Student’s Voices: A Study Through Non-Canonical Short Stories and Critical Thinking

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Note


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Abstract

This text is a report of a qualitative research report developed with the support of a group of eleventh graders during their English as a Foreign Language class in a public school located in Bogotá, Colombia. Based upon critical perspective and through the use of some readings from a non-canonical viewpoint, which means that those readings probably do not follow the ideas indicated by Harold Bloom in his text *The Western Canon. The books and School of ages* where he indicated some features in relation to consider some authors as authorities in our culture in terms of reading. This inquiry—by means of a series of activities—looked at how students take a stance in relation to the world around them, exploring the notion of critical thinking inside an enriched society using different visions. Consequently, findings revealed how students reflected upon issues concerning nature, their peers, society and themselves, raising their awareness with respect to those topics.

*Keywords:* Critical thinking, English, foreign language, non-canonical stories.
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Chapter I
Introduction

Language is a fundamental tool for intellectual and social development. There is a close relationship between language and thought, so it is possible to say that to teach to understand and produce texts as orally as in a written way is to teach thinking and acting in society. In that sense, learning a language provides access to different aspects of thinking, not only in grammatical terms but also in cultural ones. Owing to that fact, this research project focuses on the idea stated by Vygotsky (1978), Malamah - Thomas (1991) and Tarone (2007) cited by Contreras and Chapeton (2016) when they say that “language learning is a social process that is achieved through the interaction.

The development of interaction creates opportunities to develop communicative skills and to acquire the ability to establish and maintain personal relationships” (p.126) As is known, Colombian language policies have promoted the teaching of English as a foreign language. According to Moeller and Catalano (2015), “A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs.” (p. 327) As such, in our English as a Foreign Language teaching context, some sociocultural aspects like the role that plays the individual and group system of values in society, the individual's worldviews in front of society based on a set of beliefs with some dogmatic sense like the religion or politics, as well as the characteristics in aspects such as the accent of the individuals given the geographical location, and the traditions that have the human being because of the history of the context where they belong to, those aspects among others that are an inherent part of learning a language are being left aside, leading to the strengthening of traditional discourses and practices.

Having said that, we seek, with this project, to show how critical thinking skills in a group of eleventh graders take shape from the approach of non-canonical readings that break with the thought derived from the “literary canon”. In that order, Fleming (2007) asserts that
in an educational context, the concept (canon) usually refers to the specification of literature
texts that should be included in schools’ or universities’ syllabuses. However, in several
cases, this process responds to a selection of authors who have a high social recognition,
which maintains a repetitive idea about the reading plan at schools, as Gregorich et al (2004)
cited by Posada (2004) indicates the canon is created by institutions such as universities and
schools which decide what has to be read and how literary texts should be written. By doing
so, "these institutions impose limits, and set a standard of measurement of what is good and
bad in literature". Bearing in mind what it was said by Gregorich, and if we understand the
reading as a crucial aspect in the learning process, because stories (text that we read not only
at schools but in any situation) give opportunities to students to bump into different worlds,
to imagine an alternative idea about society as well as it provides students with vocabulary,
and grammatical items, its role (stories´ ones) must not be just understood from the
perspective indicated by the “authors models” as Gregorich calls them some lines before, on
contrary, the perspective must include the recognition of several voices and perspectives in a
sense of correlation between canonical ideas and the non-canonical ones, in that sense, this
project seeks to break with the imposition of “canon” readings at the schools, based on a
perspective where all ideas can be considered and the canon can be reconsidered from the
dialogue between the authors models and the authors or readings without a remarkable
recognition.

As well, the students have with the perspectives based on the non-canonical stories,
and under the development of several activities where English is seen as a tool which allow
them to progressively appropriate the communicative possibilities offered by the language as
a changing system, the students' critical thinking will take shape as a consequence of those
readings\(^1\) which allow a broadening of perspectives and the inclusion of different cultural topics in the classroom like peace, nature, and some social problems like poverty among others, giving way to the construction of knowledge through multiculturalism and interaction where the language is a tool to foster the communication.

Finally, and in order to help the reader to understand the process, this document is divided into five chapters, in chapter I we present all the information in relation to the importance of this project, as well as the statement of the problem and some theories which support this aspect. The chapter II involves the literature review in which we discuss several articles and thesis about the main concepts of this project, namely, Critical Thinking (CT) and the concept of Non-Canonical in terms of reading as well as some aspects about the meaning of the word “stories”. The third chapter presents the research design, where it is possible to talk about the setting, the participants and the type of study.

To conclude, in the chapter IV, the instructional design will be discussed, and in the chapter V, the reader will find the way how data was conducted as well as the findings. At the end of this chapter the conclusions are going to be stated.

\(^1\) In this case the idea about reading make reference to the texts took into account to carry out this pedagogical and research project, namely, The ballad of Mulan, Connecting Cultures, Me gritaron Negra and the chapter called Ante las amenazas en que se encuentran los pueblos y la selva de la Amazonía, nuestra respuesta es la vida y la trascendencia from the text Advertencia.
Justification

When students face the learning of a foreign language, in this case English, there are different issues which come together to this process, it occurs since the fact that to learn to develop the communicative competence in a linguistic system different to the mother tongue always generates a sensation of anxiety and uncertainty in the learner, it happens, due to language is constantly traversed by different dynamics in fields like the social, cultural, linguistic and personal that converge at the moment of learning, and this is a reality which teachers in their role of facilitators and builders of several learning situations inside the classroom must consider all the time during the different pedagogical processes that they guide.

In this sense, it is relevant to carry out some dynamics of empowerment in relation to the language -in this aspect English-, seeing this latter (language) as a vehicle to express ideas, feelings, and opinions and so on. In that way, Tudor (2001) states that when a language is viewed as self-expression, learning goals are defined by what the learner wishes to express, and this means that each learner has his or her unique and personal learning agenda, when the language is placed inside a familiar context to the students, when their needs are the basis of all the learning process, and when their reality plays an important role and why not the main one in their procedure in terms of communicating in a foreign language, the students find more significant the learning of it.

Following that thought, the pedagogical as well as the research process carried out in the development of this project stipulated as its core idea the English teaching by means of pedagogical tools focused on the critical thinking, since, it was considered of utmost importance to understand how to foster the learning through stating the context as an important agent in the development of the different pedagogical situations, all of this, it was determined by using different communicative situations in terms of social and cultural
circumstances close to students’ personal and social life, in that extent, the articulation with the reading component in the learning process was sought through a series of texts which were focused on the development of the English Foreign Language learning as a social, dynamic and constantly changing system.

Under the figure of learning a foreign language through situations not framed just in the linguistic field, but in a more dialogical and social sense, it was tried to deal with cultural topics that are not only framed in situations of English-speaking contexts but they will create an articulation and a parallel with situations related to the immediate context where the learning happened. This fact led the student to take a sense of conscience from different social fields, and through the use of an alternative linguistic system to his mother tongue, he expressed his opinion and a set of thoughts that contributed to (un) frame the learning of a foreign language to the memorial and repetitive action.

Finally, with the development of this project we hope to bring or generate a sense of challenge within the way most classes are conducted in the teaching of English inside the school contexts, in order to address the language learning from a communicative sense. Likewise, by understanding the EFL classrooms as a space to share ideas and feelings to create a positive impact, keeping as a fundamental pillar the communicative sense of the language learning, all of this, under a viewpoint which deal with the Critical Thinking as a pedagogical tool in terms of social, cultural, historical among other aspects to state different answers to the daily problems that students face, not only in relation to the language but in a personal and social way from the pedagogical aspects developed in the learning process.
Problem Statement

Language seen as a field of social construction framed by linguistic, pragmatic, and semantic aspects within the school contexts must try to improve its development indicators by carrying out different teaching and learning processes. This idea starts from several pedagogical approaches where the teaching-learning process is no longer seen as a “transmission” of knowledge, then, in Freire´ s words (1969) “The authentic education, we repeat is not done from A to B, or from A over B, but, A with B, with the mediation of the world. World that impress and challenges to everybody, causing visions and views around it, as well as by impregnating visions of hope, doubts and despairs that involve significant issues. ²(p.76) that is why, teachers seek to involve a more participatory and meaningful learning model in the different situations where the learning takes place.

However, and contrary to the previously mentioned line of thought, while we were doing our pedagogical experience in a public school located in Bogotá, Colombia, we could observe that the teaching of the foreign language (English) was focusing clearly to the acquisition of the linguistic component, developing the learning of the grammatical codes as the primary and main component of the different pedagogical experiences. It showed to us that all the social, cultural, and communicative sense of the language it was being left aside, therefore, the development of the capacity of analysis and argumentation was not being carried out with students.

This fact did not allow fostering a learning´s atmosphere in which students could express their ideas or opinions through the foreign language, and in that way, the sense about rote memorization was prevalent in all the different activities carried out in the classroom.

Under the aforementioned figure of thought, we decided to apply a need analysis (Questionnaire) and a series of observations with the purpose of finding the most appropriate

² La educación auténtica repetimos no se hace de A para B o de A sobre B, sino A con B, con la mediació n del mundo. Mundo que impresiona y desafía a unos y a otros originando visiones y punto de vista en torno de él, visiones impregnadas de anhelos, dudas, esperanzas o desesperanzas que implican temas significativos. Free translation by the authors.
way to (re) construct the communicative approach of the language (English) all of this, since a context closer to the student’s reality, whereby, the students were able to see the true meaning about the communicative process. It is worth mentioning that the questionnaire and the observations done in our pedagogical practicum led us to stipulate some fundamental pillars, namely, Critical Thinking, as a social, pedagogical, argumentative and analytical element of any learning process, and the use of the reading component which sometimes has been forgotten, especially, when the reading process is done in a language different to the mother tongue.

In virtue of the implementation of these two elements (Questionnaire and Observations) we were able to determine the following: The students relate the learning of the English language to the use of linguistic codes, those codes, they used to respond to situations that are not close to their realities, and they are focused on pedagogical fields, where the use of the rote memorization as a fundamental component becomes clearly visible. That is a situation, in which students consider there is no real contact with the language (English), due to, there is not an appropriate empowerment of the communicative situations which incentivize students to go beyond the grammatical structures of the language. It connects with the notion about Critical thinking regarding the ideas exposed by Paul & Elder when they link the Critical Thinking with a stance where the thinker (individual) asks questions with an open mind in order to stipulate solutions to aspects which in some way are biased by society.

As a second aspect, the students indicated their ignorance about English-speaking writers beyond the renowned authors in universal history; this aspect showed us that the influence made by institutions as Gregorich (2004) cited by Posada (2004) indicates when he says that institutions impose the parameters in terms of how literature must be written and read by individuals at schools. It is something really important to take into account, and to
analyze in the development of this project, we consider, that it is necessary to carry out a deep analysis on how people react when they face to a set of readings from an alternative viewpoint, it means, readings that do not come from the most renown authors, on contrary, readings written by people who have not the power to spread their works in a global level as the authors who belong to the canon do. This is part of the statement of the problem because students did not do activities focused on the reading aspect and in that extent they did not know much about literature in English, just they recognized the name of authors who easily they had seen in Spanish too, based on that, the sense of interpretation, as well as the development of the cultural, historical, and social aspect of the English learning was not taken into consideration

As a final aspect, students told us several considerations on how to carry out the different classes within the pedagogical experience that was going to take place with them, since terms such as creativity, communication, and familiar situations to the learning, among others were some of the recommendations given by them. They gave us those recommendations because they considered that their English classes were not the because they did not see the activities in English as something innovative, or interesting to them, they saw the learning of this subject as something not relevant to their life due to they had faced its learning since a perspective based on rote memorization instead of interpretation. All of this (interpretation and determination of the strengths, needs and weaknesses of the students with reference to the learning of the foreign language) we stated the lesson plans based on what it was mentioned before.

The research question and objectives that addressed this study are the following:

**Research Question**

How does student's critical thinking take shape through the use of non-canonical short stories in a 11th grade English as a foreign language classroom?
Specific Objectives

- To identify how the socio-cultural thinking emerges in student’s discourse using non-canonical stories.

- To analyze the development of Critical Thinking processes through the use of non-canonical stories in the classroom.
Chapter II

Literature Review

During the research process each axis was closely related. The idea of articulating the concept of Critical Thinking in the English classroom, understanding that the learning of a language should not be conditioned and relegated to the teaching and acquisition of codes and structures, but to include from one's own experiences and perspective, up to a broad contemplation of the literature and the different points of view and voices within the society. It has been considered the implementation of a set of short stories that we conceived as part of what has been defined during this paper 'Non-Canonical', the verbalization of diversity. Taking into account that the authors and the works adopted come from different contexts, languages and cultures, it is possible to promote the dialogue, discussion and the constant reflection of the different actors in the classroom, giving rise to the construction of a Critical Thinking as a process not only cognitive, evaluative and analytical that goes further and allow learners to reinterpret, propose, resolve and be active participants and transformers of their own reality.

The first component that is addressed in this chapter in order to understand the focus of the present research study is the examination in the fields of stories and short stories as social systems of tradition, which are the result of a compendium of extrinsic and intrinsic elements of the language. Later, it deals with the concept of non-canonical, which is nothing
more than the attempt to diversify the world from literature showing other side. And finally, the definition of critical thinking is worked on, as a result of a cognitive and sociocultural process. In addition to the theories, perspectives and concepts, a review of different research studies about the concern areas is made.

**Stories: A Traditional Representation**

Since the beginning of humanity, since the human being learned to scratch on the walls to communicate, stories are an undoubted part of the life of the human being. All the time stories of all styles are told, from how the day went, to the history of the universe in a book. The world as it is known is full of stories that wait to be heard, no matter that come from diverse sides, with different kinds of senders.

Through the narratives, life has acquired sense. All meaningful cultures have told their own story, adopting different elements. In agreement, Ioannou-Georgiou and Ramírez (2011) convey that “stories are windows open to the world.” (p. 3). Since they provide different perspectives on people, countries and cultures. Opening the vision and promoting awareness and tolerance of the cultural values of the world.

To start, Fatma (2012) describes short stories as a very old type of narrative, which has taken several forms over the years, and that is also the combination of creativity, art and personal expression of the author. (p. 1-2). Equally, Walther (2007) ensures that “the short story has its origins in traditional oral storytelling”. (p.2). Considering that many of the great classics of literature were transmitted and shared orally, and in that way became common knowledge of society. In general, just as stories, short stories have had the purpose of sharing and communicating representations for centuries, being a conglomeration of voices and ideas that represent the world and deals with aspects like cultures, beliefs, traditions and opinions.

Furthermore, Walther (2007) exposes how reading has taken a backseat in the globalized world, ceasing to be considered as something important and becoming a little
carried out activity. Even in schools, the interest in reading has decreased significantly, and each time it is more difficult to motivate and encourage students to read, even more in an EFL classroom; because they prefer things where they must make less effort, for instance: the internet, a place where there is all the desired information, in a simple and fast way. For this reason, the author considers that short stories can be a useful solution and tool to face the new challenges. (p.3). Taking into account the length, characteristics and themes, students can find short stories much more appealing. Complementing, Murdoch (2002), cited by Rocha (2005) remarks that short stories “provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency” (p. 3). In addition to being more attractive to learners, in the short stories can also be find literary content of very high quality that can help improve English in linguistic aspects.

Finally, Arıoğul (2001) cited by Hişmanoğlu (2005) agrees with the above and suggests that one of the advantages of short stories is that “makes the students’ reading task easier due to being simple and short when compared with the other literary genres” (p. 61). On many occasions, students find the texts which they are forced to read at school, boring and too dense. In brief, these texts, that are never optional or subject to consideration can start to be one of the main causes of rejection of reading in youth. Despite this, as mentioned by Hişmanoğlu (2005), short stories are that technique that has always been there and that had not been noticed and can make life easier for both teachers and students. (p. 62). Besides that, anyone can feel related to the type of experience told in short stories, it can help to expand the views on society and the world.

As for studies conducted where short stories were used in a classroom, the literature is broad. This can be seen, in a university in Turkey where Ceylan (2016) used different types of short stories. As an outcome, it was noted that the participants expanded their perspective on the world, and even on events that they have never had to live. They could understand
many of the behaviors of other cultures, in addition to being able to compare different types of them, learning values and being much more empathetic and tolerant. (pp. 313-314). As well, Arias (2017) in her study applied in a university of Tunja, noticed that the use of short stories showed progress in the English students, in addition to the fact that motivated and involved the participants from the beginning in their process, because she taught the English not as isolated grammatical structures, but starting from the simulation of communication in real life (pp.103-118).

Along the same line, Rahman and Arju (2013) discerned that short stories added other dimensions to the learning of a foreign language, which according to them, should not be based on the linguistic aspects and the improvement of grammatical skills; given that short stories are the perfect setting to teach culture, promote creativity and help students to think critically. (p.136). Regarding critical thinking, Rahman and Arju (2013) reveal that “of all the enjoyable reasons of using short stories, critical thinking is the most exciting one” (p.129). Because students begin to evaluate the information they are receiving, what they read, and in this way, begin to use critical thinking skills; considering and reconsidering the prior knowledge they had about something, the new knowledge and their experiences to create new thoughts. All in all, short stories beyond helping to improve reading, vocabulary and linguistic aspects, provide important elements in the learning of a foreign language, elements such as the learning of cultures, diversity, multiculturalism, social awareness and empathy, because the language it must be learned as a set of things, in a complete way.

Alternatively, within short stories, poetry is also found, and it was another device which was used in our research. As Sage (1987), cited by Hişmanoğlu (2005) claims, "poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings". (p.61). In addition to the tone, lyrics and complex vocabulary that can be found in poetry and that can help to improve multiple language skills in learners, poetry evokes to
feelings and has emotional benefits, becoming an influential mechanism to transfer cultural values and awareness.

To conclude, the world has changed, and with it, everything, beginning with the students, the knowledge, the learning and the way it is taught. Recognizing it, Tso (2014) believes that the curriculum in the English classroom "should not be limited to the study of functional aspects of English language but should encompass life-wide learning and a broader appreciation of literature". (p.116). For this reason, to sum, students should have the opportunity to learn things beyond aspects of form and grammar which only allow repetition in a mechanical way, leaving aside the development of thought, construction and reconstruction of knowledge, which should be key in a classroom, the place where deep cultural and social issues are questioned, through experiences, interaction, learning acquired during life, literature and the knowledge that is received. Also, we believe that teachers and institutions could start looking for new tools to present contents to students, ways that increase the interest to them in search, and literature could be one of them; but literature that touches topics which they can analyze, that make them think a little further, that encourage and help them to promote and consider cultural values, showing the different points of view in the world and not only to understand and repeat structures that may never be useful.

**Non-Canonical Stories: The Invisible Face of Society**

As it was analyzed, stories are an inherent element of our society; they are part of the representation of a culture and the history of a specific community. Nonetheless, when a story is told, most times, only one version is known, and this is told by the part that is located higher in the pyramid of power. Thus, becoming the information we receive, in a new instrument of social control, crowded of biased data, which aims to perpetuate the traces of dominance, almost imperceptible by most of the population, which lacks elements to evaluate the contents they receive all the time.
For this reason, the notion of non-canonical in literature starts from the relevance of the plurality of visions and narratives around the world. First of all, the term non-canonical cannot be rationalized if there is not a clear impression about what canon means, so, the definition and some aspects about canon, will be presented to create an image about the non-canonical. In that order, Clay (2017) asserts that canon “it’s a collection of books, plays, poems, and other literary works that scholars generally agree are all worthy of study, appreciation, and preservation” (para.1). From this commentary, it is possible to determine that the canon complies with some parameters in terms of literature. According to Steinbach (2014), some of the parameters and characteristics that can be identified in the works are the aesthetic elements, subject matter, innovation and authenticity (para.7). Additionally, the texts included in it, are considered the most influential and important in society, since it has created writing styles and established what is important and interesting in literature, which guide the new authors. As for society, they have been the best books sold in history and used in school’s syllabus, influencing and creating uniformity in people's ideas and in the way, they are written.

As it is well known, in the current education system, students are asked to read a list of books over the years, written by famous authors, considered classical and of a very high level. On education and according to Bates (2013), canons “can be understood as value-determining lists that are ingrained in our education system, perhaps unavoidably so” (para.3). These texts are selected by someone else, by the criteria of someone who inevitably and either consciously or unconsciously, will exclude authors, themes, stories and points of view, which will never be known and considered. Additionally, Behrendt (undated), cited by Bates (2013), expresses that sadly, people have been accustomed for centuries, to depend on a driver who indicates, what to see and how to see, and in the same way has happened with the canonical stories, which have been highly proposed (para.14). Granting them, the power
of the free rational human minds, which gives a few the capacity to create knowledge and manipulate thinking in society.

In this sense, Aguilar (2013) had made a research based on different language programs in El Salvador during a period. The findings had shown some characteristics like the organization of some contents and the decrease of reading during the years, until 2008. As well as the lack of Salvadoran literature in the reading programs, it means that in most of cases the Salvadoran literature is left apart by some European or American literature. Also, it showed some patrons, as the absence of the women in the literature.

Based on these first impressions, it could be understood that the canon has taken charge of shaping our vision of the world, permeating society in different areas, and in a particular way, has been in charge of convincing the human being to abandon their freedom, believing that the people who are above, will take decisions and act for them. Leaving all ideas, criteria, beliefs and values, in the hands of someone else, who will surely know what to do with them.

In accordance with the aforementioned, Posada (2004) indicates that canonical writers are those who are highly recognized, are models to follow and are dead white European males within the categorization made by Harold Bloom (1994). Similarly, Gregorich et al. (2004), cited by Posada (2004), holds that The Western Canon, written by Harold Bloom, includes a list of authors debated as models of imitation or, in Bloom’s words (1994), authorities in our culture, as well as part of an unquestioned “great tradition”. Eagleton (1983). In like manner, Eardley (2010) accuses the traditional canon of “excluding the voices of women, of whatever race, religion, social background, sexuality, or physical stature” (para. 2). In addition, the purpose of Eardley (2010), is to help change the perception and conception of the canon in society, considering it as a skewed imaginary, which has only been responsible for silencing different voices. And that likewise, the declarations of those
considered being of a lowly minority status, emerge and are re-signified, bearing in mind that this misnamed minority, is even superior to the select and closed group of white and European men who belong to the classical canon. So far, the canon refers to those authors who have a noteworthy name for their contributions to the literature from a Western perspective. However, some narratives are not part of the canon, which implies that several viewpoints are not addressed.

In regard to the above, Fleming (2007) remarks that the canon is often accused by its critics of representing ethnocentric values which are antagonistic to diversity, and embodying absolute and ahistorical judgments, which cannot be sustained. It happens due to some social values want to be preserved in place of others. Altieri (1990), cited by Fleming (2007), clarifies that it is because they are considered more relevant from a canonical perspective.

Although, Mignolo (1991), cited by Pulido (2009), ensures that the canon comes from “the need of human communities to stabilize their past, adapt to the present and project their future” (p.104), considers, that the canons and non-canons are used for the same purpose, the objective of perpetual a specific knowledge, using writing, to hide the interests of power that have some who are behind this type of socially accepted cultural demonstrations.

On the other hand, Steinbach (2014) expresses that the canon is useful for several reasons, among them, due to currently, a lot is written, but of little intellectual content; and the canon gives order and allows the selection of the best works for schools, thus guaranteeing, literary knowledge to be shared. Spite of the author recognizes that opponents of the canon have a point, because the low representation of feminists and of different ethnicities within the canon; believes that expanding the list with more diversity is simply considered antiethical for the high standards of excellence and perfection within what it is known as the canon. Certainly, the writer defends the lack of diversity and exclusion, with the

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3 La necesidad de las comunidades humanas de estabilizar su pasado, adaptarse al presente y proyectar su futuro: Free translation by the authors.
only argument that a collective literary knowledge is lost, by including more authors to the list.

Following, Petersson (2016) thinks that the debate on the canon is never ending, because there are all kinds of opinions, however, considers that this controversy is important only in the educational field, taking into account the importance of the role of materials, and that finally, the decision will depend on each teacher to use literary classics or not in the classroom. (p. 24).

In opposition to the above, Bowes (2017) declares as “unjust to perpetuate the institutional racism and systemic injustices that pervade a Western world responsible for slavery and colonialism, within literature” (para. 9), inviting the need for a decolonization in all senses, from the canon, to the curriculum in the institutions. With the aim of giving place and the recognition that our own literature deserves, considering that it is enough to continue listening to the story from the colonizer and ignoring the other part, ours, the part of the enslaved.

Otherwise, Navajas, G (2008), believes that the concept and definition of canon have entered in a deep crisis, and are no longer unquestionable; on the contrary, it is a fact that when participating into the discussion, it is shown that they are not considered an absolute truth. Of equal form, believes that the canon must be reformed, change its criteria, its standards and classification, and even, check if the term continues to be valid in the modern world and literature. Finally, agrees that in this key moment of fissure, the work of assimilation of the non-canonical must begin.

To end, Behrendt (undated), cited by Bates (2013), proposes that “the route to reducing the potentially harmful influence of the canon in our society lies in empowering readers to think critically” (para. 33). Departing from the fact that the cannon disempowers people, it is important to prepare the readers and consumers of society, to evaluate and digest
all the information in a more critical way, investigating and knowing the different valid voices within a story, to create own value judgments about the world and leave aside the acquired prejudices. Coinciding, Benton (2000) insures that the canon is an expression of political power, where there are interests as regards how to control the information. It backs the perception that the canon only benefits some behaviors, continuing with the reiteration of some patterns where some speeches are not heard; where the dialogue with the entire society is not considered thus setting aside various elements of society.

As a conclusion and understanding the canon as a rule e.g. a law which glorifies some ideologies, the term non-canonical in this article could be defined as a set of narratives which in a dialogical sense, verbalizes the multiculturalism approach in the society, rethinking postulates and re-signifying the heterogeneity in such a way that they contribute to broader mediation between the human being and the impressions that she/he has with respect to the world. Therefore, the use of non-canonical authors within the classroom, can broaden the view of the participants and enrich the diversity of ideas, promoting the dialogue, discussion, evaluation and analysis of all types of information, and allowing readers to have a critical thinking and an own concept about everything that is marked as true by someone else at certain point.

**Critical Thinking: More Than Words, Innovative Acts**

Critical Thinking (CT) is a subject widely debated in different fields and contexts. Around the definition of CT there is a variety of authors, as impressions that show the importance and the diversity that involves it. Likewise, various research studies have implemented critical thinking in the school curriculum. As Bailin., Case., Coombs., & Daniels (1999) believe, it is very difficult to try to reach an agreement on what is critical thinking, however, the amount of definitions is so diverse and ambivalent on the subject, that it is problematic to define it in just a way, affirming that a single definition is the correct one.
On the contrary, they state that each definition about this competence can be taken into account, good, defended and validated.

First, Green and Klug (1990), cited by Grauerholz and Bouma-Holtrup (2003), states that CT is “the ability to create logical arguments based on the ‘sociological imagination’” (p.486). From this comment, it is possible to say that in the development of CT, the distinctive features of the context play a crucial role. Similarly, Glaser (1941), cited by Fisher (2001), says that critical thinking is “an attitude of being disposed to consider in a thoughtful way the problems and subjects that come with the range of one’s experience.” (p.2). Taking into consideration the term ‘disposition’ as the quality of being prepared to do something, Ennis (1996), affirms that the willingness to be informed and the willingness to take a position when there are reasons and evidence, is enough to do it, to take a stand on something and evaluate it. Also, states that this must be included within the achievements in CT. (p. 170). Hence, people feel different things during their lives, and those experiences allow them to create some knowledge which results in judgments about issues they easily can be seen in their context.

Equally important, Dewey (1998) construes critical thinking as a "reflective thought", which derives from the actions of first, think; anything, on any subject, in a random way. Afterwards, there is a link between thought, emotion and suspend judging and accepting beliefs that have not been verified. And finally, the belief about other beliefs and behavior, is a reflexive thought, because it is an effort to establish a belief, with reasons, in a conscious and voluntary way. (p. 1). In the same way, Facione (1990), cited by Lai (2011), signals that Critical Thinking is “purposeful, self - regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as an explanation of the evidential, theoretical, methodological, and criteriological or conceptual considerations upon which that judgment is based.” (p. 6). In addition to that, and observing that Critical Thinking involves several
elements like analyzing, evaluating, interpreting and reflecting, Paul & Elder (2006); Scriven (1997), Ennis (1989), cited by Fisher (2001); and Chance (1986), cited by Thapaliya (2012), argue that it is possible to understand it as a process and not a result, where people take part in the act of developing things to be open-minded to the different beliefs or discernments about a problem, situation or message, all of this in light of evidence which supports it and the further conclusions to which it tends. In other words, the CT can be assumed as an intellectual process, by which each idea, whether new or old, passes, is discerned, is founded, legitimate or delegitimize.

Following that line, Mendelman (2007), cited by Hove (2011), expresses that this process of evaluation, is a way to allow a reflection about the context and reality; that is, as an exchange with the world. As Freire and Macedo (1987) explain, during that exchange of the world, people commence to assimilate the interrelation between the assorted speeches in the world. Clearly, the vision of the world is widened, everything that is known to the moment begins to be questioned, and in addition, something totally new, based on the knowledge, begins to be conscientiously constructed.

Moreover, Paul & Elder (2003) assure that thinking is part of everyone, it is natural of the human being, but the problem comes when our ideas are biased and full of prejudices. And, Critical Thinking is that act in which the thinker asks questions, evaluates, reaches conclusions, thinks with an open mind, and finally proposes solutions about that biased ideas. (pp. 4-7). In consequence, in the field of education, there has always been an interest in teaching to think critically, which is a process that unfortunately does not happen automatically and implicitly in any area. Therefore, as explains Schafersman (1991), education has been very responsible and successful to promote what to think, in particular, when it comes to impart a topic; but has failed to teach how to think about that topic. Teachers are very able to think critically, but a student does not have the necessary tools to do
so, and many of them may never develop these skills. (p. 2). As well, Schafersman (1991) proposes readings as a way to exercise CT, seeking that the objective does not rest solely on understanding the content, but analyze it and apply it in different social situations of real life. (p. 7). Accordingly, it is necessary to have critical thinking within the classroom, to promote that students are no longer simple consumers of society, who are not able to judge the information that is offered to them as a truth absolved. Also, the use of different types of materials should be implemented, innovative sources that help them to question themselves, reinterpret and resignify the world from different perspectives, such as the non-canonical stories.

The implementation of the above recommendation can be seen in the study conducted in a public school of Bogotá by Leal & Gómez (2015). The participants group was accustomed to the typical English classes with a grammatical focus, and the research objective was to develop the students Critical Thinking through the reading of urban legends, which touched social issues of interest to students and were related to their lives. As a conclusion, in the practice, learners were able to generate value judgments about the conflicts, in addition to proposing solutions and constructing knowledge taking into account their experiences and acquired information. Besides, they endeavored to communicate in the foreign language. (pp. 137-139). In like manner, Freire cited by Guerrero and Quintero (2016) manifests that the communication between peers helps to reconstruct their ideas about existence, because the individual is in contact with several thoughts, opinions, perceptions, and beliefs, among other issues, which stimulate him to reflect on the reality in which he is involved. For this reason, to develop the CT it is very important to take into account the interaction and participation within the classroom between the population and the teacher. The relationship that is created and the role are fundamental for the construction among all the agents.
As XU (2013) warns, teachers paid a special attention to aspects of the language, leaving aside the CT in this process (pp. 1-3). Taking into consideration the previous implementation, and the XU (2013) and Freire perspective, teacher performance is very important, because they are the ones who choose the material and the direction of the class, in addition, their role must change all the time, from being a facilitator, to be a decision maker and helping the students to exercise autonomy. Additionally, the use of innovative and authentic material such as narratives is an excellent option to practice CT in the classroom.

Regarding different implementations that take into consideration reading and CT, Fahim & Sa’eepour (2011) sought to find the impact that can have to teach Critical Thinking about the ability of reading comprehension, the outcomes showed that although the change in reading comprehension is not very clear, it can be said that critical thinking helped to improve the way in which it was learned. On the contrary, Jantrasakul, P. (2012) presented, that the activities based on critical thinking, help to improve and reinforce the vocabulary of students in EFL classroom. In addition, they were able to access themselves and the society more assertively, and consequently, the learning improved significantly.

On the other hand and bearing in mind that critical thinking considers Western society as its main founder, Atkinson (1997) argues that the application of CT outside of it, is completely unfeasible, due to the divergence of cultural values between societies. (p.p. 71-83). Notwithstanding, Long (2004) discusses that there are no valid arguments to say that critical thinking, even being a Western construction, cannot be applied in cultures with different cultural values to Westerners, also, believes that critical thinking is a group of skills, and for this reason, applied in its Asian context, a curricular plan so that students are capable of differences between facts and inference, and also can develop their ability to think and express opinions. (pp. 229-233). Opposite to Atkinson’s statement, Abdullah (2013) in an intervention carried out in Saudi Arabia, a country that is outside of Western values, the CT
was the curriculum basis. The researcher found that one of the main cons was at the time of touching sensitive topics in the classroom. In spite of that, it is possible to demonstrate the advantages that CT had especially in the attitude of the students in the interaction, in that they were increasingly more open and tolerant of the difference of opinions. (p.p 220-226). As it is seen, the claim that Critical Thinking can only be applied in Western culture due to cultural values is distorted. Since each individual, no matter where they are from, has all the capabilities and freedom to develop as a critical being. In addition to that, it is never too late to question and change of opinion on any cannon imposed and expand the perspectives of the world, in turn, understanding those of the other.

Overall, to close, as had been said, to reach an agreement on what Critical Thinking is and how it should be impeded is almost impossible. However, from the large number of correct and valid definitions, within this chapter, CT can be understood as with a set of skills that are acquired through the exercise of different intellectual resources. In addition to that, a critical thinker can come from any context, just requires of disposition, social interaction, participation in the development of activities and exposure to materials that allow questioning. The ideal scenario to promote this type of thinking is the school; with the help of all agents, students from a very early age can begin to question all the judgments, so that when they reach adulthood, they do not continue to be victims of the mechanisms of social control, but they can be agents of change in society, which propose solutions to the challenges.
Chapter III

Research Design

This chapter makes references to the type of study we chose to implement our research project which in this case is the Qualitative Research. In that extent, we stated some considerations about the participants involved in this inquiry, as well as, the ethical issues regarding consent forms for students and their parents because they are underage. Finally, the methodology developed in the project and the data collection instruments are going to be mentioned, all of this, based on the research question and the objectives which were the basis to carry out this project.

Research Question

How does student's critical thinking take shape through the use of non-canonical stories in a 11th grade English as a foreign language classroom?

General Objective

To determine the role of non-canonical stories in the development of the Critical Thinking in an English foreign language classroom

Qualitative Research

To develop this project, we took into account the Qualitative Research. In that extent and following Merriam’s words (2002) “The key is to understand that Qualitative Research lies with the idea that meaning is socially constructed by individuals in interaction with their world” (p.3) Based on the aforementioned line of thought and by considering the purpose of this project which deals with the idea of understanding how students empower themselves in relation to the world, and especially to the context where they are involved to. This Qualitative research fixes in extremely to the notion that students need to face situations in the English foreign language learning process which incentivize them to express ideas and opinions seeing the English as a way to do it.
In addition to the meaning about Qualitative Research and according to Johnson and Christensen (2007), this research paradigm studies behavior in natural environments as well as the context in which behavior occurs because it is fluid, dynamic, situational, social, contextual and personal. In this sense, we recognized that the qualitative paradigm aligns with the project due to it led us to analyze the perceptions of students about some issues in the world from a critical, dynamical, and situational perspective.

Type of Study

The research methodology addressed in this study is a qualitative case study. It was implemented because it seeks to understand or to analyze a phenomenon in a specific context as Hatch (1978) mentions when he indicates that case study aimed at understanding a bounded phenomenon by examining in depth, and in a holistic manner, one or more particular instances of the phenomenon we selected this methodology owing to the fact that we could apply activities in which the students participated in discussions sharing different experiences which made them to feel more comfortable at the moment of expressing ideas or facing learning and communicative situations from a social, cultural and personal perspective. All of this based on Merriam’s words (2002) “the case study is an intensive description and analysis of a phenomenon or social unit such an individual, group, institution or community” (P.8)

Context and Participants

This research project took place at a public school situated in the locality (San Cristobal) that includes the Veinte de Julio neighborhood in Bogotá, Colombia. This institution offers elementary and high school classes in both, morning and afternoon shift. Further, the institutional Educative Project (PEI) is organized under the principle: “Olayistas: building life project for the development of the citizen”. Furthermore, the school is part of the program of national bilingualism, for this reason approximately five students per course attend into extra English classes given by a native teacher. The participants consisted of a
group of thirty-two students from eleventh grade, fifteen boys and seventeen girls whose ages range from fifteen to eighteen. During the first classes, it was identified through the lesson that students had a Basic English proficiency level. We also conducted a Questionnaire (See Appendix N° 01) which showed several items in relation to the student’s English learning process and their reading process carried out in the school, it allowed us to state some relations between the English learning and the most efficiently way to cover the reading aspect in our pedagogical research. Finally, the intervention took place in the English class each week on Wednesdays from 12 pm to 2 pm.

**Data Collection Instruments**

Before starting with the illustration about the data collection instruments implemented during this inquiry, it is relevant to indicate that based on our participant’s features we decided to select a sample of the data collection instruments to its subsequent analysis, it was determined taking into consideration what Creswell (2012) says “the sample is defined as a subgroup of the target population that the research plans to study for generalizing”. (p.142) Having said that, we decided to collect data from different instruments, according to Freeman (1998) “Collecting data is collecting information that relates to your inquiry, information that you believe will respond to your research question. The data are not the answer to the research question; they are raw material out of which responses to your question will probably emerge” (p.90) Bearing in mind that aspect, the instruments we chose are the following:

- **Student’s creative stories.** Pursuant to Holly, Arhar & Kasten (2004), cited by Lopez (2016), saving samples of work produced over time could be useful; in this study it was convenient because the artifacts allowed one to see directly what the students’ process was. In that order, by students’ artifacts this project refers to written pieces and students’ productions completed in the classes. Furthermore, Hubbard and Miller (1999) assert that
“student's artifacts are tangible evidence of what kids are able to do and of the range of responses kids make to different learning tasks” (p.102) In this project, this instrument was convenient because it helped us to see directly what the student’s process was in terms of the implementation of Critical Thinking and reading processes, because through the development of the student’s creative stories they showed what the students thought about terms like poverty, inequity, violence and so on, in that way, the student’s artifacts indicated the student’s opinions according to the idea about women’s role in society, the way how individuals act in relation to nature, and why the concept about racism is still a social problem in society and all of this was gotten from the student’s artifacts as our main source of information. In the same sense, it gave information about the components of our pedagogical experience in terms of learning processes. The second instrument was the field notes (Teacher’s journals).

**Field notes.** In Freeman’s words (1998) “Journals are regular dated accounts of teaching plans, activities and classroom occurrences, including personal philosophies, feelings, reactions, reflections, observations and explanations.” (p.93) we stated this source of data due to we understood through the different pedagogical meetings with the students, that the use of field notes provided us with information about interaction and learning processes we developed with the participants. This source aided to see what the reactions students had about topics like racism or discrimination and to analyze in a progressively way how to (re)planning the activities in the class in order to state students as the main agents in the pedagogical and research project we had with them. Hopkins (1995) indicates “keeping field notes is a way to reporting observations, reflections and reactions to classroom problems” (p.116) for that reason we consider the field notes as something which contributed to the analysis of the students artifacts as well as all the data analysis procedure.
Ethical Issues

Taking into account that this is a project where the artifacts as well as the products done by the population were taking into account to show and to support all the analysis and the procedure carried out in this inquiry, there was a moral as well as ethical duty to develop a consent form (See Appendix N° 02) where the population agree with the idea of using the information and the works done by them in the conception of supporting the intervention itself. Based on that thought and since for us the privacy and integrity of the participants is highly relevant, we implemented an explicit consent where the participants or their parents gave consent by answering a specific question about their willingness to participate in this research. This consent was done in a written form, and it was written in Spanish to avoid the misunderstandings the participants can have in the foreign language (English).

All the information goes in agreement with the main objective of this research project and the research question which focus on developing Critical Thinking in eleventh graders using non-canonical stories recognizing the importance of the context in terms of social issues.
Chapter IV

Instructional Design

This chapter deals with the theoretical foundation of the whole language approach which based on our experience is the most suitable and closer approach related to Critical Thinking and the aspects in terms of reading carried out during this inquiry. In the same extent, this chapter presents the pedagogical and instructional objectives, as well as the theory of language and learning which goes in concordance with the approach. In a second stage, we explain the role of the student, the teacher and the materials in this project. Finally, we refer to the idea about assessment which was implemented in this study.

Learning Approach

Understanding the language as a social aspect which includes different issues, we decided to select the whole language due to as Richards & Rodgers (2001) explain “It emphasizes the importance of meaning and meaning making in teaching and learning” (p.108). One of the principles of this movement indicates that this approach confronts approaches which just focus on teaching reading and writing, arguing that language must be taught as a “whole”. Rigg (1991) says “if language is not kept whole, it is not language anymore” (p. 522) Language as a whole also means that language loses its essence when we focus on studying just the grammar part, in Stahl and Miller words (1989) the language cannot be decomposed or decoded, they argue that language is not just an isolated experience or connecting sounds and images without a remarkable sense. On the contrary, the learning of a language must consider the idea of developing activities where all the skills work in the sense of a cycle, involving situations closer to the student's context by means of they felt significant and relevant all the activities they were exposed to. According to Richard (2001) “Whole Language concentrates on experiences and activities that are relevant to learners ‘lives and needs” for that reason the use of authentic materials has to be integrated in the
development of the approach, because it allows to connect the social aspects of the learning with different items in terms of grammar fostering to the development of meaningful communicative situations.

Seeing those aforementioned aspects, the use of the whole language fixed with the sense of integrating the Critical Thinking and the use of non-canonical stories inside the classroom where this project took place, because by implementing activities where the importance fell on the student's interests in a personal way as well as a social one, the students felt the necessity and the support to express what they wanted to indicate about situations focused on personal experiences, all of this involving notions about the Critical thinking. Considering that idea, we go in the same line indicated by Kumaravadivelu (2003) who express that students can refer to their life experiences in the English classes, so they are encourage to express their viewpoint and insights, we took advantage of this idea, because we carried out aspects through the use of readings which easily could be related to the student’s context, in that sense, students did different parallels with the readings put them in familiar situations that empowered themselves to reproduce different communicative situations framed in social issues.

**Pedagogical Instructional Objectives**

By recognizing that this is a pedagogical and research project where we got a product or several of them showing the development of the critical thinking in terms of proposing, analyzing and expressing different narratives about society, and following what Norton (1997) cited by Quintero (2016) maintains “people’s identity is determined by the manner we relate to the world” (p.4). we determined to state some pedagogical and instructional objectives, namely:

- To encourage interdisciplinary and meaningful learning processes in the student.
To employ significant, flexible, global content related to the sociocultural students’ environment.

To stimulate the creative ability, critical thinking and artistic sensitivity of the student.

To state students as the responsible protagonists for their learning, who build knowledge, modify and elaborate schemes based on their previous knowledge.

Theory of Language

After having indicated the pedagogical objectives of this study, we deal with the theory of language and the theory of leaning. We are going to begin with the theory of language, that in this case is the interactional perspective, this theory focuses on the idea that children have the desire to communicate with others, defined the language as a vehicle that allows the human relations as well as the interaction in the society. Following that thought, Rigg (1991) states that “Language use is always in a social context and it applies to both oral and written language”. (p.523) when the language is seen from an interactional perspective it is important to mention the relevance of locating the language as authentic, it means, that language needs to be developed in an environment where the student can express ideas facing real communicative situations. Hirtle (1996) claims “language has the function of mediator between the learner and the world” (p.91) based on those words, we as researchers during our pedagogical intervention, stated different communicative situations where students could express ideas about social issues like the poverty, the inequity, the power relations about gender, etc. These topics were born from the implementation of the readings from the non-canonical perspective which allowed us to see the way the students felt themselves in relation to aspects they could contextualize with their daily life, by doing processes focuses on analyzing, interpreting and stating a voice regarding the idea about Critical Thinking.
Theory of Learning

By understanding the perspective about the language determined in this study where the basis focuses on seeing the language as a social construction, the theory of learning which follows this idea falls on the humanistic and constructivist movements. We considered this perspective because it gave a hand providing fundamental notions about the idea of empowering students in the classroom placed them as the main agent in the learning process.

Fosnot (1989) cited by Gray (1997) asserts that “A productive, constructivist classroom consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent.” (p.172). It is worth to indicate that in this theory of learning, the teacher is not engaged in transmitting knowledge, this knowledge is built by all the members in the classroom, and the teacher is not the center of the learning, on contrary, he becomes a partner who will share the knowledge and experiences to the students. It helps to show to students that they are responsible for their learning, carrying out the sense of autonomy inside the classroom. Richard (2001) indicates “The constructivist learners “create meaning” “learn by doing” and work collaboratively “ in mixed groups on common project” it goes in deep with the perception that a really learning process depends on a dialogical process, where the curriculum is not fixed to the memorization of structures in grammatical terms, it fixes with Freire (2002) cited by Contreras and Chapetón (2016) who proposes a dialogical education, or liberating education that transcends to an education of questioning. It is based upon dialogue that seeks not only to increase active student participation in the classroom, but also to develop a critical social consciousness among students. (p.3).

The use of constructivism as the theory of learning provided us with characteristics in relation to the Critical Thinking as well with the role we as teachers have in the classroom
and specially in all the learning process. Due to, under the idea of understanding the constructivism as a method where the context plays an important role and following what Fosnot (1989) cited by Gray (1997) declares “Learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas”. (p.172).

It was easy for us to lead learning processes based on the personal and collective needs of the students. All this process framed on a procedure that integrated the linguistic, the pragmatic and the sociolinguistic component of the language by means of the use of the critical thinking components such as analyzing, and interpreting.

**Innovation**

The present pedagogical intervention was planned for 8 sessions (See Appendix N°03). Each class took up 110 minutes and was developed taking into account Critical Thinking as well as the use of non-canonical short stories (See Appendix N°04).

In the intervention, the challenge was to generate a different vision about learning and teaching English, because as much as in the classroom and in society, the speeches of the students and the authors used in the implementation, are not taken into account and are left aside. As Giroux (1997), cited by Aliakbari and Faraji (2011), proposes, the learners were the center of the classroom; their role was to be active co-agents, contributing to the development of a fluid dialogue between the participants and having the position of emitter, using the new knowledge and their own opinions, experiences and interests, regarding different social themes within the classroom. In the same way, Furthermore, the teacher was a facilitator, creating the appropriate conditions.

This implementation was divided into two cycles: the basis cycle and the empowering/innovative cycle. In the first cycle, the students were exposed to different activities related to reading; they did not face from the outset the non-canonical readings and
it was possible to observe the students’ English level in different ways, not only in terms of reading. Later, students completed a short questionnaire, which served as a guide for the project. Thus, it took place the first period, where the students’ needs, likes and wants were analyzed. The second one, the empowering and innovative cycle, took five classes and was divided during the sessions. At the beginning, in the empowering part, the students were exposed to four different non-canonical readings; and at the end of each class, in the innovative part, they worked on the creation of a comic.

In the first session of this period, the students read the short story (poem): *Connecting Cultures* by Liz Lochhead. This poem highlights the importance and richness of the cultural differences between nations and people. The learners had the opportunity to reflect on the great inequalities in the world and gave a position about diversity and world's disproportion. In addition, in the innovative moment, they had the freedom to create a hero (See Figure 1), which could be anyone who wanted to fight to solve a social problem.

![Bombay](image)

*Figure 1. Bombay is a Super Heroine who Despite Being Born in a Difficult Context, Fights Against Injustice and Seeks Equity.*
In the second session, students were invited to read the non-canonical short story (poem): *The Ballad of Mulan*, from the text, *the Flowering Plum and the Palace Lady: Interpretations of Chinese Poetry*, by Han H. Frankel. With this story, students could perceive the different gender stereotypes and prejudices of the world. Additionally, students could create a comparative table in order to analyze the classical story and the one told in the Disney movie, with the purpose of interpreting the role of women in society nowadays and how they are perceived. Grasping that students were not an empty container, and nurturing Rigg’s (1991) position as regards teaching the language as a 'whole', the learning was fully connected with the students' background; consequently, all the skills were integrated. On the other hand, they added their superhero’s genealogical tree, highlighting the representation of the family in Mulan. In addition, in pairs they created a villain (See figure 2), against which, the superhero created in the previous class was going to fight.

*Figure 2. Vifear is a Villain who, Because Being Different, was Always Mistreated and Left Alone, Growing up With Hatred.*
In the third session (See Appendix N°05), the students read the short story (poem): *Me gritaron Negra* by Victoria Santa Cruz. In this class, learners could hear the author narrating the poem and telling the story of why she decided to write the poem. Then, students wrote words about their Eurocentric beauty standards opinions, analyzing the role of the ‘different’ people in society and the perspectives on race and beauty stereotypes in the world. Considering the language from an interactional perspective based on Rigg (1991), it was authentic in its location and was developed in an environment where students expressed their ideas facing real communicative situations. To end, in the innovative cycle, they completed the family tree of their villains and started the creation of the first two comic vignettes (See Figures 3 and 4).

*Figure 3. Vifear is Someone who was Born with a Gift but Grew up Alone now Wants to Hurt.*
Figure 4. The Superhero is a Cat, which can Smell the Pain and Wants to do Something to Help.

The last non canonical short story within the pedagogical intervention was the chapter: *Ante las amenazas en que se encuentran los pueblos y la selva de la Amazonía, nuestra respuesta es la vida y la trascendencia* from the text *Advertencia*. It is the story of an indigenous community of the Amazon worried because their future is in danger due to postmodernity and globalization. To clarify this reading, the students completed a graphic organizer where they realized pre-, while and post reading activities. The lesson objectives were to raise awareness of our own identity and the environmental problems we face. Then, the students worked on the final result of the intervention (See Figure 5).
Finally, in the last session they presented and shared the final results of their comics with peers. Bearing in mind the humanistic and constructivist movements, Grundy (1987), cited by Contreras and Chapetón (2016), advises that the evaluation must be relevant and connected with the practice; accordingly, the formative assessment was promoted, learners could assess and provide feedback to their classmates and their own work done during these weeks. In that order, they reflected on the efforts made and the learning present in the classroom.
Teacher's Role

Seeing that the main idea of this project was to develop the Critical Thinking involving aspects like racism, identity, gender, stereotypes and prejudices among other topics, the teacher must go in concordance with that notion. It is not possible to develop a class based upon Critical Thinking if the teacher follows what is called banking education. Freire (2002) cited by Contreras and Chapetón (2016) states that in banking education the teacher attempts to transfer knowledge and the learner is considered a passive empty receiver of that knowledge and, although students face different kinds of social situations in their lives, these situations are not taken into account (p.129) In contrast to that idea this study placed the role of the teacher as a facilitator of the learning process who creates several communicative situations to incentivize students through the learning, Giroux (1997) cited by Aliakbari and Faraji (2011) states that by creating appropriate conditions, teachers enable students to become cultural producers who can rewrite their experiences and perceptions. This idea goes hand in hand with the conception about Critical Thinking, considering that, by putting the teacher from a different perspective to the banking education, his role changes, and he is now focused on guiding and elicits student’s viewpoints about any specific topic rather than by transferring knowledge. Degener (2001) cited by Aliakbari and Faraji (2011) suggests “a critical teacher should be able to elicit student opinions about program structure and curriculum, to set up a classroom that is involved in dialogic interaction”.

When the role of the teacher falls on creating conditions by which students can exploit the language as a vehicle to express ideas, it is possible to observe the dialogical relationships inside the classroom. Pennycook cited by Quintero (2016) indicates “language is a vehicle that not only reveals, but also builds the dialogic relationship among social actors in which two dimensions of language are connected: The social dimension that is often associated with group communication and the individual dimension that is usually related to the individual
sense of self. “(p. 109) During the study, it was feasible to see how students agreed with this idea, since they were in constantly use of their experiences and the diversity of the context challenging the idea of conceiving the language from the learning of linguistic codes carrying out tasks focused on rote memorization.

**Student's Role**

Recognizing that the teacher is the person who creates some conditions to foster on students the ability of thinking in a critical way and seeing the English as a vehicle to express those ideas, the role of the students cannot be different to the teacher’s one. It means, if the teacher is the facilitator of some conditions in terms of learning processes, the students are the people who take advantage of that aspect, in this way, students through reflection can determine the necessary types of action that they should take in order to improve their conditions (Ohara et al., 2000), cited by Aliakbari and Faraji (2011). In few words, the student's role in this case is to be a co-agent where they contribute to the development of the class in a fluid dialogue between them, the teacher and the conditions where the learning takes place. In the same way, Giroux (1997) cited by Aliakbari and Faraji (2011) states students as active participants who work with the teacher to correct the curricula and to share ideas to learn to challenge assumptions.

To conclude and by following what it was said, students are active participants who share their ideas with their peers as well as the teacher in a dialogic process. The students are not empty containers which need to receive knowledge; on the contrary they are individuals who have ideas, opinions as well as thoughts about the world which deserve to be heard.

**The Role of Materials**

As it was seen, the role of the teacher and the student falls on the idea focuses on developing the learning process from a dialogical perspective. Bearing in mind the idea of doing the classroom a place where the students can express ideas in a supportive atmosphere,
the role of materials need to go in agreement with that aspect. Nuñez et al. (2013) cited by Nuñez & Tellez (2015) affirm that "materials . . . are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. (p. 10) If the materials play a role based on socio cultural aspects, it is important to see them as something different than a set of worksheets that students need to complete to achieve with a task the teacher indicates. Xiaotang's (2004) cited by Nuñez & Tellez (2015) stance that "materials are not just tools; they represent the aims, values, and methods in teaching a foreign language.

Materials are the most powerful device in spreading new methodological ideas and in shaping language teaching and learning practice" the materials have to be understood as complementary elements to the function of the teacher in the classroom, these must go in accordance with the main purpose of the learning process involving the conditions of the context and the pragmatic goals of language, which are highly related to the communication between people. In the same line of thought, the development of materials and their role should be focused on the sense of creativity and innovation that transcends all educational activity. Núñez, Tellez, Castellanos, & Ramos, (2009) cited by Nuñez & Tellez (2015) says that developing materials gives teachers the possibility to reflect, innovate, create better teaching and learning settings, and grow as individuals and professionals. It goes in agreement with the pillar of this project, which focuses on creating a supportive atmosphere in the classroom where students can express ideas and opinions about different social issues, all of this, by empowering themselves in term of “reading the world” through the use of notions which characterize the Critical Thinking.

Assessment

To carry out the development of this pedagogical intervention some thoughts from formative perspective assessment were considering. As it was mentioned before, this project
sought to see the English as a vehicle to express ideas, feelings, and thoughts and so on. In that extent, the elements indicated in terms of perspectives about the world, the kind of readings, the collaborative learning, the constructivism, and the different visions of language, learning and classroom are supported by the idea or conception in terms of assessment.

Berry (2008) cited by Sandoval & Cuan (2017) claims that “Assessment is focused on comprehending how students understand their strengths and weaknesses in the learning process” (p.57). Following that thought, to allow the continue reflection within the classroom during the investigation, we developed a learning process framed in several cycles. First, we established three moments during the pedagogical intervention to carry out an assessment process. The first one dealt with the implementation of the Questionnaire that showed to us the needs, the lacks and the strengths the students had in their learning process.

The second moment was determined after the implementation of some lesson plan focused on activities related to predict, analyze news and to give opinions about those aspects, it can be considered as the basis cycle of the pedagogical implementation. The assessment of this process revealed the relevance of implementing activities in order to catch the student's attention from situations they are related to in their immediate context. The third aspect involved the main aspects of this study, by means of, we integrated all the readings (from non-canonical perspective) in the learning procedure and we went in deep with the implementation of activities based on Critical thinking skills. At the end of the pedagogical intervention we got a final product, which, it was based on the socialization of a comic strip where all the elements worked in the academic sessions were indicated.

We thought the implementation of all the material (authentic and familiar one) as well as the activities helped us to foster the idea of doing a learning process where the students’ experiences were the most relevant input in the classroom from a holistic perception. To conclude, we want to mention that all the learning procedure in terms of assessment took into
account the different language skills and notions on how to evaluate each one, for example, the general understanding in terms of listening, the idea about sentence structure in the writing part and the sense of interaction and turn-taking at the moment of speaking and so on.
Chapter V

Data Analysis

Through this chapter the reader will find the considerations about the data analysis procedure and the findings we got after analyzing the student’s artifacts and the interpretation of the field notes, in that extent, we stated some principles about the Grounded theory as the main approach in which we based all this process of analysis; Finally, the findings that we are going to present were divided into two categories, the first one is called skills: A brief rational analysis of society, in this section the reader will see some classification the students stated by using the critical skills namely, interpreting, analyzing, extrapolating and so on. In the second division, the dimensions: The human being and his interpersonal relationships, we talk about issues the students considered relevant to position themselves in relation to the world.

Process

This study took into account some principles about Grounded Theory approach to do the process of analyzing the data, specially the open coding. According to Patton (1990) cited by Caviedes, Meza and Rodriguez (2016) grounded theory makes researchers immerse themselves into the real world to come up with findings that are grounded in the empirical world. Following that, the main aspect to carry out the process of analyzing the data was the open coding, it was the basis to carry out this aspect because it helped to give names to our ideas as well as to define, create and develop categories and relations between the concepts coming from our data.

During all the process of naming, grouping, finding relationships and displaying (Freeman, 1998), this approach gave us a hand to support ideas, to examine concepts and to dialogue with the theory about the main topic in the text in a process in which we as researchers triangulated viewpoints, perspectives and students’ notions about the society in
what Freeman (1998) calls investigator triangulation. Understood this latter, as a process where different investigators (in this case, we played that role as well as our tutor the Ph.D. Carmen Helena Guerrero) examine a set of data with the same qualitative method, consequently, findings from each evaluator are compared to elaborate a broader understanding about the issue. After completing this process, we stated four critical skills as well as four dimensions, to make sense of the world through the students’ perspectives.

**Procedure for Data Gathering**

Corbin and Strauss (2008) cited by Lopez (2016) claims “Grounded theory refers to a theory derived inductively from data systematically gathered and analyzed through a research process to discover categories, concepts and properties and their relationships” (p.96) based on the notion aforementioned, and considering the research question stipulated to conduct this study, we determined to analyze the student’s artifacts, namely, “the superheroes’ story, “the plot of the story” and “the final product (The comic)” (See table N° 01) and the different field notes based on the pedagogical meetings with students. (See table N° 02) After interpreting, contrasting and analyzing all the data, we were able to select a sample of the instruments to state the findings. It is relevant to mention, that all the data gathered from the study was categorized and we found 15 relevant concepts, four skills in terms of Critical thinking and in a more complex process we got four dimensions since the students stood their relations to the world involving several social issues.

Table 1

*Categories of the Students’ Artifacts*

<table>
<thead>
<tr>
<th>Students’ artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
</tr>
<tr>
<td>The main character of the story (hero or villain of the story)</td>
</tr>
<tr>
<td>The final product (The plot of the story)</td>
</tr>
<tr>
<td>Name of the comic</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Student A</td>
</tr>
<tr>
<td>Student B</td>
</tr>
<tr>
<td>Student C</td>
</tr>
<tr>
<td>Student D</td>
</tr>
<tr>
<td>Student E</td>
</tr>
<tr>
<td>Student F</td>
</tr>
<tr>
<td>Student G</td>
</tr>
<tr>
<td>Student H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field note A</th>
<th>Date</th>
<th>Project’s stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field note A</td>
<td>24-08-2016</td>
<td>Recognizing the population in terms to develop the research study</td>
</tr>
<tr>
<td>Field note B</td>
<td>31-08-2016</td>
<td>Recognizing how students work in the English class</td>
</tr>
<tr>
<td>Field note C</td>
<td>14-09-2016</td>
<td>Implementing the need Analysis</td>
</tr>
<tr>
<td>Field note D</td>
<td>21-09-2016</td>
<td>Implementing the poem “Connecting cultures”</td>
</tr>
</tbody>
</table>
In the process of naming, grouping, finding relationships and displaying information we used different colors to illustrate and to indicate the common ideas (Codes) we got from student’s artifacts, it helped us to label the data into categories to its subsequent analysis. (See Appendix N° 06) Likewise, and after analyzing, comparing and contrasting the 15 relevant concepts and based on the expressed by Corbin and Strauss (1990) cited by Sandoval & Cuan (2017) “concepts that are found to pertain to the same phenomenon are grouped to form categories”(p.63) we decided to state two main categories, the first one called skills: A brief rational analysis of society because they were highly related to main ideas about Critical thinking in its analytical sense where the learner expressed ideas focused on giving argumentative judgments with reference to the input they got from the stories (non-canonical) and their experiences. The second one was called dimensions: The human being and his interpersonal relationships due to, they involved more complex and general ideas about various issues and they represented the student’s voice in relation to the world and their context. (See table N° 03).

Table 3

*Categorization Process*

<p>| Research Question: How does student's critical thinking take shape through the use of non-canonical short stories in a 11th grade English as a foreign language classroom? |
|-----------------------------------------------|-----------------------------------------------|
| Relevant concepts | Category 01: Skills: A brief rational analysis of society | Category 02: Dimensions: The human being and his interpersonal relationships |</p>
<table>
<thead>
<tr>
<th>Axiological Aspects</th>
<th>- To give a voice and a position.</th>
<th>The individual in relation to nature.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting the difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A superhero can be anyone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aretiological Aspects</td>
<td>- To Extrapolate</td>
<td>- The individual in relation to social issues</td>
</tr>
<tr>
<td>Suffering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>- To evaluate facts</td>
<td></td>
</tr>
<tr>
<td>Revenge</td>
<td></td>
<td>- The individual in relation to his peers</td>
</tr>
<tr>
<td>Acceptance</td>
<td>- To re-signify and to reinterpret</td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td>- The individual in relation to Oneself</td>
</tr>
<tr>
<td>Corruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals vs Humans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injustice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacrifice</td>
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<td></td>
</tr>
</tbody>
</table>

After the analysis of data, we found that students used the following critical thinking skills to make sense of the world: To give a voice and a position, To Extrapolate, to evaluate facts and finally to re-signify and to reinterpret. All of these skills were born from aspects related to critical thinking where students had to bear in mind the notions about society, understanding this latter as a whole of elements which are in constantly relation to individuals. In that sense, the students needed to consider that people are full of stories or experiences which help them to give a voice and a position about any topic. However, they might recognize that individuals sometimes judge any situation based on a personal experience and depending on the situation it can derive in a stereotype or a wrong judgment.
with reference to a social aspect. At that point, students took advantage from the Critical Thinking in order to involve the different characteristics about it, avoiding the fact of stating prejudices or stereotypes.

**Skills: A Brief Rational Analysis of Society**

To give a voice and a position. Learners analyzed the stories and gave their points of view about the readings. They also incorporated their own experiences. Students were very aware and very critical of inequalities and injustice in the world. In their stories they portrayed issues of violence, suffering, corruption, etc., and took the side of the powerless, as it is showed in the following excerpt taken from one of the superheroes story written by students:

> “Bombay fights against injustice and evil, she wants everyone to be treated equally and nobody to suffer from abuse”

Student’s artifact N° 01. Superheroine’s story created by students. Student A.

The aforementioned excerpt dealt with the necessity of this heroine to fight against a social issue. By its creation the student asserts that the injustices that occur all the time in the world increasingly create a greater gap between people, in some cases, this sense of inequality depends on beliefs, the economic position, the place where an individual comes from and so on. In that order, when the student indicates the following statement “she wants everyone to be treated equally and nobody to suffer from abuse”. The concern about Inequality falls on the fact to understand it as the set of other social problems like abuse, which generates violence as well as racism, gender abuse, bullying, among others.

Students also demanded the rights of all who are powerless so all would have a role in society. For example, students posited that poverty is the cause of social injustice and that creates a greater gap between the rich and the poor. In another reference from the same text (Bombay) the students said:
“She (Bombay) was a girl from India who grew up very poor and having many needs”.

Student’s artifact N° 01. Super heroine’s story created by students. Student A.

As it is possible to see from the previous citation, students indicated that countries like India must deal with several needs in terms of poverty from a highly visible economic point of view; this idea can come from various mass media influence which shows to those countries like poor people who have several problems. This is something that can be seen from the Colombia reality where for several foreigner people, Colombians are poor people who always must face with the lack of money to supply personal needs like clothing, food and education, and that is one of the reasons why it is considered Colombian people as aggressive people. Even though, it is relevant to wonder what poverty means. Because as it is known, poverty does not just fix with economic issues, we can talk about poverty in terms of values as society. This idea was the key to state the second Critical skill category, namely; To extrapolate, where students, took into account the context where the stories comes from and they were able to make several references to their personal context in order to state comparisons between the real context where the language learning takes place and the situations indicated by the readings.

To extrapolate. Students evaluated several positions about the readings, and in a prepositive and critical way, they were able to evidence and extrapolate arguments. In that regard, students contextualized opinions about the revenge, abuse, and empathy seen in society. In a dialogical and open manner, they discussed the ways of approaching and resolving a conflict stating that there is a great tendency in society to solve problems in a violent manner, so, there is a necessity to find harmony to keep at bay violent confrontations and, consequently, to avoid the suffering that comes from revenge and its terrible effects on people. It is highly possible to see in the next statement from one of the student’s comics:
“The moment the two heroes are facing Vifear, they tell the villain that he cannot do that to people (hurt them) and ask him to talk with them. Then, Vifear reflects and says that they are right, arguing that everyone deserves the same and that the dialogue is the solution to achieving understanding.”

Students expressed that within a Western perspective of society, (it means countries which specially do not belong to the Asian continent) the resolution of conflicts is marked by physical confrontation in which the supremacy of the powerful over the weak is made visible; in that order, the moral designations (good and evil) plays an important role; furthermore, almost all the stories that people read in books or they watch on TV will always be pleasant if at the end the hero beats the villain by destroying it completely. When people have to deal with aspects related to good and evil, the circumstances show that it does not matter if the hero does actions like to kill people in the same way the villain does, in some way, the hero has the permission or the consent to do these actions while society judge the villain because of it. Murcia (2012) asserts “Una campaña como LOS HÉROES EN COLOMBIA SÍ EXISTEN es una respuesta a la confusión que poseen las Fuerzas Militares en el ejercicio de sus funciones”. By following that thought, it is important to understand that any action related to make people suffer has to be condemned it does not matter who has done the action.

The next skill we are going to indicate is called: To evaluate facts, by stating this category, students could give an argumentative point about some social issues.

To evaluate facts. The participants appraised various facts from their personal life via the readings addressed in the pedagogical intervention. By means of the process of evaluation and interpretation, students established certain judgments in relation to the human being. In their arguments they postulated that in society there is a great influence of the imaginaries constructed from agents of power by which certain behaviors are exalted and others are
devalued like in the case of Aracnido, one of the students’ villains created by them, Aracnido suffered from some kind of violence related to its appearance, a social issue which falls on perceptions about racism and discrimination.

“Aracnido was good, but society corrupted him because he was different, strange; for some people he was ugly because of his skin tone, and his physical appearance.”

Student´s artifacts N° 10. The story of Aracnido. Student C and D

This villain is the representation of people who suffer and have been rejected in society because of different factors, since; in some occasions it is difficult for us to accept the difference. Society has always made us to believe that in a certain way the difference must scare us. Moreover, if people will consider the difference as something good, it is possible to start avoiding situations like the lived by Aracnido, he was a villain who was born “good”, but he let himself be corrupted by the society instead of struggling to prove that differences are not bad and on the contrary, these enrich us. According to Montoya and Sánchez (2011) “La violencia, considerada como el uso de la fuerza o el poder para producir daño a otros o a uno mismo, encuentra en las desigualdades espacio propicio para su desarrollo, dadas las condiciones de asimetría de fuerzas de los grupos social e históricamente construidos como expresiones genéricas alternativas a las dominantes.” (p. 38) Due to that position, it was possible to cry out for the need to break schemas and canons that society seeks to impose and, in this way, to open the door to perspectives that are not biased. During the development of one of the classes of the pedagogical intervention, and while students were debating with the teacher about the idea of richness in terms of cultural aspects, one of the students said:

“I feel identified because at some point in my life I have felt pressure for not being white”.

Classroom field notes F. October the 12th 2016.

By indicating this statement, students applauded that girl for being brave because she has faced that kind of discrimination from society. And it showed that students felt the necessity
for avoiding those behaviors in society, due to its nature of inequality. At this point, we as researchers understood that the readings taken into account in this pedagogical intervention has been conducted in the best way, by means of, students started to analyze social issues from a critical perspective giving them the opportunity to feel confident to express ideas and emotions about topics they have faced in their daily life.

The final skill is called to re-signify and to reinterpret, it was the final process in terms of critical skills from its cognitive aspects where students stated considerations about society from a remarkable viewpoint based on personal experiences and a dialogue with the readings and the familiar context where they are involved to.

To resignify and reinterpret. Students in an active and conscientious process carried out and developed an act of reinterpretation of certain postulates given as truth in society. By this re-signification, issues related to nature were addressed, and there was an examination of the perspective based on the difference taking as reference the heterogeneity that is an inherent part of the society. Students were convinced that many of the causes of inequality in the world find their stimuli in wrong propositions, in terms of role plays and the relationships of the beings that inhabit the world; thus, students avow that the human being has positioned her/himself compared to others as superior and inaccurately she/he can act in the way that pleases him or her.
By designing a super heroine focused on an alternative idea about superpowers in a context where the strength and the X-ray vision are not the most important powers to confront villains or to fight against the idea about evil in society as in some cases are showed like main features of a superhero students indicated values as superpowers showing values as something that can be used to help and make a real change in society like it is indicating in the next excerpt from the story about Girl Reading minds:

“Girl Reading Minds is a young girl with the best personality; she has two superpowers, one is to read minds and the other is that she is the most tolerant person of the universe.”

Student’s artifacts N° 04. The story of Girl Reading Minds. Student D.

Based on the aspects highlighted in the notion about the super heroine Girl Reading minds and going in agreement with Lovin (2000) “Virtues are the admirable qualities of persons that emerge from an examination of their narratives and that shape their moral lives.”
Students reinterpreted the idea about strength. Most people think that heroes are people who have an incredible strength, and due to that they can fight against villains, but in this case, students by indicating the perception about superpowers focused on mental training and the ability to hear people and to find and dialogical solution to the problems, they are claiming for the necessity to change people mind in order to rescue some values which have been lost because of the fact that people think the physical powers are more important that mental characteristics.

**Dimensions: The Human Being and his Interpersonal Relationships.**

After stated their sense of the world giving some viewpoints about different social issues like inequality, poverty, supremacy by means of the use of some critical skills, namely, To give a voice and a position, to extrapolate, to evaluate facts, and to re-signify and to reinterpret, they positioned themselves in relation to the world from the four dimensions shown as the following: The individual in relation to nature, the individual in relation to social issues, the individual in relation to his peers and finally, the individual in relation to oneself.

**The individual in relation to nature.** Students developed their Critical Thinking insofar as they understood that human beings relate in different ways to nature; sometimes they take care of it, but other times they damage it. Mendelman (2007), cited by Hove (2011), indicates that “critical thinking is a mental process of analyzing or evaluating information, particularly statements or propositions that are offered as true” (p.8). In our study, the participants evaluated the relationship of humans and nature, and found that it occurs in an aggressive manner; most of their stories had as main characters animals and the plot included them too. The students’ concern about the wellbeing of animals can be demonstrated in one of the stories created where Petboy, the hero, witnessed human cruelty.
As evidenced here, they identified that the human being has positioned itself at the top of the pyramid as a superior being in regard to other species, at the same time, they put in judgment the authority that the human being has granted her/himself to decide for the planet and to use its resources without the slightest concern for its wellbeing, as part of the values and ideals that have been sold to us in the Western World where the supremacy and the conception related to some standardized patterns of behaviors are considered as some inherent part of the culture. In that order, Vygotsky (1962) argues that culture is the primary determining factor for knowledge construction, he said that we learn through the cultural lens by interacting with others and following the rules, skills, and abilities shaped by our culture. It is important to consider what Vygotsky indicated, because the culture and specially a wrong interpretation of itself can derive in some behaviors which affect not only people, but, all the beings who inhabit the world. Through this reflection, students sought to claim the ecological relationship of each being that inhabits the planet; where humans must act in a
conscientious and united way, in communion with everything that surrounds them to achieve a common balance leaving their egos aside. As Joseph (2013) explains, “The real revolution is the revolution of values. We need to change the way we think about ourselves and hence the world we inhabit. We are all bound by the same natural order laws”. In this specific case, and by interpreting one of the student’s artifacts about a particular superhero, since, it is an animal instead of being a human.

"Sigh was a Kitten with a strange training (...) his superpowers are: smell corruption, fast, super intelligent, fly."

Student’s artifacts N° 02. The story of Sigh. Student B.

The students positioned human beings in the same line as animals, where neither is superior, and the story hero is a cat with great skills and virtues; a cat that fights against evil and wants a better world. In the ecological relationship drawn by students there is no room for violence; in many of the stories, they propose dialogue as the weapon for the resolution of conflicts. To exemplify the above mentioned, in the comic Understanding, this is proposed:

"When listening to the heroes, the villain 'Vifear' reconsiders and manages to understand his mistake. Now Vifear is considered a hero for helping to change the world".

Student’s artifacts N° 13. The comic called Understanding. Student A and B.

Here, they argued that in spite of the differences that exist between each living being, all have the same rights, and those are taken into account and listened to in order to live in harmony. Through the development of this dimension it was easy to understand that people consider that humanity destroys life, either killing animals like in Pet boy’s story or being associated with social issues like corruption or poverty as in the story of Sigh.

The individual in relation to social issues. Society can be characterized as an entity which develops different perspectives from several positions. These positions have led to the existence of large inequality gaps, some of them in terms of economy, other ideological and
as in our study, in the sense of gender. Based on the previous position, our participants fixed their eyes on inequality as a general factor within the category of Social Issues, and they paid more attention to the scope of abuse, in which they covered aspects in terms of physical, psychological, and ideological abuse, among others. In turn, Scriven (1997), cited by Fisher (2001), affirms that “Critical Thinking is skilled and active interpretation and evaluation of observations and communication, information and argumentation” (p.10). Our participants claimed that the fact of being a woman implies a societal viewpoint that is full of prejudice in terms of considering the woman as someone inferior to man. During one of the pedagogical meetings with students, and in the development of an activity (debate), some students expressed their considerations about some social patterns of behavior like it is possible to see in the next statement from one of the field notes.

“...Some boys thought that the standards about beauty come from Europe, and that they were very different, that if the women waited for the blond blue prince they were wrong. In addition, some girls said that commercials and television wanted to sell the ideal man and woman, and that it generated a lot of pressure for them. At the end of the discussion, one boy reflected that we should be proud of how we were and where we came from...”

Classroom field notes F. October the 12th 2016.

Tischler (1996) states that gender pertains to the socially learned patterns of behavior and the psychological or emotional expressions or attitudes that distinguish males from females, looking at gender as a permanent construction, behaviors like talking, dressing and body language are embedded in all social interactions and informed by social contexts. Gender is something we do as we talk, act, read and write in ways that constitute us as masculine or feminine within social structures. With the purpose of supporting the ideas mentioned before, our participants invented one super heroine called Milu, whose main
objective was to fight against men who mistreat women. In that order, the World Health Organization (2010) says that, “intimate partner violence occurs mainly in the context of marriage or cohabitation, and usually includes physical, sexual and emotional abuse as well as controlling behaviors” (p.11).

![Figure 8. Milu](image)

“Milu is a girl who fights against men who mistreat a woman or do any harm”

Student’s Artifacts N°05. The Story of Milu. Student E.

With the heroine’s creation, students indicated that the abuse is not a purely physical issue; on the contrary, it can come in different ways like the psychological one. In regard to the positions stipulated by the participants in relation to the abuse, and the necessity for respect and equity students created a voice which attacked the different circles of violence that surround society, which in areas such as abuse have their nucleus and increase the different social gaps. At the same time, the participants established that in the relationship between the individual and social issues, the abuse must be changed and the difference and equal treatment in the human being defended.
The individual in relation to his peers. The human being as an individual has always found in her/his interactions with other beings a principle with which to construct different processes. The communication of different voices, perspectives and interpretations of the same reality can create a principle of understanding to serve as one of the fundamental bases of a society. Considering what has been said, Edward Glaser (1941), cited by Fisher (2001), postulates that Critical Thinking is an “attitude of being disposed to consider in a thoughtful way the problems and subjects that come with the range of one’s experience” (p.5).

Therefore, in our study the participants focused their attention on analyzing the way in which the human being breaks these ties of communication and seeks to clash with the understanding that it is considered as a pillar of dialogue.

In many cases, this break is determined by a fact marked by anger or hatred. As in the case of Aracnido, a villain invented by students, Aracnido’s purpose was to hurt people in order to make people feel what he felt when he was rejected by others. In keeping with Kessler et al. (1990), cited by Pager and Shepherd (2008), we can see that “those who perceive high levels of discrimination are more likely to experience depression, anxiety, and other negative health outcomes” (p.183). Our participants established that human beings act according to the experiences they have had during their life, the ill-treatment and the acts of suffering are elements that strongly mark the development of the personality in the individuals. In that way, some people find in revenge a relief from suffering, but in fact, the only thing that it generates is to extend the chains of hatred among human beings. In that way and by mentioning the idea about Abra Stone, one of the superheroines created by students, they indicated the necessity to appropriate the idea of empathy. In the words of Ioannidou & Konstantikaki (2008), it is “the ability to see the world through someone else's eyes” (p.119).

“Abra is very smart; she writes stories for young people which have tips to help them”

Student’s artifacts № 03. The story of Abra Stone. Student C.
The participants stipulated through the superpowers of Abra Stone that it was important to understand others before judging them, to consider advice as a way to strengthen the concept of empathy and to demonstrate that in several cases, a superhero is not just the person who has super strength or can fly, but a superhero can be the person who can understand, help and see the world not just by thinking of her/himself but of his peers as well.

The individual in relation to oneself. The individual from childhood has been always in search of an identity and in the different processes that this search entails, the individual is influenced by several agents and factors of the society. Adding to that interpretation, Fleming (2007) denounces the canon of “representing ethnocentric values which are antagonistic to diversity or of embodying absolute and ahistorical judgments which cannot be sustained” (p.1). In keeping with the aforesaid, and due to the high influence of the mass media and other agents of power, the notion of identity is highly permeated by outdated canonical conceptions about the world.

In this study, the learners focused their attention on rescuing the values of the individual, that on several occasions are permeated by the different canons inside the society. Through this redemption of values, the participants showed that the individual’s uniqueness is influenced by an idea which glorifies strength over other values. In Colombia there is a thought that has been a motor of construction in the individual's identity; this conception is marked by physical virtues with some violent background, in which the combative person is exalted. Considering this image, the participants created heroes and heroines with the idea of breaking the identity schemas, proposing that anyone (every person, it does not matter where he comes from, his social status or his skin tone) can be a hero and a true hero does not need different super powers, super strength or firearms; she/he does not need to be exclusively a man either.
The heroines like *Abra Stone* or *Girl Reading Minds* are symbols of the empowered woman, which with virtues like intelligence, story writing and study can make a change.

![Image of a drawing](image)

*Figure 9. Abra Stone*

“*Abra Stone is the story about a bad girl, but it is assumed that she is a superhero because she writes stories*”

Student´s Artifacts N° 14. The Comic Called Good Triumphs Over Evil. Student C and D.

In brief, the individual must open her/his visions of the things around the world, understanding that being different is not a problem; on the contrary, the singularities make people richer in terms of culture and other aspects. The individual needs to create his distinctiveness by breaking canons, avoiding patterns and by avoiding a dependence on the ideas that society has established and instead of seeing the world as a place where being different is something that nourishes life itself.

When we as researchers decided to carry out this pedagogical and research study based on aspects focused on Critical thinking from an analytical and a sociocultural perspective, as well as the involvement of a group of readings (short ones) since we
considered them as non-canonical, it meant, that the readings we took into account did not belong to what Harold Bloom (1994) considered as Canon from a literary perspective, we wanted to affirm that students are individuals who have a critical perspective with reference to several social issues, but, sometimes those insights are not taking into consideration for the society or their teachers because there is a sense of underestimation in regard to them.

By stating a research question like the following how does student's critical thinking take shape through the use of non-canonical short stories in a 11th grade English as a foreign language classroom? We determined the pillars of this study from two main concepts and specially the relation between those items. In that order, it was necessary to assign students as the center of all this process, by indicating what it was mentioned, we selected the student’s artifacts and some field notes as the main data collection instruments, because it was going to show how students reacted to the readings and the different pedagogical situations they had to face inside the classroom.

During one of the meetings we had with students we were able to see that students have been influenced from several social issues like the women role in society as it is possible to see in the next excerpt from a field note written in one of the classes:

“Students started a debate about the poem (connecting cultures by Liz Lochhead).

The teacher started the debate saying that the poem author was a woman; some of the students were surprised since some boys said that women only write books about love and heartbreak. The students said that it is good for women to write on topics important to the world. According to the students the role of women in the world has changed, and women can do what they want, just as men, they believe that there is equality. But on the other hand, some girls believe that there is still no equality of conditions at all…”

Classroom Field Notes E. September the 28th 2016
For us, it was really interesting to analyze how students Critical thinking took shape by being in contact with several readings which involved a conglomeration of social issues that students easily related to their daily context, it helped them to state several opinions about the society from an argumentative standpoint, bearing in mind the necessity to change how they had seen the English learning process considering that they had learnt the English just in terms of the acquisition of the linguistic codes in turn of regarding the English as a vehicle to express what they think about the context where they are involved to.

To conclude this chapter we will like to indicate that students did a good performance during all the development of the pedagogical experience, by creating a hero students stipulated and challenged the ideas about heroes and heroines in the society as well as the consideration people have about villains, in most of cases, they extrapolated their ideas with the issues from the readings, something that can be considered as a starting point to evaluate the students’ role in relation to society and the various aspects that converge on it.

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{student_artifacts14.png}
\caption{Student’s Artifacts N° 14. The Comic Called Good Triumphs Over Evil. Student C and D}
\end{figure}
Conclusions and Further Implications

The following and final chapter of this study indicates some aspects we identified from our experience with a group of eleventh graders in a public school in Bogotá. The conclusions and the further considerations are focused on our research question and the objectives which addressed this study.

At the beginning of this study we stated our research question based on the necessity to see how the concept about Critical Thinking can be implemented in the English as a foreign language classroom in a public school located in Bogotá, Colombia. In that way, we established as our main challenge to foster and to get involve students in a set of different learning practices which broke with the traditional language learning methods that have been carried out in different contexts. By understanding the main concept of our research proposal, we decided to articulate the concept of Critical Thinking with the idea about the reading process at schools, however, we introduced this concept (readings) from what we called a non-canonical perspective, that is summed up in the idea of involving readings from a set of authors that are not highly known by students or well by society itself. It is extremely important to mention that all of this process was determined since the fact of seeing the English class as a space which goes beyond the memorization of linguistic aspects and it promotes a learning process that empower the individuals to reflect and to transform their reality.

This pedagogical and research project shows that it is possible to foster student’s Critical Thinking in an English as a foreign language classroom using readings which focuses on social and cultural aspects as well as a dialogical perspective that goes beyond the traditional teaching practices which only highlights the rote memorization of linguistic codes.

Recognizing the judgments abovementioned, the students' Critical Thinking took shape from some ambits, which allowed us to realize that the world must be read, analyzed
and reported on from several interrelated standpoints, and must represent voices and narratives that allow to construct identity, culture and learning. Critical Thinking as a dialogical element and the use of stories from a non-canonical perspective provoked us to explore several language learning skills, from which students managed to rethink the way they see and understand English as a multicultural communicative system and no longer solely focused on the acquisition of a linguistic system, but on the exchange of components that comprise a language.

Based on this experience, we tried to foster Critical Thinking from a particular sense of addressing and developing readings inside the classroom, not as an exercise to complete information or summarizing, but as a communicative tool to make students feel confident to express their ideas as well as opinions, opened the door for us to deliberate on the challenges English teachers and students need to deal with in terms of both, learning a language and as members of a society.

We consider that the implementation of this research revealed that the English must be seen at schools as the group of various learning codes; social, cultural, linguistic, and so on, that in a harmonious way must be addressed in the learning process in terms of getting a relevant development of the communicative skill about the language. In that order, the objectives we decided to establish to do this project went in the same line that the research question and all the process around the project, due to, we determined the objectives to analyze how the students can develop the sociocultural discourse and they were able to extrapolate their knowledge from the classroom to the society and the different contexts where they are involved to.

**Pedagogical Implications and Further Considerations**

The pedagogical intervention that we developed with the participants (a group of eleventh graders) had a relevant impact on our teaching practice and in our life. In a first step,
it helped us to understand the role we as teachers play in the society and the necessity to break with the schemas and the perceptions about learning English at schools, it means, that teachers must go in deep with the idea of teaching English since a supportive atmosphere where all students feel the need to express their ideas, feelings and thoughts in a communicative way and where the formative assessment play one of the most relevant issues in the learning process.

Based on the abovementioned, it is worth to mention that the English must be put in contact with the real context where the learning takes place, it gives a benefit to foster in the students the importance of expressing their opinions at the moment of learning a foreign language (English in this case) If the language teachers challenge the perspective of learning a language it is possible to reformulate the sense and the vision in which the learning has been reduced.

In a second step, this pedagogical intervention highlights that readings skills are issues very important to incentivize in the student's learning process, when an individual is in contact with perspectives from a literary sense it helps him to develop different cognitive aspects that gives a hand at the moment of evaluate facts, analyze them and state a position about a situation or a topic, something that it is not just related to his academic process, on contrary, the development of these skills goes in concordance with his daily life. In that order, this study led us to show to the students that in the world there are many stories to be heard and to be read, the perceptions about the society involves more than the most famous discourses that people watch on TV or read in the magazines, by accepting this idea, this study helped to carry out different debates about the social stereotypes in the society, the importance of the nature in the life of the human race and to comprehend that a person needs to have contact with others since a cultural, historical, personal and communicative perspective.
From our viewpoint as researchers and participants in the development of this project, we think that we did a good work in terms of challenging in some way the idea in which the main participants have understood the learning of a foreign language, all the activities we planned were developed following an aim and a goal, in some cases and due to some situations related to the school where the research took place we could not have the enough time to go in deep with some issues that students considered very important to continue discussing. Furthermore to the constraints we could have, because of time, the situations in the classroom and the unexpected circumstances that involved our pedagogical labor and as some advice for a further research in this topic (Critical Thinking and Non-canonical short stories) we consider that it is important to involve more than the four main topics we got in our research, it means, the individual in relation to nature, to social issues, to peers, and to oneself, due to, in some cases during the study we faced situations where we talked about some topics very important in the society, but, we had no idea where we can state these topics and in some cases we had to leave aside from the main aspects of the research. Following that line of thought, we think that it will be better if in a next opportunity a research like this can be done in a period of time that takes more than 10 sessions, it will help to discuss in depth the issues, since, the society involves various features that need a little deeper debate. Another consideration that we state for a further research is that it is possible to develop this kind of research by implementing constructs focus on critical literacy, because this project showed that students go beyond the main principles about Critical thinking which falls on analyzing, interpreting among others, at the moment they created the stories, the super heroes and so on they break itself the idea about critical thinking in terms of being an analytical process, so, by doing and implementing the notions about the critical literacy in a further research, this type of project will show better and more complex results.
Finally, it is worth to mention the imperative necessity to intensify the inquiry about the non-canonica aspect in terms of reading and how it is possible to adapt that topic in the learning process, due to there is not an enough source of information about the topic and in some cases the concept about non. canonical is related to the religion, leaving aside the critical viewpoint that it has about the notion that falls on the monolithic speeches into the society. At the end, we thank to all the people who made this inquiry possible and who trusted on us since the beginning.
References


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Appendix A

Student's Voices: A study through non-canonical short stories and critical thinking.

Objetivo: Identificar las fortalezas, debilidades y deseos de los estudiantes con relación al proceso de lectura y aprendizaje en el idioma inglés

Información Personal

Nombre: _________________________________________________________
Curso: ________________
Edad: __________
Sexo: M _____ F _____

Instrucciones:

A continuación, encontrará una serie de preguntas relacionadas a la lectura y al aprendizaje del idioma inglés. Marque con una X la opción que considere se relaciona más con su percepción, o indique libremente su respuesta cuando sea el caso.

Actitudes hacia la lectura

¿Qué es la lectura?

“La lectura es uno de los procesos informativos, sociales e históricos más importantes que la humanidad ha generado a partir del desarrollo del Lenguaje, como producto de la evolución y del trabajo, del idioma o lengua y del invento de la escritura en su configuración como organización social civilizada.”

Lizardo Carvajal

1. ¿Considera usted la lectura como un aspecto fundamental en su vida? Sí / No ¿Por qué?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. ¿Qué tipo de textos encuentra usted más interesante?

<table>
<thead>
<tr>
<th>Cuentos</th>
<th>Novelas</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIENCIA FICCION</td>
<td>HISTORIETAS O COMICS</td>
</tr>
</tbody>
</table>
3. ¿Cuáles escritores y/o escritoras ha leído usted?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. ¿Tiene algún tipo de estrategia al momento de leer? ¿Cuál?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

5. ¿Ha leído algún texto en inglés?

<table>
<thead>
<tr>
<th>Si</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>¿Cuál?</td>
<td></td>
</tr>
</tbody>
</table>

6. ¿Qué encuentra más difícil al momento de leer en inglés?

<table>
<thead>
<tr>
<th>Entender el vocabulario</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entender las estructuras gramaticales</td>
<td></td>
</tr>
<tr>
<td>Entender el hilo conductor de la historia</td>
<td></td>
</tr>
<tr>
<td>Otro</td>
<td></td>
</tr>
</tbody>
</table>

Aprendizaje del inglés

7. ¿De qué manera aprende usted mejor un tema?
__________________________________________________________________________________________
__________________________________________________________________________________________

8. ¿En cuáles de las siguientes opciones tiene usted una mayor dificultad para aprender inglés?

Escritura __________
Lectura __________
Vocabulario __________
Escucha ____________
Aspecto comunicativo (Hablar) __________

9. ¿En cuáles de los siguientes aspectos se siente usted más cómodo trabajando en inglés?

Vocabulario __________
Lecturas __________
Escritos __________
Diálogos o presentaciones __________
Escuchando __________

10. Para aprender un tema en inglés es...

<table>
<thead>
<tr>
<th></th>
<th>Muy necesario</th>
<th>Necesario</th>
<th>Poco necesario</th>
<th>Nada necesario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copiar en el cuaderno</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traducir</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hablar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escuchar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Motivación y Trabajo

11. ¿Cómo se siente mejor trabajando?

En grupos (Más de dos personas) __________
En parejas __________
Individually __________

12. ¿Le gustan las clases de inglés? Si / No ¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________

13. ¿Cómo le gustaría que fueran sus clases?

___________________________________________________________________________
___________________________________________________________________________

GRACIAS POR SU COLABORACIÓN

AGRADECEMOS POR SU COLABORACIÓN AL RESPONDER EL SIGUIENTE CUESTIONARIO, ESTO HA SIDO DE GRAN AYUDA PARA DAR EL PRIMER PASO EN EL DESARROLLO DE LA IMPLEMENTACIÓN PEDAGÓGICA
Appendix B

Consent form

During the permission application indicated in the consent form, the project was called the other cover of the world: A study through non-canonical short stories and critical thinking, after, some revisions the name of the research changed to student’s voices: A study through non-canonical short stories.

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4 During the permission application indicated in the consent form, the project was called the other cover of the world: A study through non-canonical short stories and critical thinking, after, some revisions the name of the research changed to student’s voices: A study through non-canonical short stories.
Appendix C

Cycles

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reported Speech</td>
<td>- To identify students’ analysing, predicting and vocabulary level.</td>
<td>- Describing different pictures using synonyms, antonyms and definitions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To be able to understand the transformations involved in reported speech.</td>
<td>- Analyzing the differences between the direct and indirect speech.</td>
</tr>
<tr>
<td>2</td>
<td>Reported Speech II</td>
<td>- To understand students’ level at the time to identify, analyze and solve common problems.</td>
<td>- Reading news, in order to report it, giving an opinion and a possible solution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To review and practice the different ways of indirect speech.</td>
<td>- Reporting different common life situations.</td>
</tr>
<tr>
<td>3</td>
<td>Questionnaire</td>
<td>- To determine student’s likes, wants and lacks about reading and the English class.</td>
<td>- Developing a questionnaire.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To express ideas and feelings about reading and the English class.</td>
<td></td>
</tr>
</tbody>
</table>

Empowering//Innovative Cycle

<p>| 4         | Reported Speech III          | - To analyze the position of the woman in the world.                       |                                                                            |
|           |                              | - To identify the inequalities in the society through the reading.         |                                                                            |
|           |                              | - To be able to use the different ways of indirect speech in affirmative sentences. |                                                                            |
| 5         | Yes/ No Questions in Reported Speech | - To identify the gender stereotypes that arise in the students            | - Reading the short story: The Ballad of Mulan. And comparing the classical story and the disney |</p>
<table>
<thead>
<tr>
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</thead>
</table>
|   |   | perceptions about women.  
- To understand and practice the different ways of indirect speech in yes/no questions. | version.  
- Creating a villain, including the stories, context and the super powers. |
| 6 | Wh Questions in Reported Speech | - To analyze the role of the ‘different’ people in society and how they are perceived.  
- To study the student’s perspective on race and beauty stereotypes.  
- To practice the different ways of indirect speech in wh questions. | - Read the poem: *Me gritaron Negra* by Victoria Santa Cruz. And giving opinions about it.  
- Creating the first two comic vignettes using the villain and the superheroes. |
| 7 | Phrasal Verbs | - To analyze the role of indigenous people in a global society.  
- To learn from our own identity.  
- To practice different Phrasal Verbs | - Reading a chapter from the text *Advertencia*. And using the critical thinking in order to complete a graphic organizer.  
- Working in complete the comic. |
| 8 | Final Result | - To take action on a social problem.  
- To use the critical thinking through creative ideas.  
- To construct ideas and learn from the different opinions. | - Presenting the different comics created in the class.  
- Giving feedback to the |
Appendix D

Non-Canonical Short Stories

4.1. Connecting Cultures by Liz Lochhead. I am talking in our lingua franca. Tell me, do you drive on the left or right?
Is your football team the Botswana Zebras
Or Indomitable Lions of Cameroon?
Can you take me to Junkanoo
And is there mangrove forest?
Is it true that a lightweight business suit
Is the appropriate city-garb and shaking hands
The usual form of greeting?
Are there frigate birds? Diamonds? Uranium?
What is the climate? Is there a typical hurricane season
Or a wind of change?
How many miles of coastline in your country?
Is the currency the Kenyan shilling or the Brunei dollar -- or is it also the word for rain or a blessing?
Do you speak the lingua franca?

Communication can mean correspondence,
Or a connecting passage or channel, can mean
A means of imparting and receiving information such as Speech, digital media, Facebook, the press and cinema.
Communications can mean means of transporting, especially Troops or supplies.

Commonwealth means
A free association of independent member nations bound by Friendship, loyalty, the desire for Democracy, equality, freedom and peace.
Remembering how hard fellow feeling is to summon
When Wealth is what we do not have in Common,
May every individual
And all the peoples in each nation
Work and hope and
Strive for true communication --
Only by a shift and sharing is there any chance
For the Welfare of all our people and Good Governance.

Such words can sound like flagged-up slogans, true.
What we merely say says nothing --
All that matters is what we do.
4.2 The Ballad of Mulan, from the text, the Flowering Plum and the Palace Lady: Interpretations of Chinese Poetry, by Han H. Frankel. Tsiek tsiek and again tsiek tsiek, Mu-lan weaves, facing the door.
You don't hear the shuttle's sound,
You only hear Daughter's sighs.
They ask Daughter who's in her heart,
They ask Daughter who's on her mind.
"No one is on Daughter's heart,
No one is on Daughter's mind.
Last night I saw the draft posters,
The Khan is calling many troops,
The army list is in twelve scrolls,
On every scroll there's Father's name.
Father has no grown-up son,
Mu-lan has no elder brother.
I want to buy a saddle and horse,
And serve in the army in Father's place."
In the East Market she buys a spirited horse,
In the West Market she buys a saddle,
In the South Market she buys a bridle,
In the North Market she buys a long whip.
At dawn she takes leave of Father and Mother,
In the evening camps on the Yellow River's bank.
She doesn't hear the sound of Father and Mother calling,
She only hears the Yellow River's flowing water cry tsien tsien.
At dawn she takes leave of the Yellow River,
In the evening she arrives at Black Mountain.
She doesn't hear the sound of Father and Mother calling,
She only hears Mount Yen's nomad horses cry tsiu tsiu.
She goes ten thousand miles on the business of war,
She crosses passes and mountains like flying.
Northern gusts carry the rattle of army pots,
Chilly light shines on iron armor.
Generals die in a hundred battles,
Stout soldiers return after ten years.
On her return she sees the Son of Heaven,
The Son of Heaven sits in the Splendid Hall.
He gives out promotions in twelve ranks
And prizes of a hundred thousand and more.
The Khan asks her what she desires.
"Mu-lan has no use for a minister's post.
I wish to ride a swift mount
To take me back to my home."
When Father and Mother hear Daughter is coming
They go outside the wall to meet her, leaning on each other.
When Elder Sister hears Younger Sister is coming
She fixes her rouge, facing the door.
When Little Brother hears Elder Sister is coming
He whets the knife, quick quick, for pig and sheep.
"I open the door to my east chamber,
I sit on my couch in the west room,
I take off my wartime gown
And put on my old-time clothes."
Facing the window, she fixes her cloudlike hair,
Hanging up a mirror she dabs on yellow flower powder
She goes out the door and sees her comrades.
Her comrades are all amazed and perplexed.
Traveling together for twelve years
They didn't know Mu-lan was a girl.
"The he-hare's feet go hop and skip,
The she-hare's eyes are muddled and fuddled.
Two hares running side by side close to the ground,
How can they tell if I am he or she?"
4.3 Me Gritaron Negra by Victoria Santa Cruz. Tenía siete años apenas,
apenas siete años,
¡Que siete años!
¡No llegaba a cinco siquiera!
De pronto unas voces en la calle,
me gritaron ¡Negra!
¡Negra! ¡Negra! ¡Negra! ¡Negra! ¡Negra! ¡Negra! ¡Negra!
“¿Soy acaso negra?”- me dije
¡Sí!
“¿Qué cosa es ser negra?”
¡Negra!
Y yo no sabía la triste verdad que aquello escondía.
¡Negra!
Y me sentí negra.
¡Negra!
Como ellos decían.
¡Negra!
Y retrocedí.
¡Negra!
Como ellos querían.
¡Negra!
Y odie mis cabellos y mis labios gruesos
y mire apenada mi carne tostada.
Y retrocedí.
¡Negra!
Y retrocedí…
¡Negra! ¡Negra! ¡Negra! ¡Negra!
¡Negra! ¡Negra! ¡Neeeegra!
¡Negra! ¡Negra! ¡Negra! ¡Negra!
¡Negra! ¡Negra! ¡Negra! ¡Negra!
Y pasaba el tiempo,
y siempre amargada.
Seguía llevando a mi espalda,
mi pesada carga.
¡Y como pesaba!…
Me alacie el cabello,
me polve la cara,
y entre mis entrañas siempre resonaba la misma palabra.
¡Negra! ¡Negra! ¡Negra! ¡Negra!
¡Negra! ¡Negra! ¡Neeeegra!
Hasta que un día que retrocedía, retrocedí y que iba a caer.
¡Negra! ¡Negra! ¡Negra! ¡Negra!
¡Negra! ¡Negra! ¡Negra! ¡Negra!
¡Negra! ¡Negra! ¡Negra! ¡Negra!
¡Negra! ¡Negra! ¡Negra!
¿Y qué?
¿Y qué?
¡Negra!
¡Sí!
¡Negra!
¡Soy!
¡Negra!
¡Negra!
¡Negra soy!
¡Negra!
¡Sí!
¡Negra!
¡Soy!
¡Negra!
¡Negra!
¡Negra!
¡Negra soy!
De hoy en adelante no quiero
laciarmícabello.
¡No quiero!
Y voy a reírme de aquellos,
que por evitar -según ellos-
que por evitarnos algún sinsabor,
llaman a los negros gente de color.
¡Y de qué color!
NEGRO
¡Y que lindo suena!
NEGRO
¡Y que ritmo tiene!
NEGRO NEGRO NEGRO NEGRO NEGRO NEGRO NEGRO NEGRO NEGRO NEGRO NEGRO
Al fin…
Al fin comprendí.
AL FIN
Ya no retrocedo.
AL FIN
Y avanzo segura.
AL FIN
Avanzo y espero.
AL FIN
Y bendigo al cielo porque quiso Dios que negro azabache fuese mi color.
Y ya comprendí.
AL FIN
¡Ya tengo la llave!
NEGRO NEGRO NEGRO NEGRO
NEGRO NEGRO NEGRO NEGRO
NEGRO NEGRO NEGRO NEGRO
NEGRO NEGRO
¡Negra soy!
4.4 Chapter: Ante las amenazas en que se encuentran los pueblos y la selva de la Amazonía, nuestra respuesta es la vida y la trascendencia from the text Advertencia.

Inquietos por el futuro y desarrollo de la tierra y sus hijos, hemos tomado la decisión de dar a conocer al mundo la tragedia del pueblo Cofán. Somos estudiantes universitarios seducidos por las culturas ancestrales y la defensa de la tierra, único bien común a todos los mortales. La siguiente es una alerta al mundo, para que no se engañe con falsos convenios, y para que el pueblo Cofán, a orillas del río Putumayo sienta el respaldo de la comunidad internacional, en estos tiempos que lo natural y antiguo se convierte en enemigo de la post-modernidad y el capitalismo apabullante.

Por AMAZON GUARDIANS HOBBITS*

La situación actual del Taita Querubín Queta Alvarado y su gente sigue siendo preocupante. En una entrevista realizada por un periodista holandés que participó en el encuentro por la sanación de la tierra el pasado equinoccio, tuve la oportunidad de servir de traductor y darme cuenta de la verdadera realidad por la que atraviesa el pueblo Cofán.

Los problemas de la gente Cofán van más allá de lo anteriormente expuesto. Los nativos, guardianes naturales del bosque, por su condición están al margen de acceder a la escritura y lectura en español, sistemas electrónicos, traducciones, tecnologías modernas, etc, situación que los ha alejado de pertenecer a las partidas del presupuesto humanitario del gobierno nacional y organizaciones globales.

Bien es sabido que organizaciones de todo tipo destinan ayudas a los pueblos indígenas, los recursos han sido enviados, pero no son suficientes para cubrir las necesidades básicas de su gente como resultado del acoso del plan de lucha antidrogas; eso fue lo que nos contó el abuelo en una entrevista realizada el 23 de octubre del 2004 por Espejo Rítmico Blanco. El Taita dijo que le habían prometido a él y a su gente computadores, plantas solares e incluso dinero pero nada ha llegado.

Al preguntársele de que manera se estaban gestionando los recursos para su pueblo, pudimos darnos cuenta de que él no tiene conocimiento de estos procesos y que le hace falta una oficina de prensa que lo mantenga enterado de estas actividades de divulgación y generación de recursos.

A raíz de esta problemática exponemos a la comunidad en general, el punto de vista del taita sobre su situación, proporcionándole a él y a su pueblo la oportunidad de expresar su descontento ante tales experiencias y sirviendo como puente comunicativo, para que la gente conozca de cerca su realidad y se sensibilice con ella.

Sabemos que son muchas las personas, instituciones y organizaciones que trabajan a nombre de los Cofanes, y que también son muchas las ayudas que se han enviado para su gente, por lo que les queremos agradecer infinitamente. El pueblo Cofán valora mucho estas buenas intenciones, y les pide que no dejen de enviar su ayuda, pero que se aseguren que ésta sea dirigida y llegue a manos del taita Querubín Queta Alvarado.
Somos estudiantes universitarios, artesanos, amantes de la naturaleza y las culturas, y además viajeros inspirados a quiénes la Pachamama envió sin razón aparente, a reunirse y a ser parte de esta realidad, la cual consideramos como personal. Nos hemos vinculado al trabajo con el pueblo Cofán, por que no se justifica que nadie se apersone de la situación de ellos y les brinde apoyo y gestión real y efectiva. Su condición de guardianes del bosque los abstrae de una realidad informativa y mediática con el mundo cibernéctico y administrativo.

Nuestra misión es ayudar al pueblo Cofán en todo lo que esté a nuestro alcance, brindando nuestras capacidades profesionales y humanas, para ayudar a mejorar la calidad de vida de su gente. Todos hablamos de preservar las culturas, de ayudar a nuestra gente…¿pero que estamos realmente haciendo al respecto?

A falta de recursos para su gente, el Taita Querubín se ha visto en la necesidad de salir por el país ofreciendo el remedio ancestral del Ayahuasca, para obtener así, recursos y protección para alimentar a su gente, trabajando en agotadoras jornadas de sanación, recorriendo enormes distancia junto con su familia, a sus 75 años de edad compartiendo con la humanidad su mensaje de amor y respeto por la madre naturaleza y por el otro.

El taita Querubín Queta Alvarado: Presidente de la nación Cofán, Taita de taitas, guardián supremo del bosque, y conocedor de los secretos milenarios de la medicina tradicional, quiere y necesita que se escuche su clamor y su queja pero también su mensaje: Su pueblo esta siendo desplazado y exterminado en el Amazonas.

La política oficial antidrogas del Plan Colombia, amenaza con desaparecer del planeta al pueblo Cofán. Las fumigaciones químicas, la presión de los grupos armados legales o ilegales, el asesinato selectivo y programático de sus líderes, el mercadeo internacional de su planta sagrada, la depredación de sus bosques, la falta de respaldo real y humanitario por parte del estado colombiano, provocan el éxodo y la desintegración cultural de una comunidad indígena cuya población no excede los dos mil nativos.

Él espera colaboración de la comunidad global consciente de la importancia y poder de las comunidades indígenas y antiguas para la historia de la humanidad y de las futuras generaciones. Ésta podrá ser dinero en efectivo, especies o artefactos que sirvan a su gente y les permita hacer más cómoda su situación en la selva hasta que cambien las políticas de estado, y deje de ser hostigada desde tantos frentes.

Los Cofanes llaman al mundo para pedir ayuda humanitaria y poder trascender como cultura en este siglo y los venideros, y no ser un vestigio arqueológico inerte, sino un museo viviente que cuente su mensaje de respeto por la madre naturaleza y por los otros, viva y sienta la antigüedad correr por su sangre milenaria de tribu encargada de sostener el mundo desde el Amazonas. Si perdemos la cultura Cofán, se estaría presenciando otra extinción cultural, natural y viva del Amazonas.
Con fe total en su humanidad...esperamos cooperación y auxilio para la supervivencia de nuestro pueblo. Infinitamente agradecidos...luz y amor para ustedes...

AMAZON GUARDIANS HOBBITS
### Appendix E

Universidad Distrital Francisco José de Caldas  
Licenciatura en Educación Básica con Énfasis en Inglés  
Pedagogical & Research Experience in Secondary School II

**LESSON PLAN No. 4**

**SCHOOL:** IED Colegio Enrique Olaya Herrera  
**GRADE:** 11th grade - 1101  
**DATE:** 28 - 09 - 2016  
**COOPERATING TEACHER:** Susana Tovar  
**STUDENT TEACHER (S):** Alejandro Castañeda Ovalle and Jhon Wilmer Acuña

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<table>
<thead>
<tr>
<th><strong>PREPARATION</strong></th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong> Yes/No Questions in Reported Speech</td>
</tr>
<tr>
<td><strong>COMMUNICATIVE FOCUS:</strong></td>
</tr>
<tr>
<td>Identifying Yes/No questions in reported speech</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>OBJECTIVES:</strong></th>
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<tbody>
<tr>
<td>• To practice the different ways of indirect speech in yes/no questions.</td>
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<tr>
<td>• To analyze the role of women in society and how they are perceived.</td>
</tr>
<tr>
<td>• To understand the different gender stereotypes that arise in the society.</td>
</tr>
<tr>
<td>• To perceive the student’s perspective on race and beauty stereotypes in the world.</td>
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<table>
<thead>
<tr>
<th><strong>LANGUAGE FOCUS:</strong></th>
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</thead>
<tbody>
<tr>
<td>Personal Pronouns. ( 1 – You- He- She- It- We- They)</td>
</tr>
<tr>
<td>Present Simple.</td>
</tr>
<tr>
<td>Present Progressive.</td>
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<tr>
<td>Past Progressive.</td>
</tr>
<tr>
<td>Simple Past.</td>
</tr>
<tr>
<td>Past Perfect.</td>
</tr>
<tr>
<td>Structure in Reported Speech: ask + if</td>
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<tr>
<th><strong>CLASSROOM ROUTINES:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Greeting the students.</td>
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<tr>
<td>• Organizing students for the class.</td>
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<tr>
<td>• Calling the attendance.</td>
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<tr>
<th><strong>CLASS DEVELOPMENT</strong></th>
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<tr>
<td><strong>STAGE</strong></td>
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### Presentation Stage

**Warm up:**
Students will make groups of 3 people, each group will receive some questions in direct speech, students will modify the questions into reported speech according to their previous knowledge on the topic. At the end, the teacher and students will correct the reported questions on the board. The teacher will resolve the students doubts.

**Questions:**
- Do you live with your family?
- Are you coming with us?
- Did you go to the meeting?
- Were you waiting long?
- Have you ever eaten sushi?
- Have you been working?
- Had you left when I called?

**Notebooks**
In this activity the teacher will evaluate their students on the level of vocabulary, structure and if they are able to:

1. To be a good listener.
2. To write known and unknown vocabulary.
3. To report.
4. To understand the meaning of the words.

**Presentation Stage**

Students will receive the story 'The Ballad of Mulan', they will read it using the instruction method of popcorn reading. In addition, on the board, they will find a list of unfamiliar words of the story, in order to help them to understand the story. Also, the teacher will ask the students, to retell, reporting the story, using their previously knowledge.

**Poem** (See Appendix 4.3)

The teacher will listen to the students during the development of the activity and will assess the students in the following aspects, giving feedback during the activity.

- **Pronunciation:** The teacher will listen to the students and will observe if they say the appropriate pronunciation of words when they are going to match the cards.
- **Reading:** The teacher will evaluate the fluency of students when reading
- **Reporting:** The teacher will evaluate the correct use of the structures seen in the class, and the students ability to understand a story and report it.

**Presentation Stage**

The teacher will make a brief summary of the story using slides, the idea is to clarify doubts about reading. Moreover, the teacher will show them the trailer of the film 'Mulan: Rise of a Warrior' so, in a comparative table on the board, students will compare and analyze the classical story and the story told in the Disney movie, in order to answer in a short debate, the question, What role women play in society?

**Writing**

- **Sentence Structure:** The teacher will read the sentences on the board and will observe if the sentences are structurally correct.
- **Vocabulary and Word choice:** The teacher will evaluate if the students use a variety of the vocabulary learnt in class.
- **Speaking**
  The teacher will listen to the students and will to provide

| Presentation Stage | 10 min | Warm up: Students will make groups of 3 people, each group will receive some questions in direct speech, students will modify the questions into reported speech according to their previous knowledge on the topic. At the end, the teacher and students will correct the reported questions on the board. The teacher will resolve the students doubts. Questions: Do you live with your family? Are you coming with us? Did you go to the meeting? Were you waiting long? Have you ever eaten sushi? Have you been working? Had you left when I called? | Notebooks In this activity the teacher will evaluate their students on the level of vocabulary, structure and if they are able to: 1. To be a good listener. 2. To write known and unknown vocabulary. 3. To report. 4. To understand the meaning of the words. |
| Presentation Stage | 10 min | Students will receive the story 'The Ballad of Mulan', they will read it using the instruction method of popcorn reading. In addition, on the board, they will find a list of unfamiliar words of the story, in order to help them to understand the story. Also, the teacher will ask the students, to retell, reporting the story, using their previously knowledge. | Poem (See Appendix 4.3) The teacher will listen to the students during the development of the activity and will assess the students in the following aspects, giving feedback during the activity. Pronunciation: The teacher will listen to the students and will observe if they say the appropriate pronunciation of words when they are going to match the cards. Reading: The teacher will evaluate the fluency of students when reading Reporting: The teacher will evaluate the correct use of the structures seen in the class, and the students ability to understand a story and report it. |
| Presentation Stage | 35 min | The teacher will make a brief summary of the story using slides, the idea is to clarify doubts about reading. Moreover, the teacher will show them the trailer of the film 'Mulan: Rise of a Warrior' so, in a comparative table on the board, students will compare and analyze the classical story and the story told in the Disney movie, in order to answer in a short debate, the question, What role women play in society? | Slides (See Appendix 4.3) Computer Film Trailer: https://youtu.be/MsAniqGowKE Writing Sentence Structure: The teacher will read the sentences on the board and will observe if the sentences are structurally correct. Vocabulary and Word choice: The teacher will evaluate if the students use a variety of the vocabulary learnt in class. Speaking The teacher will listen to the students and will to provide |
| Practice Stage | 15 min | Students will write questions that arise them about the Mulan story, then they will ask the questions to a partner, and the partner should answer the questions and write them using reported speech. Example: 'He asked me if Mulan had survived the war'. | Notebooks | Writing: The teacher will evaluate the students in aspects relate to: Sentence Structure: The teacher will read the sentences and will observe if the sentences are structurally correct. Vocabulary and Word choice: The teacher will read the sentences and will evaluate if the students use the vocabulary according to its distinction Elaboration, support and style: The teacher will read the sentences and will see if the sentences are correct and comprehensible. Speaking: The teacher will listen to the students and will to provide feedback when it will be necessary. Also, will assess some aspects like: Pronunciation: The students say appropriately the words; its spelling is correct and they avoid doing pronunciation mistakes. Fluency: The teacher will see if the students have great gaps and pauses at the moment of speaking. | Feedback when it will be necessary. Also, will assess some aspects like: Pronunciation: The students say appropriately the words; its spelling is correct and they avoid doing pronunciation mistakes. Fluency: The teacher will see if the students have great gaps and pauses at the moment of speaking. Interaction: The teacher will evaluate if the students understand the messages given by the teacher and they speak in a coherent way, by answering what the teacher asked them. |
| Production Stage | 30 min | In the last class students created a superhero. Following that, in this class, they should add a genealogical tree to their superheroes. And, in addition, in pairs, students will create the villain, which should include a story, context and the super powers. | Colors Piece of paper | Writing: The teacher will evaluate the students in aspects relate to: Sentence Structure: The teacher will read the sentences and will observe if the sentences are structurally correct. Vocabulary and Word choice: The teacher will read the sentences and will observe if the sentences are structurally correct. |
sentences and will evaluate if the students use the vocabulary according to its distinction.

**Elaboration, support and style:** The teacher will read the sentences and will see if the sentences are correct and comprehensible.

<table>
<thead>
<tr>
<th>Homework:</th>
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Appendix F

Labeling Data

<table>
<thead>
<tr>
<th>Categories</th>
<th>Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give a voice and a position</td>
<td>Red</td>
</tr>
<tr>
<td>To Evaluate facts</td>
<td>Green</td>
</tr>
<tr>
<td>To extrapolate</td>
<td>Brown</td>
</tr>
<tr>
<td>To resignify and reinterpret</td>
<td>Blue</td>
</tr>
</tbody>
</table>