LESSON FEATURES	DESCRIPTION
<p>Things that worked well</p>	<p>Students were very Participative and they enjoyed interacting with their partners and asking them questions.</p> <p>Students reflected about the stories and were able to show that they had understood the main idea on each story</p>
<p>Things that didn't work well</p>	<p>The question in which we mainly worked on were about reading comprehension, which is good however the critical literacy part of the activity could have been developed better.</p>

Things to do different next time	Unfortunately this was the last session.
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Appendix 13. Transcript session 1

September 11th 2014

S1: 1, 2,3,4,5,6,7,8.

Teacher: Ok. I have some questions. Les quiero hacer unas preguntas para empezar la clase, listo?

Do you like to read?

S2: LEER! Es Leer!

S3: Te gusta leer! Si, a mi si y a él también.

Teacher: Ok, Do you like to read? Yes?

S1.2.3: YES

S4: No mucho

Teacher: Do you like to read? Te gusta leer? Yes or not?

S5.6: Yes

Teacher: Ok, Si les gusta leer bien, y si no les gusta leer también está bien. Es cuestión de gustos listo? Ok now.

S4: Sacamos el libro?

Teacher: No, hoy la historia la traje yo.

S1: Tan chévere, toca colorear? Somos 11

Critical Literacy for Second and Third Graders

Teacher: Solo traje poquitas hojas porque yo pensaba que solo iba a trabajar con 6 niños, pero entonces yo traje 7 hojas. Entonces les voy a dar una hojita por grupo.

Pongan cuidado, aún no he dicho que toca hacer listo?

S2: profe y también toca pegar?, y me puedo hacer aca?

Teacher: No, quédate en tu puesto. ¿Ya saben que hacer?. Ok. I need two things.....

INTERRUPTION BY THE PRINCIPAL.

Teacher: Ok you need to colors, Two Color pencils. ¿Qué es Color pencil?

S1: Colores

Teacher: two colors, just blue and green.

S2: Profe no tengo colores

Teacher: Alguien le puede compartir?

S1: Allá hay.

S1: Profe yo estoy solo!

Teacher: Es que ya no vamos a trabajar en grupos porque la mitad del salón se fue.

Póngame cuidado, first we are going to color the children. What are children? Children? Niños! Primero vamos a colorear los niños.

How many children can you see, cuando niños ven?

S: Siete!

Teacher: OK. Seven children, so we are gonna color six children green and one child blue.

Alguien entendió que hay que hacer?

S4: Hay que colorear seis niños de color verde y un niño de color azul .

Teacher: Ajá. You have for that only 5 minutes ok? Tienen 5 minutos para color 6 niños de color verde y un niño de color azul.

S4: Profe pero mira como queda, no importa?

Teacher: No importa, hasta el pelo.

Critical Literacy for Second and Third Graders

S3: Hasta la cara?

S4: No la cara, también? La podemos colorear de color piel?

Teacher: No, lo vamos a colorear todo, se ve raro pero así lo vamos a hacer listo? porque con eso es con lo que vamos a contar la historia.

Appendix 14. Transcript session 2

Audio September 25th

Teacher: ok, Vamos a empezar con algo chévere. So, I am going to start Close your books, put your book away.

S4: Ya sabemos.

Teacher: ok.

INTERRUPTION BY THE SECRETARY

Teacher: S1 Can you close the door? Thank you. Ok, pay attention. Esto es importate, hoy vamos a ver más palabras.

Repeat after me: Strong.

S: Strong

Teacher: What is strong?

S: Fuerte!

Teacher: For example Spiderman.

S2: Spiderman is strong!

Teacher: Ok. Spider man is strong. Denme más ejemplos.

S4: Superman is strong, Iron man is strong!

S1: Como se dice? Batman is strong?

Teacher: Será que esto solo aplica para super heroes?... Y si yo digo Kevin is strong?

Critical Literacy for Second and Third Graders

S: Si!

Teacher: Are you strong?

S: (laughed)

Teacher: Ok. Strong! So everybody Strong!. And now this.... Repeat after me: Weak

S: Weak

Teacher: What is weak? Qué es weak?

S1: Delgado? Debilucho?

Teacher: Debilucho?

S4: Débil.

Teacher: Débil, ¿Cómo hacemos débil?.

S: Así sin músculos.

Teacher: Now give me an example with it in English!

S1: Las mujeres!

Teacher: In English.

S5: yo no soy débil

S2: Si, Kevin le gana a usted

S5: Bueno, pero los demás no.

S3: Yo si le gano a usted.

S1: Profe Mujeres is weak! Mujeres is weak!

Teacher: yo se que no es verdad pero lo voy a escribir listo?, como es mujeres?. Woman are weak.

S1: Si ven que es verdad?

Teacher: Niñas esto es cierto o no?

S1,2,3: Si! No nos ganan a nosotros.

Teacher: Wait! Yo les pregunté fue a las niñas! Niñas esto es cierto o no?

Critical Literacy for Second and Third Graders

S4,5,6: No.

Teacher: Ya sabemos que es weak y que es strong. Please take out a pencil or a pen. Saquen un lápiz y un esfero. Y vamos a hacer esto (Cuadro en el tablero). No me interesa que quede bonito si no que lo hagan rápido.

S4: En toda la hoja?

Teacher: No, Arriba.

Teacher: Listo, se saben los animales en Inglés?

S1: No

Teacher: Los que ya acabaron van a empezar a escribir animales, por ejemplo....

S1: Elefante! Elephant!

Teacher: Si, Tantos animales como quieran. Y debajo de weak también..

S1: Las aves

Teacher: Ok, Birds. So you have 5 minutes, tienen 5 minutos.

S1: Huy 5!, one, two, three, four, five. Tan fácil ya acabé.

S4: para escribir eso?

Teacher: No, esos son mis ejemplos, ustedes deben escribir más

S1: Hay yo no me sé más! Ahí si el LION.

S2,3,4: Gracias S1

S1: De nada

Teacher: Yo voy a escribir animales aquí en el tablero y ustedes deciden.

S1: Bueno!

S3: Oiga profe, que es bird?

S2: Pájaro..... los perros son debiluchos.

S3: Oigan y Pig! Pig!

S1: Un marrano es fuerte! Le puede ganas hasta S2.

Critical Literacy for Second and Third Graders

Teacher: Ok listen S2, you know dog right? (pointing at the animals) Todos sabemos que es dog cierto?

S: Perro!

Teacher: Y cat?

S: Gato, pinguino

Teacher: (selects the word pig and pulls up his nose).

S1: Nariz!

Teacher: No!

S: Marrano!!

S1: que es shark?

Teacher: Tiburón! Whale! Ballena.

S1: La ballena es muy fuerte

Teacher: Lion?

S: Fuerte!

Teacher: No, Lion no es fuerte!

S: Si!

Teacher: Lion es un león

S: Por eso!

Teacher: no porque les pregunto que es lion y me dicen que fuerte! Lion es León.

S: Ahhh

Teacher: Mouse?

S4: Ratón!

S1.2: Debilucho!

Teacher: Ok, les quedan dos minutos.

S1: Huy déjeme pensar! 2 minutos!

Critical Literacy for Second and Third Graders

Teacher: Listo empecemos a hacerlo entre todos! Dog! Strong or weak?.

S3: Weak!

Teacher: Tu dices weak, ok quién mas?

S4: Ahí es lion!

Teacher: todos dicen que el perro es débil?

S24: Si

S135 No

S4: En los dos va?

Teacher: Es que es como ustedes quieran. Ok cat, weak or strong.

S1: Cat es muy debilucho!

Teacher: Pero en inglés, Tu ya sabes la palabra en Inglés.

S1: Weak cat.

Teacher: Is the cat strong?

S: No!

S2: Weak Pig! Weak Pig!

S1: Que ya! Pero que!

Teacher: Ok, ustedes están de acuerdo?... Aquí yo puedo decir que la ballena es débil.

S4: NO!

Teacher: Porque yo creo que la ballena es débil.

S4: La serpiente!

Teacher: Cual serpiente? Esto es un tiburón! Serpiente se dice Snake!

S1: Y es muy débil

S3: No! Es muy peligrosa!

Teacher: Ok, Shark: Strong or weak.

S1: Los dos son peligrosos!

Critical Literacy for Second and Third Graders

S3: Strong!

S3: Lion Strong!

Teacher: Ok repeat after me: LION

S1: Lion strong!

S4: y mouse

S2: Weak.

Teacher: Today we are gonna study the lion and the mouse, ok?. La clase de hoy se trata del Lion y del mouse.

S1: Y ahora que hacemos

Teacher: Now I need groups

S1: Nos podemos hacer los cuatro?

Teacher: Si, pero esta actividad va a ser de pie. Ustedes van a hablar de lo que los ratones pueden hacer y ustedes de lo que los leones pueden hacer.... No vamos a escribir nada listo? Solo vamos a hablar. Por ejemplo Un ratón puede comer queso, un león puede... ¿Qué puede hacer un león?.

S1: El lion come carne, tiene garras

Teacher: No estamos hablando de como es, estamos hablando de lo que pueden hacer

S2: Profe cierto que los leones no son nocturnos?.

Teacher: No, pero no estamos hablando de cómo son sino de lo que pueden hacer..... Niñas necesito que hablen. Tienen que hablar!

S1: No sabemos que decir.

Teacher: ustedes tienen más imaginación!

S4: Profe porque les dices que ellos tienen más imagination.

Appendix 15. Transcript session 3

October 2nd

T: ok, listos? Todos entendemos la historia?

S: Si

T: entonces miremos aquí. CAN. The mouse CAN what? ¿Qué puede hacer un ratón?

S: Correr

T: You need to raise your hand! Now we are going to switch to English. Vamos a cambiar a Inglés.

A mouse can? Raise your hand.

S1: I can!

T: Tu no, A mouse Can

S1: Run

T: Repeat after me, A mouse Can Run

S: A mouse can run

T: ¿qué mas puede hacer un ratón?

S1: Comer queso

T: Entonces que significa CAN

S2: Que Si puede y CAN'T que no puede

T: ¿Qué no puede hacer un león?

S2: Cocinar

S3: El león no puede jugar

S4: ¿Por qué?

Critical Literacy for Second and Third Graders

T: So, let make a circle ok? Vamos a hacer un circulo

S3: porque el león no puede jugar.

T: S3, S4 Listen.

S4: (Starts yelling)

S1: Teacher me dijo

.....Long wait until they organize the chairs.....

T: niños por favor organizemonos rapido, ustedes no me quieren ver bravo. We are gonna check again

Do you rememeber this? Se acuerdan de esto?

S1: Circulos

.....Teacher gets into the class.....

S1: Profe usted no me ha calificado lo del libro. La pagina

T2: En la otra se la califico

S1: profe mira que S2 le dijo %&%%&&

S2: Que mentira

T: ¿Se acuerdan que yo la primera clase hice esto?

S: Si

S1: Carita feliz, Carita triste.

S2: Yo voto por la carita triste (Twice)

S3 S4: yo voto por la carita triste

S5: yo voto por furioso

T: This is very happy

S1: Profe pero Happy birthday es cumpleaños

T: SI, happy birthday Feliz cumpleaños

Critical Literacy for Second and Third Graders

T: listo vamos a empezar, cerremos los cuadernos . Vamos a hablar de la historia ¿Cómo se llama?

S1 The lion and the mouse

T: Vamos a hablar de los personajes, let's talk about the lion ¿a quien le caia bien el leon?

S2: A mi no

T: Do you like the lion?

S3 and S4: A mi si

***** Interruption by the principal *****

T: OK let's finish this and then we can go outside

***** principal still talking to the students *****

T: Lets finish this and then we can go outside. We Finish. Finish and then we go outside.

T: So, En la primera escena vamos a hablar de cuando el león cogió al raton, como se sintió el raton?

S: Mal

S1: Sad

S2: No, Confused

T: S3? Tu pusiste eso ahí?

S3: Si porque?

T: no lo arrastres. Como se sintió el raton en la primera escena

S2: Profe yo creo que se sintió confuso

T: Confused? Why?

S2: porque como lo cogio....

S3: profe yo también

T: very good S4 tu que piensas? Como se sintio el raton?

S4: mal

T: bad? Why?

Critical Literacy for Second and Third Graders

***** Someone at the door*****

T: so, el raton se sentia furioso, quien dijo eso? Tu?

S3: yo

T: Como se sentía el león cuando callo en la trampa

S4: Furioso

S3 Triste

T: ok vamos a mirar aquí , se acuerdan de esta palabra?

S1: Fuerte

T: listo, vamos a ver la primera escena quien es el fuerte? El león o el raton?

S: El león

T: So, o sea que la mama nos ayuda a nosotros cierto?

S3: El raton por que el ayuda al león

S2: Cuando nuestros papas nos pegan!

T: será que nosotros le podemos ayudar a la Mama?

S1: Si

T: How? Como?

***** principals interruption

T: Ok ya vamos a acabar! Le podemos ayudar a la mama?

S1: no

S3: si, yo le puedo ayudar haciendo aseo

T: ahora vamos a escuchar otro cuento.

***** Student interrupting the class

We take the books and we leave the classroom to the yard.

Critical Literacy for Second and Third Graders

T: Ok we are going to make a circle here, you get out of there! How many books ! 3 we have 3 books, Kids page 75. Pagina 75.

S: ya!

S1: wow, tu conoces los libros?

T: Cause I took pictures. Elijan con quien van a trabajar. Vamos a leer, we are going to read, aja en Ingles?

***** students took some time getting comfortable *****

S2: Profe ya acabamos!

T: Ya saben todo lo que pasa?

S1: Si, aquí esta lloviendo y hace mucho frio si? Entonces la gallina le dice al marrano que hace mucho frio. Sembremos las semillas de maíz. Entonces el marrano le dijo que no se puede. Pero si podían. Entonces aquí sembraron las semillas y se volvió trigo le de las semillas de maíz y aquí están durmiendo.

T que le esta diciendo la gallina que haga

S1 Ella le pide que le ayude a cortar eso si? Y el dice perdóname no podemos

S2: Profe que significa esto?

T: Eso es Fall, ustedes conocen las estaciones en ingles? Vengan todos.

S1: Aquí estaba haciendo frio, y ella estaba haciendo pan y ellos no podían hacer todo esto

T: hagamos un circulo. The name of the story is the Little red hen. Que es little? Que es red? Hen?

Exacto la pequena gallina roja, el que escribio este cuento se llama Ryan

S2: Y el quien es?

T: El vive en estados unidos!, Saben en donde queda estados unidos!

S1: lejos de este país, al otro lado del mundo

T: nosotros estamos en Colombia, Suramerica y estados unidos queda en Norte america.

Critical Literacy for Second and Third Graders

S1: profe entonces Nueva York está en la cima del mundo

T: Entonces hay una línea en la mitad del mundo y dependiendo de dónde estés es el clima. Resulta que en estados unidos el clima cambia a cada rato. Me toca contarles lo que pasa para contarles la historia. Imaginemos que estamos en primavera. Alguien sabe que pasa en primavera?

S1 Crecen las Hojas

T: las plantas tienen agua y tienen luz. Alguien sabe que es verano

S1: cuando hace mucho sol

T: Exacto hace mucho calor y alguien sabe que es otoño? Cuando por el viento y el frio las hojas se empiezan a marchitar

S1: Cuando se empiezan a caer las hojas

S4: Digamos eso! (shows a picture)

T: Y la ultima es una donde hace mucho frio, que cae algo blanco del cielo.

S: Nieve

S1: Profe y porque solo pasa en sitios como nueva york y eso?

T: Explicacion!

Ahora si vamos a hablar de la historia, so here cuantos personajes tenemos?

S1: 2, 40

T: que esta pasando aquí? Esta lloviendo.

S2: Yo tengo una capa en mi maleta y cuando llueve la saco

***** students
misbehaving*****

S2: Huy profe creo que estamos en verano o algo porque mire como se caen las hojas

T: Listo, vamos a ver.. Gallina Hen, Cerdo Pig and this Duck

Entonces que pasa en esta historia, esta lloviendo.

S1: entonces el le dice al marrano que siembren estas semillas de maíz... digo de trigo

T: la gallina le dice que planten la semillas de trigo y que dicen ellos

Critical Literacy for Second and Third Graders

S2: no podemos.

T: luego la galline dice lets water, que es water

S1: Que le hechen agua a las plantas

T: y luego que pasa

S2: que tienen sueño

S3: Que querían darse un baño de sol

T luego la gallina dice its windy, lets cut, que es eso?

S1 cortemos el trigo y dicen que no pueden

S2 hay pero porque dicen siempre que no pueden

T y aquí dicen que está nevando vamos a hacer la harina y ellos dicen que no, let's do a snowman

Ustedes saben que es snowman? Hombre de nieve

S3: Yo siempre he querido ser un hombre de nieve

Then we describe a snowman

T y que pasa aquí? Que está haciendo la gallina?

S1: pan.

Appendix 16. Transcript session 4

October 16th

I set up the computer and the chairs for the students to be able to see my computer as we were going to watch a video.

T: So the story is?

S: The lion and the mouse

Critical Literacy for Second and Third Graders

T: Todos pueden ver?

Video was play for the first time

T: Repeat Character

S: Caracteristicas

T: The lion is a character, the mouse is a character, do you know sleeping beauty?

S3 la bella durmiente

T ella es un character que es character?

S Personaje

T cuantos personajes tenemos aquí

S 2 Lion and Mouse

T: Que hizo el raton?

S Se tipo por una rampa

T Cuantos de ustdes están duermiendo y alguien llega y los despierta? Ustedes que harian?

Students started acting like lions

T: Entoces si ustedes fueran un león y llegara un raton a despertarlos que harian? Tu que harias
S1?

S1 me lo comería

S2 lo mataria y lo asaria me lo comería

T porque?

T quien no se lo comería? Quien no le haría daño al raton?

S3 No es bueno matarlo ni comérselo

S1: no hay que ejercer la violencia

S4: Pero si el siempre es agresivo

Critical Literacy for Second and Third Graders

T so we have 10 children and we need 5 lions and 5 mice

Como somos unos caballeros vamos todo a dejar las niñas escoger primero

Students choose

S1 and S2 insisted that I gave S4 the change to pick the animal before we run out of lions

Most of them chose them to be paired with friends

T: necesito que se haga un leon con un raton

Students organize themselves with their friend

***** Interruption for the concert form *****

Mask design and watch video again

Not so much data to recollect from this class

Appendix 17. Transcript session 5

Transcrip October 23rd

S2: Profe tu eres de Nueva York?

T: No, I went there but I am not from New York

S1: Profe, como eran las torres gemelas?

T: No, cuando yo fui ya no estaban las torres

S3: awn esas torres eras chéveres

T: Dos aviones se estrellaron con las torres y las derrumbaron

S4: Que?

S3: Huy hay un juego donde se pueden hacer torres gemelas de dinamita.

T: Let's start, today I have another story, hoy tengo otra otra historia

S1: Y la vamos a ver en el computador?

Critical Literacy for Second and Third Graders

T: No, So the name of the story is...

S2: Saquen todos el libro!

T: No, no books

S2: El cuaderno!

T: No, Jody... Jody is a name, jody es un nombre

S4: Era una niña pequeña

***** I wrote on the board Jody's dad is a garbage
man*****

S3: Hay profe, garbage man es hombre de la basura, cierto?

T: Yeah!

S3: Si, es un hombre que recoge la basura! Soy mas listo que todos, soy mas listo que todos. Soy super inteligente.

T: I am going to ask you a question, les voy a preguntar algo La historia la traje yo, por favor cierra el libro.

S3: La palabra garbage parece garaje, gargajo

T: Ok listen, What do you want to be when you grow up, que quieren ser cuando sean grandes?

S1: Policia!

T: One by one

S3: Yo quiero ser maestro

T: Vamos a empezar con los que esta callados, si se saben la profesión en ingles la dicen en ingles y si no me la dicen en español y yo la traduzco

S2: Yo quiero ser futbolista, yo quiero ser como james

S5: Quiero ser tapadora!

T: S2 What do you want to be when you grow up?

S2: Futbolista

T: ok, so football player or soccer player.... S4 what do you want to be when you grow up?

S4: Jugar futbol

Critical Literacy for Second and Third Graders

T: A futbol player? Futbolista?

S4: (He is thinking)

S3: No lo piense no lo piense, diga

S4: Pues futbolista y ya

T: S1 what do you want to be when you grow up

S3: Ratero, roba bancos

S1: Motocross

S2: Quien quiere ser mecanico?

S3: yo, porque mi hermano es mecanico

T: S6 what do you want to be when you grow up

S5: Modelo

T: and you s5?

S5: quiero ser tapadora

T: Arquero, golie.. Ahorita retomamos lo de las profesiones alguien sabe que es Dad?

S3: papa y mama

***** I handed in a work sheet with the story

T: Look at me, this is a teacher

S2: Ese es el profesor?

T: En la primera escena que dice el profesor?

S3: Que toca que lleven los papás al colegio?

T: Lean el primer recuadro

S3: A creo que dice que quieren ser cuando grandes?

T: Muy bien y a quien le pregunta eso?

S3: A los estudiantes

Critical Literacy for Second and Third Graders

T: Ahora es voy a dar 5 minutos para que ustedes solitos traten de ver qué pasa en la historia.

***** S4 does not want to read the story as she does not understand*****

T: Hay dios Mio ya te rendiste sin siquiera intentar, espera los cinco minutos

***** Students start discussing about the story

S2: Ella quiere recoger basura

T: Es individual, Ahorita miramos que es lo que quiere ella

S1: Si acá dice que ella quiere recoger basura porque ella sonríe, porque él está sonriendo

S3: Aquí en la segunda escena se están riendo de ella porque el papa e ella es un señor de esos que recoge la basura

S1: A ella le gustaba recoger basura porque ahí esta sonriendo

S3: Pero lo amigos se están riendo de ella y hablando de ella

T: Quien quiere decir de que se trata la historia?

S2: Yo no

S3 and 4: Yo Tampoco

S2: Profe es que yo no entiendo la primera

S3: La primera mire

S2: profe yo no entiendo la tercera

T: Hagamoslo entro todos pero me ponen cuidado

S3: Que le pongan cuidado al profe

T: What do you want you be when you grow up, ya sabemos que quiere decir eso verdad?

El profesor hace lo que yo hice con ustedes.

Critical Literacy for Second and Third Graders

S3: La niña en la segunda escena dijo que quería ser basurera

T: La niña habla?

S3: no

T: el niño dice, my dad Works in a bank

S3: Que el papa trabaja en un banco, I want to work there too

T: jody's dad is a garbage man Ewww

S3: Ellos dijeron Eww porque les da asco que el papá sea así

T: En la tercera escena como esta jody

S2: Triste

S1: Todos se están riendo de mi papi

***** Teacher arrives and needs students to write something on their agendas*****

T: Ok, donde ibamos

They say my dady is dirty and that he smells,

Dirty es sucio.

T: El profesor le dice: Thanks to your dad we are not swimming in garbage.

T: The author of the story is Mattew Lintch

T: Les voy a preguntar a todos esto, What does your mom or dad do?, que hace tu mama o papa?

S2: Mi papá es profesor

S1: mi mamá trabaja vendiendo flores

S3 Mi papa es camionero, y yo ya he ido al trabajo de mi papi que queda allá en Bogota

S4: Mi mamá es profesora y mi papá es volquetero

Critical Literacy for Second and Third Graders

S5: Mi mamá trabaja en el bienestar familiar

S3: Y allá en el bienestar familiar que hace?

S5: Cuida a los niños pequeños

S3: Y S5, los que no tienen padres están en bienestar familiar?

S2: Pues obvio

S1: no señor, los del bienestar familiar son de padres que abandonan a los niños

S5: Mi mamá trabaja cuidando niños y ya.

S1: y tu papá?

S5: Mi papá trabaja... solo.

S2: No, él trabaja en rutería recogiendo a Alán

S5: Bueno si

***** Students start laughing *****

S4: Porque se rien? Estan igual que la historia

S3: Como asi? El papá de s5 no trabaja? Que perezoso

T: s3 Discúlpate con S5

S3: Perdón por decirle a tu papá perezoso.

T: Repeat I am proud / I am ashamed

T: My mom is a house keeper

S1: Que es eso profe?

T: Ama de casa, quien se queda en casa y hace el oficio.

S2: Mi papá también es un amo de casa

S3: Los amos de casa son las señoras que se quedan para barrer y esas cosas

T: My dad is a Mechanic and I am proud.

T: Estan orgullosos de lo que hacen sus papas o no?

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S1: Si porque de ahí sacan plata para todo

S5: Mi mama, si me gusta lo que hace porque yo tengo un bebé

T: Como asi?

S5: O sea un niño que me quiere como si yo fuera la mamá y eso me gusta

T: aaaaa.

S2: profe yo estoy muy orgulloso de mis padres porque ellos se esfuerzan

***** hand in the worksheet and explained the activity *****

T: Mientras colorean vamos a hablar. Todos les vamos a poner cuidado a S2, nos va a contar de su dibujo.

S1: Que ella trabaja en una flora

T: Y ese trabajo es importante?

S2: Si porque tiene que ganar dinero para darle de comer

T: Solo eso?

S2: Para mantenerlo limpio y pagar la pensión.

T: Aparte de eso, del dinero para que es importante el trabajo?

S2: para comprarle ropa

T: No, aparte del dinero

S2: No sé, solo se de dinero.

T: Que pasaría si la mamá de S1 no corta las flores

S1: Se marchitan las flores y se dañan

T: Y no podríamos comprar las flores.

T: S4 tu mamá trabaja en una miscelánea verdad? Eso es importante?

S4: Si es importante porque no le pagan nada.

T: Bueno ahora quien recuerda quien es Matthew Linch

S2: EL creador de la historia

Critical Literacy for Second and Third Graders

T: porque creen que escribió la historia?

S3: para que se den de cuenta lo que vale trabajar

S2: por lo importante que es trabajar

Appendix 18. Transcript session 6

Transcript lesson November 6th

T: What date is today?

Ss: November 6th

T: Vamos a recordar las historias que hemos visto hasta ahora, Cuantas historias son?, Cual fue la primera de todas?

S1: The lion and the mouse

S: La segunda es la de la gallina

T: Cual es la primera?

S2: La del árbol

T: Cada uno va a escoger una historia, la que quieran.

***** Gave students time to think of the story

Students choose the story.

T: En una hoja vamos a escribir el nombre de la historia, nuestro personaje favorito y porque nos gusto la historia

T: ok, Mi name is Mauricio, the story is The Intolerant Tree, The characters of the story are The three, Dani and Sara. Yo escogí esta historia porque el árbol aprendió a compartir y los niños volvieron a jugar

Critical Literacy for Second and Third Graders

S3: Yo quiero ahora profe

T: Sigue S1

S1: My name is S1 the name of the story is The Little red hen.

T: Ahora S2

S2: The lion and the mouse, porque el leon duerme y llega el raton y juega

T: S5 a ti que historia te gustó?

S5: The lion and the mouse porque al final ellos se volvieron amigos

S3: The story the lion and the mouse, my favorite character, the lion. Me gusto la historia porque

S4: My name is S4. The little red hen, characters, hen, pig, duck. Me gusta la historia porque la gallina quiere convivir porque los otros no conviven.

S6: The Little red Hen, me gusto la historia porque esos tres animales aprendieron a hacer equipo y a ayudarse entre sí.

T: Ahora ustedes me van a hacer preguntas sobre mi historia

S1: Sara era amiga de dani? El arbol hablaba?

T: Me gusto la historia porque al principio el arbol no quería jugar con niños de color azul, solo con los de color azul.

S3: Me gusta la historia the lion and the mouse.

S1: Porque escogiste esa historia?

S3: Porque me gusta, porque se parece a Sherk

T: Y si fueras el ratón que hubieras hecho?

S3: Yo no hubiese molestado al león.

T: Ahora es el turno de S1, Ella tiene the Little red hen

S4: Cual es tu personaje favorito?

S1: La gallina porque era solidaria.

Critical Literacy for Second and Third Graders

T: Y si tu fueras la gallina, hubieras hecho todo el trabajo?

S3: No, yo los levantaría a patadas

S4: Y que haría si fuera el cerdo?

S3: Yo me levantaría

S4: Y el pato?

S3: Si yo fuera el pato y el cerdo yo me quedaría mirando televisión

T: Ahora vamos a hablar de las que no nos gustaron.

T: Bueno es el turno de S2, cual te gusto menos?

S2: La cuarta

T: Jody's dad is a garbage man en la que el papá de Jody es un hombre que recoge basura

S2: Porque cuando los niños se le estaban burlando a la niña, la niña le dijo al profesor y el profesor no le dijo nada a los niños.

T: Y eso te parece injusto?

S3: A mí no me gusta la de la gallina porque si yo trabajara y les dijera a ellos que se pararan por dos horas y ellos no lo hacen, me sentiría mal.

S4: A mí no me gusto la de la basura porque el papá de la niña era cochino y olía a feo.

S3: No era cochino porque él quería.

S1: No hay burlarse de ellos porque qué tal que sean pobres y tengan que comer cosas de la basura.

S5: A mí no me gusto la del león el ratón porque el cazador no lo mató. Yo quería que lo matara.

T: Ustedes saben lo que es justo e injusto?

S3: Si, justo es cuando dejan salir a los que se portan bien y a los que no se portaron bien no, Injusto es cuando dejan salir a los que no se portaron bien.

Critical Literacy for Second and Third Graders

Appendix 19. Letter for the school

Puente Piedra, Madrid Agosto de 2014

Señora Rocío Luque

Rectora del Liceo Campestre Siglo XXI

Asunto: Permiso para implementación de tesis.

Reciba un cordial saludo de mi parte, la presente es con el fin de solicitar su aprobación para la implementación de mi proyecto de investigación en su institución. Dicho proyecto se titula ***Developing Critical Literacy for Third graders in the EFL class.*** Este proyecto está enfocado al desarrollo de lecturas cortas de manera crítica para estudiantes de grado tercero de primaria en el área de Inglés. Es de vital importancia para mí obtener suficiente información para el proyecto, por ese motivo necesitaré entre 8 o 10 sesiones donde cada clase equivale a una sesión. Para cada sesión prepararé un plan de estudio el cual estoy dispuesto a compartir con usted previamente si así lo deseara.

He decidido llevar a cabo este proyecto en su institución debido a que confío en su nivel de calidad educativa y considero que es una gran oportunidad para mí como futuro docente el poder aportar esta investigación al campo de la educación.

Agradezco su atención.

Coordialmente,

Carlos Mauricio Forero Galvis

Estudiante de noveno semestre de Licenciatura en Inglés en Uniminuto.

Celular: 3203624418

mauricioforerog@gmail.com

Appendix 20. Consent format for the students

Puente Piedra, Madrid Agosto de 2014

Señores padres de familia,

Reciban un cordial saludo de mi parte. Mi nombre es Carlos Mauricio Forero, soy estudiante de noveno semestre de Licenciatura en Inglés de la Universidad Minuto de Dios. El motivo de la presente es el de informarle que estaré llevando a cabo un proyecto de investigación en el Liceo Campestre Siglo XXI con la debida autorización de las directivas de dicho plantel. Este proyecto está enfocado al desarrollo de lecturas cortas de manera crítica para estudiantes de grado tercero de primaria en el área de inglés. Esto será de gran beneficio para los estudiantes y para la institución. Debido a que su hijo/a se encuentra cursando este grado, solicito su permiso para que él/ella haga parte de los participantes de los cuales obtendré la información necesaria para la elaboración de mi proyecto.

Es de vital importancia para mí contar con la participación todos los estudiantes del grado tercero, sin embargo, debe tener en cuenta que no es de carácter obligatorio además de que este proyecto no tendrá ninguna incidencia en el rendimiento académico de su hijo/a. Además de esto, en caso tal de aceptar darme su permiso y posteriormente decidir lo contrario, el estudiante podría retirarse del proyecto cuando lo desee dado que los nombres serán anónimos dentro de esta investigación.

Gracias por su atención.

Si está de acuerdo en que su hijo/a participe en el proyecto por favor diligencie el siguiente formato.

Yo, _____ Identificado con CC de ciudadanía No. _____

Autorizo a mi hijo/a _____ a participar en el proyecto de investigación dirigido por Carlos Mauricio Forero Galvis, estudiante de Licenciatura en Inglés de la Universidad Minuto de Dios En el Liceo Campestre Siglo XXI.