

**The construction of citizenship and literacies within a multiliteracies framework in  
eleventh grade E.F.L students at a public school in Bogotá**

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Universidad Pedagógica Nacional

**Master's Program in the Teaching of Foreign Languages**

Bogotá, D.C.

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By

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To God who was with me, gave me strength, support and inspiration every day with his abundant love and grace; to my parents who encouraged me with their talks, love and support.

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I thank God since He is my strength and my help. He was at my side and lighted my way supporting me in the pursuit of my dreams. To my mom who encourages me with her love and credibility in the things I do. To my Dad because he is always there for me, showing me his support and love. I would like to thank my students because they were my source of inspiration. They were disposed and contributed with their attitude and nice energy that they always transmitted to me, and because they helped me love more what I do.

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# **The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

## **Abstract**

This action research study conducted with E.F.L eleventh grade students at a public school located in the north of Bogotá, Colombia, aims to analyze the way in which students constructed their literacies and developed initial features of citizenship in English. This study remarks the importance of shaping literacy practices at school by analyzing new ways of using and producing texts that generate more appropriation and interest in the use of the foreign language, by means of a variety of tools that are more meaningful for students and that allow them to enhance their expression through different modes of representation. The data collection instruments used for this purpose were artifacts, audio recordings and an unstructured interview. The data was collected during 21 sessions along the second semester of school year 2016. The pedagogical approach implemented was the pedagogy of multiliteracies (New London Group, 1996), which proposes four components for intervention that are: situated practice, overt instruction, critical framing and transformed practice. The findings showed that the students constructed their own texts in the target language and conveyed their own messages, evidenced features of critical thinking skills, added their own voices and promoted a critical view of social content in their productions, group discussions and presentations.

***Key words:*** *critical pedagogy, literacy as a social practice, multiliteracies, citizenship*

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## Resumen

Este estudio de investigación - acción llevado a cabo con estudiantes de undécimo grado de inglés como lengua extranjera, en una escuela pública ubicada en el norte de Bogotá, Colombia, tiene como objetivo analizar la forma en que los mencionados estudiantes construyen sus literacidades y desarrollan características iniciales de ciudadanía. Este estudio enfatiza la importancia de dar forma a las prácticas de literacidad en la escuela analizando maneras de usar y producir textos que generen más apropiación e interés en el uso de la lengua extranjera, a través de una variedad de herramientas más significativas para ellos y que les permite mejorar su expresión en diferentes modos de representación. Los instrumentos de recolección de datos utilizados para este fin fueron artefactos, grabaciones de audio y una entrevista no estructurada. Los datos fueron recolectados durante 21 sesiones durante el segundo semestre del año escolar 2016. El enfoque pedagógico implementado fue la pedagogía de las multi-literacidades (New London Group, 1996), la cual propone cuatro componentes para la intervención que son: la práctica situada, la instrucción explícita, el encuadre crítico y la práctica transformada. Los resultados mostraron que los estudiantes construyeron sus propios textos en la lengua meta y transmitieron sus propios mensajes, evidenciaron características de pensamiento crítico, agregaron sus propias voces y promovieron una visión crítica del contenido social en sus producciones, discusiones grupales y presentaciones.

***Palabras clave:*** *pedagogía crítica, literacidad como práctica social, multiliteracidades, ciudadanía*



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<b>2. Descripción</b>	
<p>Este estudio de investigación - acción llevado a cabo con estudiantes de undécimo grado de inglés como lengua extranjera, en una escuela pública ubicada en el norte de Bogotá, Colombia, tiene como objetivo analizar la forma en que los mencionados estudiantes construyen sus literacidades y desarrollan características iniciales de ciudadanía. Este estudio enfatiza la importancia de dar forma a las prácticas de literacidad en la escuela analizando maneras de usar y producir textos que generen más apropiación e interés en el uso de la lengua extranjera, a través de una variedad de herramientas más significativas para ellos y que les permite mejorar su expresión en diferentes modos de representación. Los instrumentos de recolección de datos utilizados para este fin fueron artefactos, grabaciones de audio y una entrevista no estructurada. Los datos fueron recolectados durante 21 sesiones durante el segundo semestre del año escolar 2016. El enfoque pedagógico implementado fue la pedagogía de las multi-literacidades (New London Group, 1996), la cual propone cuatro componentes para la intervención que son: la práctica situada, la instrucción explícita, el encuadre crítico y la práctica transformada. Los resultados mostraron que los estudiantes construyeron sus propios textos en la lengua meta y transmitieron sus propios mensajes, evidenciaron características de pensamiento crítico, agregaron sus propias voces y promovieron una visión crítica del contenido social en sus producciones, discusiones grupales y presentaciones.</p>	

<b>3. Fuentes</b>
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#### **4. Contenidos**

Capítulo 1: Planteamiento del problema  
Introducción, Planteamiento del problema, Justificación y Revisión de la literatura

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Objetivos y preguntas de Investigación  
Capítulo 2: Marco Teórico  
Pedagogía Crítica, Literacidad como práctica social, Multiliteracidades, Ciudadanía  
Capítulo 3: Diseño de la Investigación  
Tipo de estudio, Rol del investigador,  
Asuntos Éticos  
Capítulo 4: Diseño Instruccional  
Visión del lenguaje, visión del aprendizaje, principios y componentes del enfoque pedagógico,  
intervención pedagógica  
Capítulo 5: Análisis de Datos y Hallazgos  
Enfoque, perspectiva, Procedimiento para el análisis de datos  
Categorías y subcategorías del análisis  
Capítulo 6: Conclusiones e Implicaciones  
Limitaciones  
Futura Investigación

#### 5. Metodología

El enfoque metodológico de este estudio es de investigación cualitativa de tipo Investigación acción que apoyó el logro del objetivo principal de la presente tesis, que fue analizar cómo los estudiantes de undécimo grado en una escuela pública en Bogotá construyeron sus literacidades y desarrollaron un sentido de ciudadanía al seguir un enfoque pedagógico de multiliteracidades. Para lograr este objetivo, fue necesario involucrar la espiral de ciclos autorreflexivos que son características clave del proceso de investigación-acción participativa de acuerdo con Kemmis and Taggart (1988) y ponerlos en práctica en el aula. En la primera etapa se identificó un diagnóstico de las necesidades de literacidad para planear una acción que condujera a mejorar la situación mediante instrumentos como encuestas a profesores y estudiantes y el desarrollo de una planeación de clases de acuerdo al enfoque pedagógico de multiliteracidades. En la segunda etapa se desarrolló la intervención pedagógica de multiliteracidades que incluyó cuatro componentes que están relacionados y que son: práctica situada, instrucción abierta, estructura crítica y práctica transformada; esta intervención fue combinada con la recolección de datos los cuales fueron grabaciones de audios, artefactos de los estudiantes y una entrevista no-estructurada. En la tercera etapa se observaron los efectos de la acción, se documentaron las acciones de los participantes, y se preparó el análisis de los datos con el fin de recoger la información que pudiera dar respuesta a la pregunta de investigación planteada. En la cuarta y última etapa se reflexionó y se evaluaron los efectos de la acción, se analizaron los datos recolectados, se revisó la teoría de acción del investigador y se conectaron las categorías que se derivaron de acuerdo con el enfoque de análisis de teoría fundamentada. Finalmente se establecieron las conclusiones e implicaciones pedagógicas del estudio.

#### 6. Conclusiones

Los resultados mostraron que la mayoría de los estudiantes pudieron construir nuevos textos y transmitir un mensaje no solo a través del modo lingüístico sino también en el uso de otros modos de significado, como los modos visual, oral y gestual. expresaron en sus propias palabras y de manera reflexiva ideas, opiniones y puntos de vista sobre los aspectos relevantes que encontraron en las acciones sociales llevadas a cabo por los líderes estudiados. Además, mostraron en sus textos características del pensamiento crítico como la claridad, la relevancia, la empatía intelectual, la precisión en los argumentos, la significación y la lógica. Expresaron su punto de vista, proporcionaron argumentos, agregaron sus propias voces en sus textos y durante las interacciones. Aprendieron a razonar ya formarse una opinión a partir de los textos vistos en clase, como las lecturas sobre biografías de los líderes sociales y los videos sobre entrevistas y documentales de esos líderes porque veían críticamente los acontecimientos de la vida del líder y relataban en la parte más significativa de las acciones sociales del líder al ver cómo estas acciones contribuyeron a mejorar su comunidad y conectaron esas ideas con su propia situación comunitaria, mostrándola a través del uso de EFL en sus producciones, discusiones grupales y presentaciones. A pesar del poco conocimiento de inglés de algunos estudiantes, la mayoría de los

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estudiantes en el estudio mostraron interés en las oportunidades de aprendizaje que estaban vinculadas a ellos mismos, su hogar y su comunidad. Los estudiantes usaron EFL para expresar sobre sus vidas y planes para su futuro.

Los hallazgos en este estudio mostraron que los estudiantes identificaron aspectos relevantes relacionados con las acciones sociales llevadas a cabo por los líderes sociales, así como sus ideales, valores y actitudes que parecían relevantes para las vidas personales y vidas cívicas de los estudiantes. Se observó que los estudiantes promovieron una visión crítica del contenido social en sus producciones, discusiones grupales y presentaciones. En respuesta a las acciones sociales de los líderes, los estudiantes parecían preocupados por los problemas sociales, identificaron y demostraron la capacidad de expresar a través del idioma meta acerca de problemas relacionadas con la política, la democracia, la paz y la solidaridad; destacaron la importancia para el otro y para el bien común. Desarrollando de esta manera características iniciales de Ciudadanía.

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## **Chapter 1**

### **Introduction**

The importance of literacy goes beyond coding and decoding the language, it is essential to identify the relationship between the text and the context since language and reality are connected; the word should be associated with the knowledge of the world (Freire 1987). The foreign language class should serve as a space for students to share their ideas about how they see the world that surrounds them.

#### **Statement of the Problem**

The current study took place at a secondary state school located in the locality of Usaquén, in a neighborhood of stratum 3 in the north of Bogotá, with a population of about 1,500 students. By the time this research was carried out, the participant students were in an eleventh grade English class of the afternoon shift, meeting two hours and twenty minutes a week, distributed in 2 class periods.

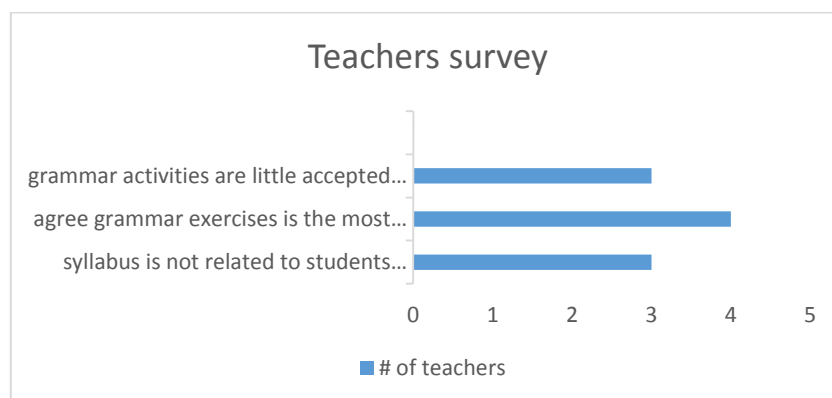
It has been difficult for our English as a Foreign Language (E.F.L) classrooms in the target public school to comply with the national education policies stated by the National Bilingualism Program (2004-2019). These policies establish the need to achieve progressive proficiency levels in English according to the European Framework of

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Reference for Languages, as indicated in the Basic Standards of Competence in Foreign Language (2006, p.6) and seek to standardize the learning of a foreign language in our country.

Revising the English syllabus at this public school (see Appendix 1), it can be noticed that despite there is a column in one of the entries of this syllabus that mentions aspects of communicative competence, regarded as important in the Basic Standards of Competence in Foreign Language (2006), the contents of the linguistic part of this syllabus given for each grade shows a long list of grammar topics as units of study (see Appendix 1), which ultimately means that a lot of emphasis is placed solely on the linguistic aspects at the target school.

Since teachers at this school follow those listed contents in the syllabus, they focus more on the development of the linguistic aspect of the language, to ‘accomplish’ the grammar topics that are pre-determined for each grade instead of helping students develop their language skills and, therefore, their communicative competence. A survey was made to the afternoon shift English teachers at this school, 4 teachers in total answered the survey and the following table shows the results.



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Graph# 1 Teachers' Survey

As the results of the survey administered to the 4 teachers of English show, production and interaction in the foreign language among students at this school is poor; the most frequent activity in classes is working on grammar worksheets and students just care about completing the grammar exercises as it is a teacher's requirement (see Appendix 2).

Although there are also some reading comprehension activities that take place, some teachers select the reading of classic literature stories to work on reading comprehension to try to put in context the use of the grammar; however, as a teacher researcher, I have noticed from my pedagogical practice that the students' participation is not high in that kind of activities. I have tried hard to help them understand, but they do not show interest in English stories such as Robin Hood, The Secret Garden, etc. that are found as a resource to work in the school's library (See Journal entry #6 July 29, Appendix 3) and they may not show interest because those stories are not related to their own lives. They do not easily recall the names of the characters or the places because they are not close to them; these stories do not seem to interest them because they have no direct relation to the student's own lives, their environment, their situations or social problems. It is not easy to make them be involved or expressive about that kind of literacy in the classes; they limit themselves to do the required exercise in this respect, but they hardly ever give their own opinions or comments in an effort to go beyond the assignment.

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As it was mentioned before, the students at this school show apathy towards those English class agendas, and towards what the English syllabus and the classroom practices entail. According to a survey about reading and writing in English made to the participant students in 10th grade, during the second semester of the school year 2015 (see Students' Survey, Appendix 4), 66% of respondents affirmed that there was little or no discussion after reading a text in foreign language; 70.2% stated that they understood only the main ideas of texts, and that the reason of this difficulty was the lack of interest and attention and the little vocabulary they had incorporated before into their lexicon.

These results made me think that if we mainly focus on the linguistic aspect of the language, it may reduce the opportunities of interaction for students in class and that means as well that we are disempowering them because they do not have to confront texts and they are not being the initiators of their own texts, as Freire and Macedo suggest (1987). When students participate in a language focused class, we may not see what they could do with different texts that are more of their interest, and we may be ignoring the critical view they could adopt while analyzing them.

All these problematic facts show that a standard curriculum in communicative language teaching could be incomplete to face the realities of the classroom, due to the lack of attention given to the students' literacy needs. Thus, we can say that the syllabus designed in this way in the target public school is disregarding the literacies suitable for the students' context, focusing mainly on the linguistic aspect and still seeking for homogeneous groups of language learners, instead of looking at them as people with their own stories, own lives, different interests and abilities.

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### **Rationale and Literature Review**

This study considers then the importance of searching for texts that are significant for the students at this public school, and find out which texts, conversations, activities and topics they prefer and respond to. It implies to reflect on what is been done in classes and to consider going beyond the traditional concept of reading and writing as a literacy activity that implies only linguistic and grammar practice, to consider it as an activity that embodies a social process.

Literacy is being studied from different perspectives; new concepts on this field have emerged; language and communication are changing in their ways of creating and sharing meaning. As teachers, we need to prepare students to be more participatory and critical users of the language. As we are expected to expand our ways of teaching literacy, it is considered of relevance for this study to look at new perspectives, theories, and practices of what needs to be taught in terms of literacy in these current days and refer to studies that have been carried out accordingly.

I consider that one of those new perspectives is *Literacy as a Social Practice*, that according to Baynham (1995), “was defined as concrete human activity involving not just the objective facts of what people do with literacy but also what they associate with what they do, how they construct its value and the ideologies that surround it,” (p 53) and according to Street (2001), it “involves the attitudes of people, the concept of values, focuses on the subjectivity and agency dimensions of practice” (p.189).

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David Barton and Mary Hamilton in their study *Understanding literacy as Social practice* (1998), account for how a group of people use reading and writing in their daily life. Their study was carried out in Lancaster, a town in England, and it documents in detail literacy practices in a space and historical time, examining the constant change that affects the practices of the people giving a retrospective look at the history and cultural traditions that underlie those practices. This research that identifies the concept of literacy as a social practice was conducted at a local community.

Looking at the concept of literacy depicted as a social practice in research conducted in Colombia, I found the book *Literacy as a resource to build resilience* by Chapetón (2007). This text aims at valuing the dialogue and discussion of issues within a community that shares similar sociocultural characteristics and the importance for creating spaces for free expression; in the case of this study, displaced adults as literate individuals shared readings, perspectives, backgrounds, life experiences, emotions, and they could critically view their situation at a dialogic base.

Inquiring about studies conducted at Universidad Pedagógica Nacional in Bogotá on literacy as a social practice, I found the research entitled *The Use of Songs as a Literacy Practice in the EFL Classroom* by Palacios and Chapetón (2014). This study identifies and characterizes the factors that may influence students' participation when songs with a social content are used in an EFL classroom within a framework of literacy as a situated social practice and using a critical view of pedagogy, encouraging students to be reflective and participant subjects who find, construct, and share meaningful experiences and social realities in the EFL class. The implementation of those different class materials are samples

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of class practices that went beyond the fact of learning only grammatical structures and vocabulary.

A second perspective that is relevant to this study is the pedagogy of Multiliteracies proposed by the New London Group (1996). “A pedagogy of Multiliteracies, focuses on modes of representation much broader than language alone. These differ according to culture and context, and have specific cognitive, cultural, and social effects.” (p.64). The notion of multiliteracies also involves the use of different modes of meaning, the metalanguage of multiliteracies that describes patterns of meanings are linguistic, visual, audio, gestural, and spatial designs. Multiliteracies describe these elements of designs not as rules but as a heuristic that accounts for variability of different forms of meaning.

In relation to the Multiliteracies approach, I want to refer to a research study carried out in Finland by professor Mina Rita Luke and her group of Finnish teachers at University of Jyväskylä, called *Towards Future Literacy Pedagogies (2007-2009)*. These authors had as research purpose to explore foreign language literacy practices in and out of school contexts from the point of view of 9th grade students in Finland, and issues related to student’s media choices, ways of using and producing texts, and curriculum planning. The researchers stated that “what is in the syllabus and the classroom practices that determines what counts as literacy, is maybe ignoring the literacy practices that occur out of school” (p. 2).

The multiliteracies view does not only consider the written language but all forms of communication, that is the case of a study conducted in the United States that explores the *rap* an oral musical genre which makes part of the Hip hop in a study called “*I*



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*represent me,*” that is about the hip-hop values and identity. It analyzes how a group of teenagers by a public alternative secondary school in Queens, New York, particularly through two weekly rap classes use language in poetry to construct their ethnic and local identity. One of the multiple ways students may want to use language at the school context too, for expressing their thinking, needs, and likes.

Along with the multiliteracies pedagogy, I introduce in this research the concept of citizenship that comes within this approach. From the theoretical overview and basis of the multiliteracies approach, the concept of citizenship tells us about a connection of the students and teachers and the changing social environment they face, what makes it important to see the multiple linguistic and socio-cultural differences in our society that contribute for the future working, civic and public lives of the students.

Literacy teachers and students must see themselves as active participants in social change because we can be active designers or makers of social futures. Through multiliteracies approach students are educated to be citizens in a society and to be designers of their own future. The importance of the students to prepare themselves for the future indicates also within the concept of citizenship the development of values to understand the other, values such as equality, solidarity, respect, autonomy, leadership, honesty, and social awareness, among other values that make part of the institutional life of the students and that help them be better citizens as well as see what their expectations about their future careers and the contribution of those careers to the society.

Related to the citizenship, I would like to pinpoint a study found in a journal on citizenship and civics education from the university of York, UK, called Integrating

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*Intercultural Competence and Citizenship Education into Teacher Training: A Pilot*

*Project.* This study is about a pilot project designed to help student teachers explore the ways in which their cultural beliefs are linked to wider social and institutional relationships Dooly (2006). Because of theoretical and empirical exploration, future teachers became more critically aware of their general perspectives about social issues, increased their intercultural competence and learnt teaching strategies which can eventually be transferred to teaching of citizenship.

The studies I have related above are relevant here because they are about literacy as a social practice, multiliteracies pedagogy and citizenship and those have been areas selected to frame this current study. In relation to those studies, I want to notice first that most of the work we find about literacy as a social practice has been done in the local communities, but there are not many that have been implemented in classrooms. I consider there is still a lack of research to be done in this area within the classroom environment. Those studies helped me think about a critical trend in education that should be implemented in classrooms and that values student's voices.

The standardization has led us to a functional literacy in foreign language, the curricular design should overcome that technical interest in learning only the abilities and it should ensure that every community responds to their own situations with a reflective interest (Fandiño-Parra, 2014). The development of citizenship within the multiliteracies approach in this study gives the students tools to decide and build their own discourses about their working and future lives.

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According to the survey made to the participant students at this public school at the end of their 10<sup>th</sup> grade, in 2015 (see Students Survey, Appendix 4), in its part four, that inquired about their future, showed that students at this public school did not know exactly what they were going to study after school, neither did they have clarity or had decided yet for a specific option; they had not considered about the contribution the professions would make to the community or the society, neither had they researched about the objectives of those careers and, finally, some of the students surveyed had no plans to continue academic life following high school. According to the answers provided by the students when asking them about their interest in researching over their future lives of work and the topic of their future career, 70% of them answered that they wanted to learn more and research about it and they said they would like a project on this to be carried out in the English class, they also said that it should be done in other subjects and not only in English class because it is of a big importance for them.

This study is concerned then with the English syllabus of the school and it attempts to improve it regarding the necessities of the students. It regards the importance of shaping literacy practices at school by evaluating ways of using and producing texts, generating appropriation and interest in the use of the foreign language, through a proposal that leads the students in the use of tools that are more significant for them. This may allow them to enhance their expression in different modes of representation and observe how multiliteracy practices can enhance their interest and active participation in the foreign language class, relating academic work in the foreign language to the development of

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citizenship. Based on what has been stated above, I formulated the following research question:

How may eleventh grade EFL students at a public school in Bogotá construct their citizenship and literacies when following a multiliteracies framework?

Accordingly, the objectives for carrying out this research study are the following:

### **General Objective**

To analyze how eleventh grade EFL students at a public school in Bogotá construct their literacies and develop a sense of citizenship when following a multiliteracies framework.

### **Specific objectives:**

- To analyze how the participants construct their literacies by focusing on different modes of representation (linguistic, visual, audio, spatial, and gestural).
- To analyze the sense of citizenship developed by the participants and how they relate this to their social futures.

Bearing these objectives and the participant's needs in mind, in this chapter the teacher researcher justified the necessity of conducting this study. In chapter two, I present the constructs that support my proposal and that develop the abovementioned objectives. In chapter 3, I describe the methodological approach, the type of study, I illustrate the working plan of activities that mentions the collection instruments and I indicate the role of the researcher and the ethical issues. In chapter four, I present the instructional design giving a

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description of the pedagogical intervention carried out, followed by chapter five where I illustrate the categories and show the findings of this study. Finally, in chapter six, I give the conclusions, the pedagogical implications, the limitations and further research.

### **Chapter 2**

#### **Theoretical Framework**

In this chapter, I present the constructs that support this proposal, which aims to develop the following objectives: To analyze how the participants, construct their literacies by focusing on different modes of representation (linguistic, visual, audio, spatial, and gestural) and to analyze the sense of citizenship developed by the participants and how they relate this to their social futures. Therefore, the supporting constructs of *critical pedagogy*, *literacy as a social practice*, *multiliteracies*, and the concept of *citizenship* will be presented in the following pages.

#### **Critical Pedagogy**

Critical pedagogy is taken in this study as a pedagogical trend that tells us about the need of an empowered subject who is conscious that they should become a subject of change (Freire,1972). In relation to learning a language, critical pedagogy claims that students should confront critically the language that surrounds them, and understand themselves as products and producers of meaning, assume the role of active social agents and that the teacher's role is to help them to achieve this (McLaren,1997). In this study,

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students will see themselves as active participants in social change and as agents that think critically.

Critical Theory is an approach to language teaching and learning that according to Kincheloe (2005) is concerned with transforming relations of power that are oppressive. It tries to humanize and empower learners and it is more associated with Freire's perspectives using the principles of the critical theory of the Frankfurt school as a main source. The prominent members of the critical theory are Adorno, Marcuse, and Habermas. Critical theory is concerned with the idea of a society in which people have economic, political, and cultural control of their lives.

Theorists such as Henry Giroux, Donaldo Macedo, Carlos Torres, and Peter McLaren are linked to Freirean perspectives with those of Frankfurt school. In his classic book *the pedagogy of the oppressed* (Freire, 1972) talks about the transformation of individuals from being objects of educational processes to subjects of their own autonomy and emancipation. In the classroom, it is fundamental for Freire's pedagogy that teachers move from directing to facilitating, from talking to listening, from doing to observing. This concept becomes very relevant for the present study since the role of students here is precisely to become subjects of their own education, autonomy, and emancipation, makers of their own futures.

In agreement with the Canadian author Peter McLaren, schools are not only instructional places but social places where ideological and social forms struggle for dominance. It is of my attention his analysis about the mass-media in his book *critical pedagogy and predatory culture*, (McLaren, 1997), in which he says that in the educational

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debate of our days we need to talk about the need of our schools to create a literate citizenship in the language of the mass media, citizenship that is capable of interrupting, answering, and transforming the manipulation apparatus that the media has, so that it loses its power to infantilize the population and stop creating passive, lazy, and apolitical social subjects as our teenage students are in some way. I found this idea relevant to this study that seeks students to be critical of the texts they read as a resource in the development of their citizenship.

Henry Giroux (1992) enriched education with expanded conceptions of pedagogy and literacy animated by the desire of reconstructing schooling with different perspectives that can help us to understand better and transform contemporary culture and society. His work provides cultural studies with a critical pedagogy linked with the development of a more democratic culture and citizenship. Torres (1998) also has worked on the political sociology of education upon topics such as the state and power, the role of schooling in social and cultural reproduction, the problematic of globalization, the interconnections among citizens, multiculturalism, and democracy.

Within my study, it is relevant to consider too Freire's approach to literacy. Freire and Macedo (1987) support the belief that "Reading does not consist merely of *decoding* the written word or language; rather, it is preceded by and intertwined with knowledge of the world. Language and reality are dynamically interconnected" (p.20). The above authors of the critical theory are former educators and theorists in the field of looking at literacy in a different way, beyond the activity of coding and decoding and they also considered a critical way of seeing literacy. This theory is taken in this study as the origin of the concept,

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it is the theoretical trend to which this study is ascribed. For critical theory authors, learners need to be active in their own education.

Critical theory is considered in this current study as the pedagogy that inspires and encourages learners to express their voices and it helps us think of the language class as a place for reflection and expressions of the student's current situations and experiences. The use of critical literacy in this study allows us to prepare students to think critically and help them to become fully realized members in their society.

Next, I will present a new tradition in considering the nature of literacy, a theoretical perspective that as critical pedagogy, does not focus merely on the acquisition of skills but that thinks of literacy as a social practice varying according to time and space and that also involves relations of power.

### **Literacy as a Social Practice**

Literacy in this study is interpreted as a social practice, which, according to Baynham (1995), was defined as “a concrete human activity involving not just the objective facts of what people do with literacy but also what they associate with what they do, how they construct its value and the ideologies that surround it,” (p. 53) and according to Street (2001), it also “involves the attitudes of people, the concept of values, (and) focuses on the subjectivity and agency dimensions of practice” (p.189). It is more than seeing literacy as a set of skills, and is concerned with local differences, diversity and variety, as it is viewed in this study where students will share information, perspectives, emotions, and critical views



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about their future social lives and their lives as citizens, out of the use of various representations of meanings in English as a Foreign Language.

For Freire “reading does not consist only of decoding the written world of language” (Freire & Macedo, 1987), rather it includes knowledge of the world, language, and reality that are interconnected. He states that the main thing is that when students confront a text, “the words and the worlds” must be those of them. Freire talks about the importance of the dialog of teacher and students because when they read and discuss texts, those texts become significant. Confronting a text in this study, has to do with the realities, preferences, expressions, and critical view of the students, more than the interpretation of the teacher, as the students are the ones called to be participants and doers in a project related to their own social and civic future lives.

Freire (1987), Street (1984), Baynham (1995), and Gee (2003) have seen literacy differently from the traditional view about the ability to read and write, to code and decode printed texts. They have given ways of linking the linguistic and the cognitive dimensions of literacy with the sociocultural dimension. The linguistic dimension refers to the aspect of language as a syntactic, morphemic, and orthographic system that has limited literacy in E.F.L to the coding and decoding ability. The cognitive dimension of literacy covers aspects of psycholinguistic research on memory and cognitive interrelations between reading and writing; this dimension has been at the front of reading and writing research for the past twenty years from Krashen and the input hypothesis (1995) on, the psycholinguistic approach to literacy ignores the contextual factors of literacy practice

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This study encourages students to socialize readings with a personal critical reflection expressed through representations of meaning and it intends precisely to go beyond the traditional views that are limited to the linguistic and cognitive dimensions of literacy. Literacy practices contain the concept of *literacy events* which I find of relevance in my study. Baynham (2008) claims that “Literacy events are empirical occasions to which literacy is integral and analyzes them in terms of the models or preconceptions that make people decide who does what, where and when is done as far as reading and writing is concerned” (p.3). Events are embedded in larger contexts, literacy domains, such as school, work, and community.

Literacy practices in school for example, are directed by the institution, but at the same time are transformed and influenced by the out of school literacies (Luke, 1996). According to the academics of the New London Group, the use of text is shaped by the social context which means that the conceptions of literacy can be traced back to social and cultural conventions, needs, and values (Gee, 2003). Consequently, literacy in school could be shaped by those needs of the context and of the students.

This study recognizes multiple literacies that vary according to time and space, a need to consider the school and the classroom as spaces to provide students with opportunities to express freely, to share their ideas about how they see the world that surrounds them, to help them find a point of view and attitudes to what and how they would like to be involved, and to encourage them to express their choices and purposes related to their future lives. The student will have the responsibility not only to read and understand

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texts but to be critical, to get involved in dialogic processes respecting the others' voices and building a relation to the society.

According to Gee (2008), there are some reasons we should consider literacy in bigger terms than the traditional concept because in our today's world, language is not the only communication system available, there are many types of visual images and symbols with significance and other modes of representation, this is a new pedagogy of literacy called the pedagogy of Multiliteracies to which I am referring in the following section of this chapter.

### **Multiliteracies**

*The pedagogy of multiliteracies* is the proposed pedagogical approach of this study. There are two broad aspects about this approach that are of relevance here. First, this approach to literacy pedagogy focuses on modes of representations much broader than language alone, all representations of meaning including linguistic, visual, audio, spatial, and gestural. Here the students need to resort to their own experiences and semiotic literacy practices to represent and communicate meaning, (New London Group, 1996).

Second, according to the New London Group (1996), literacy pedagogy emphasizes how “negotiating the multiple linguistic and cultural differences in our society is central to the pragmatics of the working, civic and private lives of students” (p.60). The authors see that this pedagogy will enable students to achieve two main goals for literacy learning that are creating access to evolving language of work, power, and community and fostering the critical engagement necessary for students to design their social futures. Both aspects

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presented above are related to the goals set in this study. The bases of this pedagogy make the multiliteracies approach suitable to be implemented in the present study.

The New London Group (1996) explains in the Multiliteracies Pedagogy a process called *Designing*, which is about shaping meaning from available resources. It is related to the idea that words are built in a way that they have never been built before, adding something from your own. This process occurs along four components of pedagogy suggested that are named *situated practice*, it refers to meaning making from available designs in private lives , workplace, and public lives; *overt instruction*, where students develop explicit language of design; *critical framing*, that interprets the social context and purpose of design of meaning; and *transformed practice*, when students become designers of social futures, which means to be not only learners of language but also citizens, community members and future workers that should be makers of meaning.. In the multiliteracies pedagogy literacy, teachers and students must see themselves as active participants in social change, as learners that can be active designers of social futures as it is stated in the objectives of this study.

In this sense, multiliteracy pedagogy is relevant here for its social view, an important aspect of the context in which this study was carried out, that is, the public school and the socio-economic stratum of the participants. This is due to the fact that for this pedagogical approach, one of the fundamental purposes of education is to ensure that all students benefit from learning in ways that allow them to participate in public, working, and community life. According to the New London Group (1996), this approach considers pedagogy as a “teaching and learning relationship that creates the potential for building

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learning conditions leading to full and equitable social participation” (p.60). It includes negotiating a multiplicity of discourses and a multiplicity of meaning making in different contexts, as this study is interested in the social view that is related to students’ public and civic life. I am referring next to the concept of *citizenship*.

### **Citizenship**

The way that the E.F.L teacher in our country sees literacy should include practicing meaning making in our context. Language classes may have special opportunities to contribute to developing the involvement of the students and opportunities to create spaces in class and in school in which students use various representations of meanings in E.F.L to share information, perspectives, emotions, and critical views about their future academic lives and their lives as citizens. The teacher’s role is to develop in the students the capacity to speak up, to negotiate and to be able to engage critically with the conditions of their social and academic lives.

As stated above, it is of importance for students to “foster the critical engagement necessary to design their social futures” to be able to engage critically with the conditions of their social lives. It was important for this study for students to be active participants and express themselves, share their points of view, reflect, and consider their personal interests, hobbies, values, capacities, and sensibilities.

In agreement with the necessity of having a critical sense that characterizes the idea of citizenship in this study, I include here a central notion of citizenship that is the one that comes from critical pedagogy in relation to schools. According to Giroux, citizenship is a

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form of empowerment, of being able to be critical and to exercise social agency , which is “the goal of furthering their capacities to be critical agents who are responsive to moral and political problems of their time” (Giroux, 2011,p.7), The concept of citizenship in this study is related to a citizen that is not only a simple bearer of abstract rights and privileges but that is a member of public spheres and can provide a sense of communal vision and civic courage: “a citizenry capable of genuine public thinking, political judgment, and social action” (Giroux, 1997, p.102).

Being critical agents makes it necessary for students to understand themselves as reasonable beings of the problems around them, be it in their community, neighborhood, or country. In this sense, it is important to consider that according to the *Estándares de Competencias Ciudadanas* (MEN, 2004), in our country, citizenship competences should allow people to contribute to a pacific coexistence, to be participants in the democratic processes, and to respect and value the plurality in their immediate surroundings, in their community, and in their country.

In this chapter I described the tenets of the four constructs that underlie this study and how they can contribute to the students’ active participation and expression in the foreign language and also shape their literacies. In the next chapter, I describe the methodological approach of this study and the type of study. I illustrate the working plan of activities including the data collection instruments and I indicate the role of the researcher and ethical issues taken into account for this research.

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## **Chapter 3**

### **Research Design**

The methodological approach of this current study is qualitative research, which is seen according to Denzin and Lincoln (2000) “as a situated activity that locates the observer in the world and that consists of a set of interpretive material practices that make the world visible” (p.3). The practices that transform the world into a series of representations include field notes, interviews, conversations, photographs, and recordings and they involve a variety of empirical materials such as personal experiences, life stories, artifacts, texts, and productions that describe routines and problematic moments and meaning in individuals’ lives.

Qualitative researchers collect data in the natural setting of the people and places under study. According to Denzin (1997), qualitative research does not capture lived experience, but it is important to argue about that experience, place it in the social context, and that the experience be written by the researcher. The author claims that “There are not objective observations, only observations socially situated between the observer and the observed” (p.19). The following is a description of some common characteristics of qualitative research.

According to Creswell (2007), there are some common characteristics of qualitative research, as follows: to collect data in a natural setting, in the field where participants experience the problem under study, researchers are the ones who gather the information,

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multiple forms of data are typically gathered, researchers are involved in an inductive process of data analysis, working back and forth between the themes and data base until they establish a comprehensive set of themes.

Following Creswell (2007) and his description of the qualitative research work, he says that “the final report or presentation includes the voices of the participants, the reflexivity of the researcher and a complex description and interpretation of the problem, and it extends the literature or signals a call for a change” (p.37). This quote summarizes in a good way what this current study intended to carry out. Besides, this study contains a problem that needed to be explored. Next, I present the type of study to be implemented within this approach.

### **Type of Study**

This chapter presents an overview on the content of the selected methodology to be implemented. This is an Action Research study. Action Research (hereafter AR) according to Burns (2010) “... involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (p.2). The action part of AR is to intervene in a problematic situation with the purpose of bringing changes and improvements in practice that are preferably obtained from information than from assumptions (Burns, 2010). This study constituted an action research because it sought to identify ways to improve teaching practice in a group of eleventh grade EFL students at a public school in Bogotá, regarding their construction of citizenship and literacy practices.



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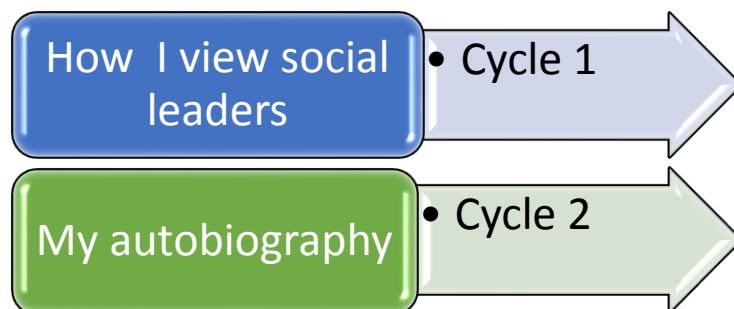
For former authors, action research adopts an exploratory attitude towards an initial definition of a situation and interprets what is happening from the point of view of who interacts in the problem situation, like teachers and students. According to Elliot (1990), “action research is related to the daily practical problems experienced by teachers, instead of the "theoretical problems" defined by the pure researchers in the environment of a discipline of knowledge” (p.5). Lawrence Stenhouse believes that the essence of action research is to perform a movement that has a sense and meaning in a specific area of action and that this movement must consider the perspective of the student learning. He emphasizes that as teachers, we are in charge of working for the benefit of the students' learning. Stenhouse (2007) pointed out that it should be the teacher's concern to take responsibility for the learning process in his/her class and that he/she should not abandon this mission to another researcher's hands. Through this approach, the present study intends to help the participants to improve their literacy condition.

Later, Kemmis and Taggart introduced the participatory character of action research that is in the field of social practice. Kemmis and Taggart (2014) recognize that the research conducted by participants themselves guides them to make improvements in their practices and their environments. They recognize the ability of people who live and work in particular environments to actively participate in all aspects of the research process. Because this study seeks for improvements in practices held in a specific setting and that involve the participant students, I selected AR to support the achievement of the main purpose of the current study, which was to analyze how eleventh grade students at a public school in Bogotá constructed their literacies and developed a sense of citizenship when

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following a multiliteracies framework. In order to achieve this goal, it was necessary to involve the spiral of self-reflective cycles that are key features of the participatory action research process and put them into action in the classroom.

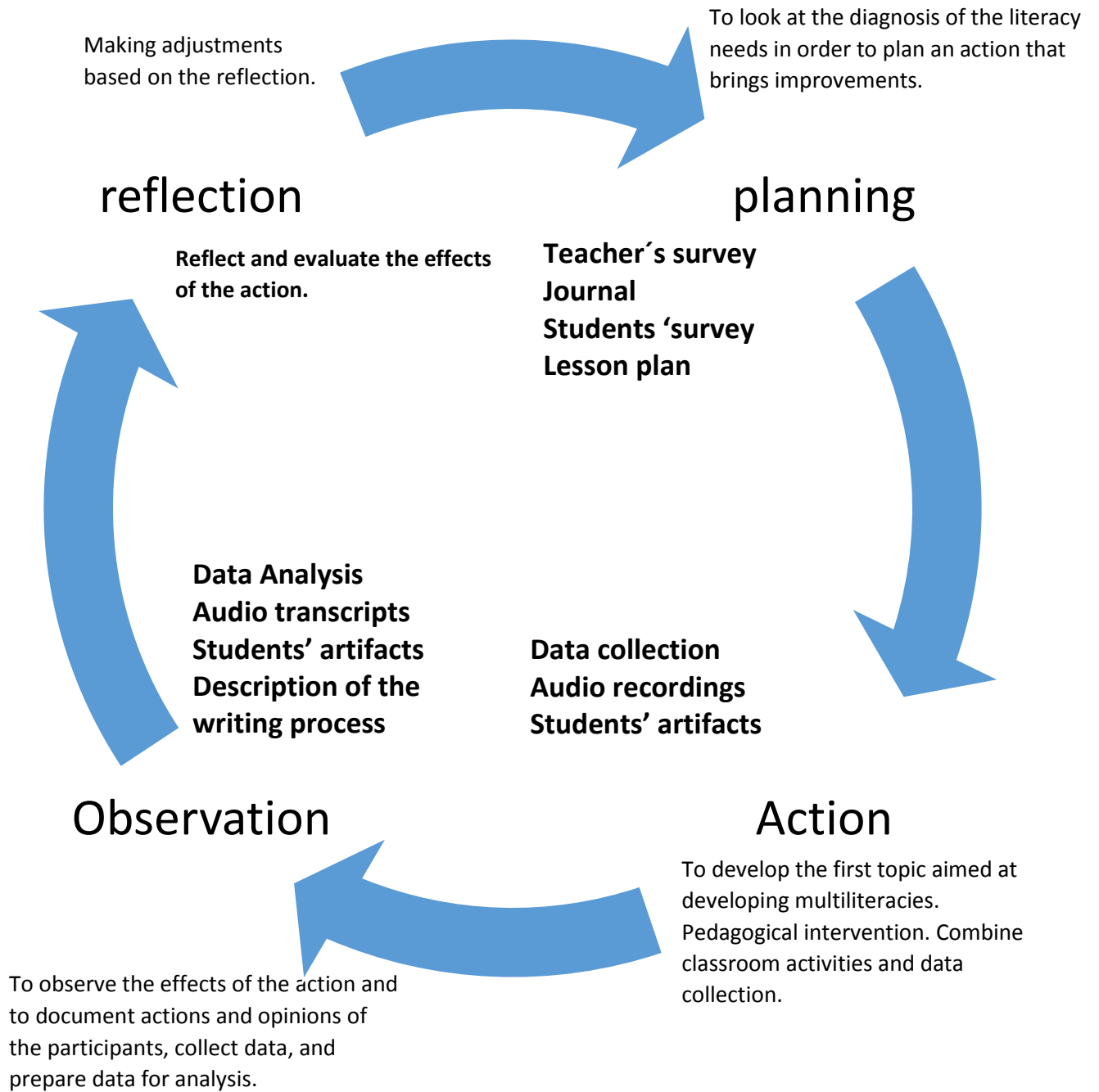
According to Kemmis and Taggart (1988), principal authors in the field of Action Research, there are four phases in a cycle of research. This cycle can become a continuing spiral of cycles which persists until achieving a satisfactory outcome. The four phases included in a cycle are called: planning, action, observation, and reflection. Burns (2010) describes these phases of the cycles as follows: in the *planning* phase, a problem is identified, and an action plan is developed to improve a specific area. In the *action* phase, the plan is considered, and an intervention is made to the teaching situation during an agreed period. In the *observation* phase, the effects of the action are looked at and systematically analyzed and documented. In the *reflection* phase, the effects of the action are considered, evaluated, and described to make sense of what happened and to understand the topic that has been explored in a clearer way (p.8). Within this study there will be two cycles to adjust the pedagogical proposal and they are going to be called as follows:



**Graph 2 Order and project's cycles**

Each cycle will be implemented as follows:

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### **Graph #3 Cyclical AR model, phases based on Kemmis and McTaggart (1988)**

Within a multiliteracies and citizenship development framework, my research had a beginning working plan of activities to be implemented for the analysis of the classroom practice. There were 2 cycles organized by “themes.” The first cycle was called “How I view social leaders” and the second cycle was “My autobiography.” They were developed following the action research cyclical model and the respective phases that each cycle includes. Next, I am going to describe the phases for the first cycle, “How I view social leaders.”

In the first phase, *planning*, a plan of action has been designed by taking a look at the diagnosis of the literacy needs. The data instruments to collect information used for the diagnosis were: teacher’s journal, a teacher’s survey, and a student’s survey. Journal writing is a tool in AR that allows you to record the events and happenings in your location, your reflections, beliefs, your ideas and insights about your practice, and your personal history as a teacher researcher. They are extremely useful as a way of capturing significant reflections and events (Burns 2010). This research aims to record observations and to capture ideas, reflections, feelings, and reactions. Surveys are a set of systematically structured questions used by a researcher to get needed information from respondents. They are written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown 2001).

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In the second phase, *action*, I introduced the first topic aimed at developing multiliteracy pedagogy; thus, classroom activities and data collection were combined. Classroom activities for cycle 1 “How I view social leaders,” were related to the critical literacy students could develop from a selection of famous social leaders that have contributed to the society. The activities carried out through the multiliteracies pedagogical intervention included four components that are related and that are called: situated practice , overt instruction , critical framing, and transformation practice; these components will be described in the next chapter of this current study, but in general terms, situated practice refers to the immersion in experience and use of available discourses; overt instruction brings the introduction of new language that helps to describe the meaning; critical framing interprets the social and cultural contexts of the design of meaning, and transformation practice transfers in meaning making practice. These components are to be implemented through the other cycles as well. The second cycle named “My autobiography,” refers to students’ personal lives, their academic purposes, and their reflections on how they relate to their community and see themselves as citizens. Activities for cycle 1 are described below in Table 1. The instruments for data collection at this phase were audio recordings and students’ artifacts.

In the third phase, *observation*, I was involved in observing systematically the effects of the action and was documenting the context, actions, and opinions of the participants involved. The data collection instruments used in this phase were audio recordings, video recordings, and students’ artifacts. In this phase, I prepared data for analysis, studied the categories, and looked for the ways to analyze and present data using

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descriptive statistics. I was working on this phase during the transformation practice activities of the cycle, since these activities attempted to show final effects of the action implemented.

In the fourth phase, *reflection*, I reflected on, evaluated, and described the effects of the action to make sense of what had happened and to understand the issues that I had explored in a clearer way. I considered the adjustments that were necessary to make in the next cycles of AR to improve the situation even more. I explored why reflection was an essential part of AR. I had to think about the way to present my research orally, visually, and through writing, and the impact of AR on my professional and personal development.

The following table includes the activities planned for cycle 1 “How I view social leaders.”

<b>C Y C L E</b>	<b>Objective</b>	<b>Week</b>	<b>Weekly Activities</b>	<b>Data Collection Instruments</b>	<b>Data</b>
<b>1</b>					
<b>P L A N N I N G</b>	To look at the diagnosis of the literacy needs to plan an action that brings improvements.		Observing and keeping notes during my classes.	Journal	Students do not seem interested in reading sections of English stories such as Robin Hood, Secret Garden, etc. (See Journal entry #6 July 29 Appendix 3), those stories and the isolated grammar exercises from worksheets or textbooks are not meaningful for students at this public school.

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			<p>A survey was made to the English teachers of the afternoon school.</p>	Teacher's survey	<p>All of the teachers surveyed agreed that grammar exercises is the most frequent activity in their class agendas, half of them think those grammar activities are not very accepted by students and most of them think that the syllabus is not related to the students' contexts and needs.</p>
			<p>A survey about reading and writing in English made to the participant students in their 10th grade, during the second semester of the school year in 2015.</p>	Students' survey	<p>The results showed that for 66% of students the discussion and opinion when reading in a foreign language at school is little or zero; 70.2% understand only main ideas of texts and according to the students' responses, the reason for the difficulty in understanding English texts is the lack of interest and attention and the little lexicon they have incorporated before.</p>
			<b>How I view social leaders</b>		
<b>A C T I O N</b>	<p>To develop the first topic aimed at developing multiliteracies pedagogical intervention. Combine classroom activities and data collection.</p>	1	<p>(Situated practice) Students will work in groups. They will choose a social leader to research about, leaders such as Rigoberta Menchu, Violeta Parra, Eva Perón, Jaime Garzón, Mandela, Gandhi, La Madre Teresa de Calcutta, among others. After each group makes its choice, the teacher will distribute a printed biography in English about these leaders, they will read and take notes of the relevant aspects of each leader's life. The teacher will pass through the groups to listen to the information they are sharing about their chosen leader. Then, on the second session of this week, the class will be held in the computer's room, so that students can do</p>	<p>Audio recordings</p> <p>Samples of students' writings</p>	<p>What are the Available resources and what students research about?</p>

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			research about more biographies and information about these leaders and they can compare various sources of information in the web, they will be concerned about information of the leaders that is related to their personal and academic life and their relationship with the community. The teacher will check that the students are doing their research in English.		
		2	(Overt instruction) Groups will write down the information of their social leaders thinking of the 3 relevant aspects: their personal life, their academic life, and their relationship with their community. The teacher will introduce the language that helps them to describe the information. First, they will work on the paragraph structure with an academic resource on writing paragraphs that will instruct them on the parts of the paragraph about the main topic sentence, the description sentences and the closing sentence; they will also use the connectors of sequence to describe the life events of the leaders. As homework, they will have to look for two extra resources that contain the information of the leader and that should be in visual and audio design such as pictures, video, songs, etc.	Samples of students' writings	Kind of multiliteracies practices selected by the students.
		3	(Critical framing) Groups will analyze the aspects of the leaders, they will view their events critically and relate those to their cultural context. They will first ask themselves and among the group about the ideals and social actions that those leaders made them consider. Questions such as: What is the most significant thing they did? How did they contribute to improving their community or society? What do they relate to themselves from this social leader as Latin American? As making part of the working class? As your community similarities? Why they selected the specific visual or audio resource about that leader and no other, why that image, song or video was relevant or called their attention. Oral practice among the group will be done, one of them will take notes about it. Out of these notes they will add a new paragraph that describes their view and an analysis of the leader's life and will prepare a discussion question to share to the rest of the class during their presentation.	Audio recordings	Students' perceptions
<b>O B S E</b>	To observe the effects of the action and to	4	(Transformation practice) They take the information they have collected and redesigned and put it in a Power Point presentation to be presented in class and shared	Audio recordings Video	



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R V A T I O N	document actions and opinions of the participants, collect data and prepare data for analysis. Categorize.		with others. When the students design their presentation, it is required that they include written text, images, and an audio text be it a song, video or interview to show during the presentation. They also needed to prepare a discussion point about their leader.	recordings  Students' artifacts	
		5	Presentations continue and finally, an only one summary poster for the class will be designed with and image and relevant information and discussion about each leader, and it will be posted on the classroom board.	Recordings  Students' artifacts.	
R E F L E C T I O N	Reflect and evaluate the effects of the action and make the necessary adjustments according to the results. .	6	Make sense of what has happened and to understand the issues I have explored more clearly. To adjust, continue with the next cycle.		

**Table 1. Activities planned for cycle 1 “How I view social leaders”**

**Researcher’s Role**

The researcher’s role was that of being a participant observer with an emic perspective because the teacher researcher belonged to the community of students, so she analyzed events as an insider (Freeman, 1998). I was involved in the activities along with the participants during all the pedagogical intervention. I prepared the lesson plans. I collected and analyzed the data from surveys, journal, students’ artifacts, and recordings. I watched and noticed the classroom events, happenings, and interactions and I was in charge of carrying out my research.

**Ethical Issues**

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According to Burns (2010) “the goals that stand out in AR are connected more broadly to conducting research ethically and it is important to be aware of the fundamental ethical standards” (p.33). In order to conduct this research ethically, it was necessary to be aware of the requirements for ethical issues. A main aspect of the ethical issues is related to asking for permissions from the institution and people involved. Before beginning my pedagogical intervention, I asked for permission to the principal at my school, I had a meeting with him, I wrote a letter of consent where I informed him about my interest in developing my research at school, I explained the purpose and the possible benefits for the eleventh-grade students EFL class and the importance that it had for my professional development (Appendix 5). This permission was obtained, and I had to inform this to my academic coordinator and my teacher peers at the Humanities Department. Then, I informed my focal group of students and after they agreed with the idea, I wrote a letter of consent for participants and parents and asked them to take it home and have it signed, this letter of consent was written in English and Spanish. As suggested by Burns (2010), this letter contained the purpose of the research, the benefits for the participants, the procedures to be followed, the right of refusal, the guarantee of confidentiality in the use of data for academic purposes only, and a section for participants and parents to provide written agreement (Appendix 6).

In this chapter, I described how I developed my research plan focusing on the phases of the cycle as indicated in AR, going from planning, to action, data collection and data analysis, then getting to reflection to evaluate and direct or redirect the subsequent action. In the following chapter, I will focus on the instructional design, the principles and

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components of the multiliteracies approach, I describe in detail the pedagogical intervention carried out in each cycle and component and I will mention the visions of language and learning relevant to this study.

### **Chapter 4**

#### **Instructional Design**

In this chapter I first present the visions of language and learning that are related to this study. Second, I present the principles and features of the multiliteracies pedagogical approach with the description of the corresponding components that made part of this instructional design, and third, I present the pedagogical intervention that describes timetables, objectives, and the activities carried out.

#### **Vision of Language**

Regarding the way in which language was presented to the participant students in this current study and which aspects of it are selected to study from the different perspectives about the nature of language, *language as self-expression* is the perspective proposed to take into account here. According to Tudor (2001), language is a tool not only for achieving specific transactional goals, but it is also a means of self-expression; that is “the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests” (p.65).

Self-expression is a perspective in humanistic teaching. There are some principles established upon humanistic approaches; according to Stevick (cited by Tudor, 2001) those

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principles are *Feelings*: that include personal emotions and an aesthetic appreciation; *social relations*: that encourage friendship and cooperation; *responsibility*: which accepts the need for public scrutiny, criticism, and correction; *intellect*: that includes knowledge, reason and understanding, and *self-actualization*: that refers to the quest for full realization of one's own deepest true qualities.

The principles established for this humanistic perspective of language were consistent with the use of language in this research , since it created the possibility for learners to use the language to express ideas, to produce their own words without copying from existing texts, to write texts that were meaningful for them, to report information about themselves, to express their preferences, opinions, to describe their feelings, events and experiences, and to talk about their future plans. It sought to generate critical thinking and the relevance of forming an opinion based on the new knowledge acquired, to check the quality of reasoning about a problem, issue, or situation, to work in groups and agree on ideas about the studied topic, and to express awareness of their values and skills.

In agreement with this perspective, this study was not limited to view the language as a linguistic system or as a tool for achieving specific transactional goals, but it acknowledged the importance of considering learners as individuals as it was related to the concerns and aspirations of learners, and the use of language as a means of personal expression and a tool for personal fulfillment.

### **Vision of Learning**

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The vision of learning that was encountered in this research was related first to the vision of *experiential learning* in relation to the idea of *learning by doing*, that combines two factors according to Tudor (2001) “that language use can serve a significant role in promoting learning and the acknowledgement that use of the language needs to be structured in a coherent and pedagogically manageable way” (p.79). The experiential approaches to learning rest on five principles of which I relate three with the objectives and learning experience of this research.

In this research, students were able to share and evaluate information, convey messages, contribute with their opinions, work collaboratively, use different modes of representation, and connect meanings; they constructed meaning through an active and dynamic process that went from using their previous experience, passing systematic and conscious understanding to a critical view of what they were studying. The three principles of the experiential approaches to learning that I relate to the activities are: *The message focus*: which posits that language learning activities should focus primarily on the process of communicating messages; *Holistic Practice*: which reflects the multidimensional nature of normal communication, for which the key aspect of learning is conveying ideas and not the language elements by which these have to be transmitted; and *the use of collaborative modes of learning*: these lead to the implementation of learning activities which involve collaboration among learners.

Second, I want to mention “*the role of affect*” as another perspective in the sense of language learning in regard to the development of a positive affective relationship between the learner and the learning material. According to Tudor (2001) “the tasks that students are

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asked to perform are selected not simply on linguistic criteria but with respect to the affective interaction between the learner and the material” (p. 97). It is about the students’ feeling that the activities they are engaged in are relevant to their goals and concerns. As in this research students perceived themselves as makers of their future with social participation, they had the chance to describe their personal background, share their personal general information, talk about their professional goals, and share facts about their personality, likes, skills, values, and preferences. Then they will be performing activities that are relevant to their goals and concerns.

### **Principles and Components of the Pedagogy of Multiliteracies**

*The pedagogy of multiliteracies* is the proposed pedagogical approach of this study, as it was explained in chapter two. According to the New London Group (1996), “The pedagogy of Multiliteracies, focuses on modes of representation much broader than language alone. These differ according to culture and context and have specific cognitive, cultural, and social effects” (p.64). This pedagogy is implemented to help students in the construction of their literacies through focusing on different modes of representation (linguistic, visual, audio, spatial, and gestural) and to develop a sense of citizenship that is related to fostering the critical engagement necessary for students to design their social futures.

The pedagogy of multiliteracies explains its form of implementation through two questions on which it conceptualizes its action. The question "What," which refers to what

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students need to learn about literacy; and the question "How," which refers to the way that literacy should be taught with respect to considering the proper learning relationships to be implemented. Regarding the "What" of literacy pedagogy, they propose the term "*Design*" that, according to New London Group (1996), describes the forms of meaning and it has three ideas behind, that are: *The Designed*, which is related to the available resources of meaning; *the Designing*, which is about shaping meaning from available resources, words are built in a way they had never been before, adding something from your own identity, from your own voice, from your own person, and *the Redesigned* or transformation of resources. According to the New London Group (1996), "Together, these three elements emphasize the fact that meaning-making is an active and dynamic process, and not something governed by static rules" (p.74). This process occurs along the four components of the pedagogy to which I will refer next.

Regarding the "How" of multiliteracies, I will first explain the bases that lead the approach to consider the learning relationships that are appropriate in the way that literacy should be taught, and then the factors that they propose as components in their learning perspective. For the pedagogy of multiliteracies, human knowledge is embedded in the social, cultural, and material contexts because it assumes that the human mind is embodied, situated and social, then, human knowledge is initially developed in collaborative interactions with others who have different skills, backgrounds, and perspectives, together in a community of learners involved in common practices (New London Group, 1996).

That perspective of society and learning takes the authors of this pedagogy to integrate four factors. These factors are at the same time the components of the approach.

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They are named *situated practice*, which refers to meaning making from available designs in the workplace, private and public lives; *overt instruction*, where students develop explicit language of design; *critical framing*, that interprets the social context and purpose of design of meaning; and *transformed practice*, in which students transfer and create designs of meaning.

These components will enable the students in this study to be critical thinkers and to create language related to their private lives (their life worlds) and public lives (as citizens) to be designers of their social futures. The four components of the pedagogy proposed do not have a linear hierarchy necessarily or have to always occur in the same order, they can be simultaneous, the approach refers to them as components and not as stages, but they are usually presented as in the order that I will describe them next.

### **Situated Practice**

This exploratory component takes into account the knowledge and experiences of students who are immersed in meaningful activities and use available designs. The experiential work here consists of sharing information and negotiating with meaning, the teacher participates and contributes by debating and clarifying ideas, developing arguments, sharing and evaluating information, experiences, and opinions.

### **Overt Instruction**

This component deals with the explicit teaching of content. It includes the active interventions of the teacher that supports the learning activities, which focus the student on the important characteristics of the experiences and activities. This component helps to



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organize and guide the practice in a useful way, it takes advantage of what the student already knows and has achieved. It includes collaborative efforts between the teacher and the student and helps students to perform better than they could on their own before. It seeks to make students aware and have control over what is being learned.

### **Critical framing**

Critical framing helps learners put their experience into practice through what they have obtained from situated practice and the conscious control and understanding from overt instruction in relation to the historical, social, cultural, political, ideological, and value-centered relations of systems of knowledge and social practice (New London Group, 1996). It is about students' critically examining information sources and the messages that have been conveyed.

### **Transformed Practice**

In this component, students transform their thinking and actions because of what they have learned. Students plan and design informative and convincing texts, they can present formally what they have learned to the class, or write a letter, poster or advertisement about their topic.

### **The Pedagogical Intervention**

I will describe here the pedagogical intervention that was carried out considering the two cycles developed and the components of the pedagogical approach. This pedagogical intervention was carried out along 13 weeks corresponding to 21 sessions; the actual class time was equivalent to eleven sessions of 1 hour and 30 minutes and ten sessions of 50

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minutes. This intervention was carried out along the second semester of the year 2006, from August 10<sup>th</sup> to November 4<sup>th</sup> as it can be seen in the lesson plan (Appendix 7). The group was composed of 24 eleventh graders and they were divided into 6 sub-groups. They grouped themselves according to their preferences, with the classmates they were used to work with.

I developed the workshops and activities for cycle 1, “How I view social leaders,” corresponding to each component. The general objective for this cycle was for students to use different modes of written, visual, oral, and audio representations to develop knowledge regarding some social leaders’ lives that have contributed to the society; they were able to share and evaluate the information and to contribute with their opinions while working collaboratively. For *Situated Practice* Cycle 1, “How I view social leaders” the students worked collaboratively as they explored on the topic of the social leaders, they chose a social leader to research about, from leaders such as Rigoberta Menchu, Violeta Parra, Eva Perón, Jaime Garzón, Nelson Mandela, Mahatma Gandhi, Mother Teresa de Calcutta, among others. After each group made its choice, the teacher distributed a printed biography in English about these leaders (Appendix 8); they read and took notes of the relevant aspects of each leader’s life. The teacher passed through the groups to listen to the information they were sharing about their chosen leader. On the second session of this week, the class was held in the computer’s room so that students could research more about the biographies and information related to these leaders and that they could compare diverse sources of information, they were concerned about information of the leaders that was related to their personal life, academic life and their relationship with the community.

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The teacher checked that students were doing their research in English. Here students found and presented the personal and academic information they found about their social leader.

The data collection instruments were audio recordings and student's artifacts (printed biography -Appendix 8 and workshop 1 "How I view social leaders"- Appendix 9.)

For *overt instruction*, of cycle1, students in their groups of work wrote the information of their social leaders thinking of 3 relevant aspects: their personal life, their academic life, and their relationship with their community. For doing so, the teacher introduced writing strategies of paragraph structure that helped them to elicit the information, the topic was introduced by illustrating an outline diagram to organize their brainstorm ideas, and a concept map that showed the parts of a narrative paragraph. In the second workshop students had to plan, brainstorm, and edit a paragraph about the corresponding social leader. Before this activity, there was a lesson about the types of paragraphs: Students read an academic resource that contained examples of descriptive, expository, and narrative paragraphs and parts of the narrative paragraphs were observed such as topic sentence, development of the paragraph with use of connectors, and closing sentence. As an earlier activity, students were asked to write a narrative paragraph about themselves or about a topic they liked such as music, sports, etc., that included the parts of the narrative paragraph, (this previous activity was not collected, I just collected all the works about the leaders). This workshop became an outline with the main ideas about the leader. At the end of the week, students were assigned to look for two extra resources that contained the information of the leader and they had to be in visual and audio design such as pictures, video, songs, etc.; and they shared it with the class the following week. The

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data collection instruments used during this component were samples of the students' writings (Workshop #2- Appendix 10 circle outline)

For *critical framing* of cycle 1, students first presented the homework they had about looking for a source of information about the social leader in an audio-visual representation. Following the homework presentation, groups analyzed some aspects in relation to the leaders, they viewed critically their events and connected those to their context, by discussing among the group about the ideals and social actions that those leaders made them consider; they made questions such as: What is the most significant thing they did? How did they contribute to improving their community or society? What from this social leader they related to themselves? as Colombian citizens? as Latin American? as making part of the working class? as your community similarities? Why they selected the specific visual or audio resource about that leader and no other? Why that image, song or video was relevant or called their attention, doing this through collaborative work, one of them made notes about it and the group prepared a discussion question and shared with the rest of the class during their presentation. In workshop number 3 (Appendix 11) done in this component of critical framing, students constructed their own texts, they were did not just identify information and copy it, but they wrote their answers identifying the leader's attitudes, values, and actions making comments and opinions about the leader. They wrote in a language that is somehow comprehensible; they conveyed the message and provided several interesting details. It was noticed here that they shaped meaning from available resources (readings given, the Internet) and they added their own voice (critical

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framing). The data collection instruments during this week were audio recordings, and students' artifacts. (Workshop #3 - Appendix 11)

For *transformed practice* of cycle 1, I had students take the information they had collected and redesign it by putting it in a PowerPoint presentation to be presented in class and shared with others, this presentation included written, oral, audio, and visual design. They had to prepare a discussion question in advance, to make their classmates involved in their leader's information; they chose appropriate colors for the layout of the slide show, they inserted photographs of the social leader in their presentations; they inserted a heading that introduced the topic of the text written in colorful text; they used bullet points that helped us get short and meaningful messages about the leaders; they used a variety of text forms (watching and listening to videos and visual images related to the written words). The instruments for data collection during this week were audio recordings, video recording, and students' artifacts (Power Point presentations).

After finishing cycle one, I reflected and evaluated the effects of the action taken through the analysis of the data collection instruments. In general terms, in the first workshop they recognized some specific information from the reading and from the web in the situated practice component; this had to do with the utilization of available designs already done by other writers. When answering the last point about the relation to the community, some of the groups not only identified information and copied it, but they also wrote and constructed their own texts. In this last answer, students made use of cohesive devices and conveyed the message. The outline given in the overt instruction component was useful and helped them write the narrative paragraph. In their paragraph, they used the

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sentences that they had written before in their outline for the narration of events and they wrote their topic and closing sentence. Even though they did not use plenty of cohesive devices and made some lexis mistakes, their paragraphs conveyed the message and included valuable information about the leader and some sentences that supported the topic sentence. In Workshop #3, in the component of critical framing, it was interesting to see the answers they gave to questions 3 and 4, where they wrote giving some interesting and creative details to achieve the writing task of the workshop, they used a relative pronoun and some linking words.

Besides these writing skills, some characteristics of the critical framing component were observed, since they examined what they were studying critically in relation to their context and shaped meanings from the information they already had from the available resources previously used, such as videos, news, and readings. Furthermore, they added their own voice, their own identity and formed a new perspective out of the new knowledge. The presentations done for the last activity went well, since they summarized somehow what they had studied through the cycle; nevertheless, it did not promote much interaction among students. Therefore, it was planned that in the second cycle they should have another presentation but done to a different class, through posters to present them to a 10<sup>th</sup> grade class.

The idea for the second cycle was that it was going to be individual work and not in groups, as students would see themselves as makers of their futures and were considering their personal lives, goals, their future academic and working life and that had a more personal view.

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For the 2<sup>nd</sup> cycle “My autobiography,” the general objective was that throughout the multiliteracy framework, students would see themselves as makers of their futures with social participation considering their private lives (their lifeworlds) and public lives (as citizens) to be designers of their social futures. For this cycle, students were asked about some personal issues related to their future plans, they described their personal background, and they selected major events in their lives to be organized in a graphic timeline. The following questions in relation to students’ lives were posed: which ones have been some of the major events in your life? How has your life changed over time? What aspects of your personality do you think have changed? What about your preferences? Have they changed? Are you planning to study after school ends? What have you planned to study? Which one have you considered is your passion career? What aspects from a social leader’s personality or work would you make part of your life as a citizen? What kind of information would you include in your personal profile? After answering and talking about the questions, teacher showed a Power Point presentation that included images with vocabulary about life events, and students worked on a printed timeline that should contain their major life events. (Appendix 13, Workshop 5 Graphic Timeline).

For *overt instruction*, of cycle 2 students created a personal profile digitally, they planned it first in their writing book, then followed a formal way of writing profiles, including the appropriate content and the appropriate language to use in them. Students stated their general personal information such as: name, age, education level, birthdate, address, telephone number, career aim goal, facts about their personality, likes, skills, and

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preferences; in addition, they checked the use of the appropriate language, used the spell and grammar check tool to improve their writing, chose and added to their writing features a photo of themselves, background color, font, and style in order to have their complete personal profile digitally. As class activities, the teacher showed a personal profile format already designed on a TV screen, read the content, asked students for the language they thought was relevant and showed a written list on a paper board that contained a glossary with contact and basic information such as, name, age, career aim goal, and experience. Nevertheless, students added some other words to the list such as address, education, birthday, likes, and others. Then students proceeded to write a draft of their profile on their writing books, considering every part that must be contained in the profile and using a dictionary and the glossary list. Then at the computer room, students wrote their personal profile digitally. They included a picture of themselves and they selected the letter font and background of their preference. They had to correct their writing using the spelling and grammar check tool and they sent their digital personal profile to the teacher's e-mail.

For critical framing of cycle 2, students were asked to write and talk about some considerations that must be taken into account when selecting a career, based on their interests, skills, current state, and future considerations. The following activities were carried out during the sessions: the teacher introduced the topic of the considerations to have when selecting a career and she asked students about the considerations they had already made about the career that they wanted to study. After that, she asked them about their interests and skills. Then the teacher proceeded to distribute workshop #6, which is named "What to consider when selecting my career" (Appendix 14); it contained 4 parts



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named: considering interest, considering skills, considering the current state, and considering the future. Students did the workshop and shared their answers out loud.

For *transformed practice* of cycle 2, students used English to search in the web about the career of their interest, they got relevant information about the undergraduate program of their interest regarding admission requirements, areas of study, student profile, costs, and social projection. In addition, students related the undergraduate programs to their skills and career considerations and they also compared the undergraduate program of their interest from different university offerings. The teacher instructed the students about the work they had to do while searching the web pages. As a warm up activity, they first visited a web page called “study in Colombia” which contains some general info about main universities to study in Bogotá, the workshop included this warm up activity. Afterwards, students were told to select 3 universities of their interest that offered the undergraduate program that they would like to study and answer the questions of the workshop correspondingly. Students observed and worked with the English language page that appeared in every university page to get the requested information and then they answered questions included in the workshop such as the university name, the name of the undergraduate program in English, the length of the program, the areas of study, the admission requirements, fees, the education proposal, the student’s profile, and the social projection of the career; finally they related it to their skills, interests, and career considerations made before. (Appendix 15, Workshop#7 “My career search”)

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As it was planned at the end of cycle 1, the work groups should present their poster to another English class, so, as another transformed practice activity, students had the poster exhibition and presentation to the tenth grade class, they presented and shared the work they had done in the English classroom, they shared their impressions and conclusion about the studied social leaders, and the contribution they have made on changing social problems in our country. As for specific learning objectives, students' productions were taken to be posted and presented to other tenth grade classes. In addition, the eleventh graders talked to their student peers of tenth grade about the social leader of their choice and the conclusion they had made about the contribution these leaders made to their community problems; then students related the social leader's work to a present situation in Colombia or in their community, students referred to the aspects of the leader's personality, that make part of being a citizen. The poster was exhibited in the English classroom, the 10th graders could look at them before the presentation started, 10th and 11th graders were together to share their learning experience. Two volunteer students, from each working group of the social leaders in 11th grade, were in charge of the posters' presentation. The other students made part of the audience along with 10th graders. Before starting their presentations, as an introduction, the 10th graders shared their previous knowledge about the social leaders. After the introduction, every group had their presentation and some discussion about the topic was expected to emerge from 10th graders audience. The 11th graders presented in English and maintained the use of English as possible during the discussion. They talked about generalities of the social leader but mostly they talked about the conclusion they made after studying the leader's work and the contribution they made to their community; they highlighted on the leader's personality aspects that made part of

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being a citizen such as solidarity, values, democracy, and peaceful coexistence. See (Poster's comments, Appendix 17).

Finally, as a last transformed practice session and as another kind of data collection instrument, a semi- structured interview took place at the end of cycle 2. Here students talked about their personal background, some personal issues related to their future plans, and the aspects from the social leader's personality or social action that were relevant for them. They expressed their preferences about the career they wanted to study that was called here "their passion career" and associated it with their likes, hobbies, and skills. They talked about what they were planning to study immediately after school ended, whether it was their passion career or another option they had. Students talked about the social leaders and the importance of the work those leaders did for their community. They discussed about the social leader's values that most impressed them and that had a citizenship sense. They related the social leader's values that they identified with or that they would like to have and that had a citizenship sense. An interview was done in English and students answered in English as well. This interview did not have a rigor of having question/answer strictly, but it was a conversation and it allowed some diversity of extra question, answers or comments, it was open, and it allowed new ideas to be brought up. (See interview in (Appendix 17-audio transcripts p.34).

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## **Chapter 5**

### **Data Analysis and Findings**

This chapter describes the analysis of the collected data and findings of the research. I first present the analysis approach that was adopted for the data analysis. Second, I explain the procedures for data analysis. Third, I illustrate the categories and subcategories that emerged from the analysis and discuss the findings.

#### **Data Analysis Approach**

The analysis approach to this study is what in qualitative research is called grounded approach, because I developed an analysis and its findings at the time that I collected data without predetermining categories on this data. The grounded theory approach is a qualitative research method that uses systematic procedures to develop a grounded theory that is derived inductively from a phenomenon, giving priority to the fact that it is based on grounding the analysis on the data that have been collected and inductively arriving at conclusions from these data. (Strauss and Corbin, 1990, p24).

This kind of analysis allowed me to recognize the important aspects of the theoretical constructs that pertain to this study and that I gathered from the students' collaborative and individual productions, contributions, opinions, and comments about the topic of the social leaders, and about the information provided regarding the students' private and public lives. This data took me to build the categories and subcategories that I am presenting in this chapter, as well as to develop the findings of this research.

#### **Procedures for Data Analysis**

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To proceed with the order and collection of the data, I recorded myself all audio and video data and saved them in three electronic devices. I first transcribed all of the audio and videorecordings at the time that they were taking place as much as I could, they were a total of 26 files transcribed (see Appendix 17 audio transcripts). I also included an audiotranscripts conventions table (appendix 18). Simultaneously, I collected all of the worksheets and students' writings in a Portafolio that I named Artifacts portfolio; they were kept there in the chronological order that the sessions took place, as they appear in the lesson plans (Appendix 7); in addition, the objective and a short description of the activity was indicated for each workshop. The unstructured interview was transcribed in the audio transcripts document. There were some digital artifacts such as the students' Power Point presentations, personal profiles, poster's photos, and a document of analysis on the posters that I named poster's comments (Appendix 16); these were saved as digital files.

For the process of data analysis, I first took apart the instruments described above and began to analyze them one by one. I started with the audio transcripts and I took into account my research question. This action taken to start the analysis helped me to identify the way I should do the proces. Freeman (1998) states that "data analysis involves taking the data apart to see what is there and then putting them together to see how they respond to the question or puzzle under investigation" (p.36).

I had started commenting the data from my audio transcripts and for doing this properly, I followed the four elemental activities that according to Freeman (1998) "make up data analysis and those are: naming, grouping, finding relationships, and displaying" (p.99).For the naming procedure, I labelled the data in the audiotranscripts. The

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audiotranscripts had two columns, one was for the transcript and the other was for the comment; in the comments column, I wrote the labels. The activity is called naming, names are also called codes. I coded according to the topics discussed, to students' attitudes when giving an opinion, to their reactions and critical views, and I coded using gerunds. I proceeded to the second activity, the grouping. I grouped into categories, here I started using colors for the categories; I found out that color coding is a technique used for categorical analysis in spoken data according to Lankshear and Knobel (2004, p.271). I first used pink and blue for coding emerging themes that I related to the main constructs in my research question; then, all my data analysis contains these two colors that helped me to group. For finding relationships, I started writing a document that I named grouping of labels. In this document, I took apart the labels and found relationships to make groups of labels according to the themes emerged, I noticed if a label was frequently found to make sure that it was important because of the frequency, and I wrote it and placed it in a group that had similar information. For my displaying activity, as the categorical analysis had progressed and there were a lot of labels in my "grouping of labels" document, I cut out the labels from this printed document, I made a kraft paper billboard and I pasted them distributing them by groups. As a result, I could see the labels better this way in a bigger presentation.

I did the same procedure with the artifacts in my "artifact portfolio." I coded all of the students' artifacts with blue and pink stick notes on the same worksheets; they showed the comment that belonged to one group or category. The pink codes were related to aspects of relevance that are present in literacy, taking into account the view of literacy of

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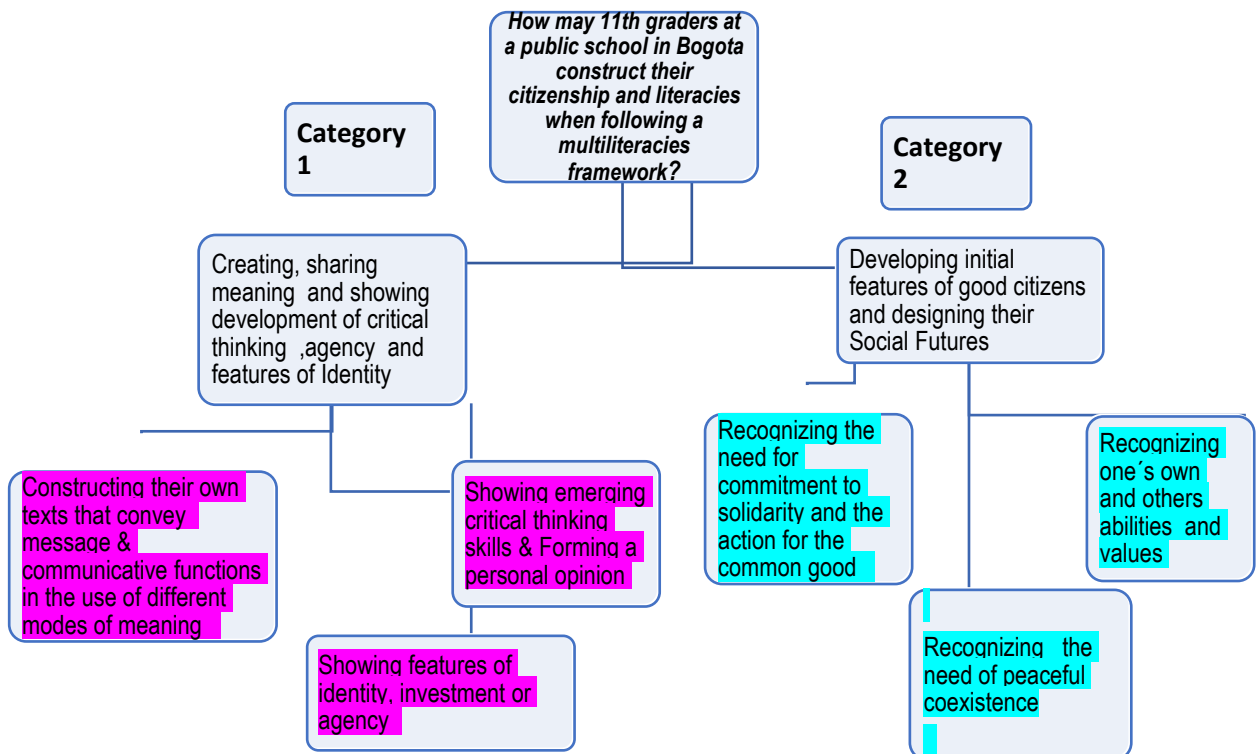
this study. Blue codes were related to relevant aspects of citizenship also related to the view of this construct here. The unstructured interview and messages that contained some opinion responses were analyzed along with the audiorecordings, since they were also transcribed in the audiotranscripts. Digital artifacts were also analyzed and coded. All this information from the codes, grouping, and their relationship, as well as the displaying activity, contributed to help me see the categories and subcategories that emerged from this study.

To make data analysis more solid from this research, the data technique of triangulation was taken into account from the instruments and their corresponding analysis. According to Freeman (1998), “In research, triangulation means including multiple sources of information or points of view on the phenomenon or question you are investigating”(p.96). As this research provides information from different sources such as the audiorecordings of the group discussions and individual contributions, the physical and digital artifacts, the unstructured interview, the messages provided from students as homework to be sent via WhatsApp, giving their opinions. Thus, information was compared among the instruments, the similarities and frequencies of the codes found in them were noticed, to make sure that the information found from different activities was relevant, to observe if one kind of source could give a different or new code, and to identify what was more recurrent. Relationships were found among the three and they were compared. This technique of using various sources of analysis added reliability to the data found in this study. The matrix that emerged after the triangulation of the instruments will be presented next.

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## Categories

The objective of this research was to analyze how eleventh grade students at a public school in Bogotá construct their literacies and develop a sense of citizenship when following a multiliteracies framework. In the following diagram, I will illustrate the categories and subcategories that were related to the research question and that came out of the data analysis .





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### **Category 1: Creating, sharing meaning and showing development of critical thinking, agency and features of identity**

This category grew out of the pedagogical intervention implemented in this study and its corresponding data collection instruments: audio recordings and students' artifacts. According to the New London group (1996), "The pedagogy of Multiliteracies, focuses on modes of representation much broader than language alone. These differ according to culture and context, and have specific cognitive, cultural, and social effects" (p.64). Bearing this in mind, it is important to notice from this pedagogical approach that it is not only about using different modes of representations, but how and where those modes of representation that are also called modes of meaning, are given. Since those modes of meaning include reading and writing practices, I want to refer as well to a view of literacy from the London group. Gee (2003) claims that "reading and writing should be viewed not only as a mental achievement going on inside people's head, but also as a social and cultural practice with economic, historical, and political implications" (p.8).

Through the data analysis, it was observed that most students constructed not only their writing, reading, and oral skills but also other modes of meaning such as the visual and gestural modes. Besides, they showed in their texts features of their identities and personal characteristics such as their region of origin, their gender, their social class, their norms of behaviors and awareness of their strengths, likes or abilities.

They also showed agency when they made their inquiries about some social leaders, when they presented the most remarkable ideas of those leaders and how they influenced their communities in front of their classmates and students of another course, with the

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purpose of raising awareness about the teachings of the social leaders they felt identified with. Likewise, they related those teachings to the needs of their communities and could appreciate the importance that those teachings may have in the transformation of their own society.

Moreover, I observed that at times they progressed in the use of the language to make themselves understood and that they made investment in the use of the language, showing some improvement in subsequent activities. In addition, it was noticed that the students went beyond those language abilities and showed features of critical thinking such as intellectual empathy, clarity, relevance, and integrity among others.

### **Subcategory 1: Constructing their own texts that convey message & communicative functions in the use of different modes of meaning**

This first subcategory has to do with students contributing to making new texts when giving answers or expressing ideas by using their own words, without copying them from existing texts. It also has to do with how well students conveyed a message whether the content of their text was clear and meaningful, if it offered several relevant details or a few details; when students reported information about others and about themselves, when they were able to write short texts that informed, expressed preference/opinion, described feelings, events and experiences, when they could write about simple plans like informing about their near future; all of this was evidenced through the various linguistic, visual, audio, and spatial aspects of meaning.

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This subcategory emerged from the analysis of students' texts, which were taken from the different activities carried out through all components of the pedagogical (readings, workshops, writings, a concept map, a time line graphic, posters, Power Point presentations, audios, and personal profiles). As mentioned in chapter four, the New London group (1996) explains in the Multiliteracies Pedagogy the concept of "Design" as having three ideas behind that are: The *Designed*, which is related to the "available resources of meaning," the *Designing*, which is about "shaping meaning from available resources," words are built in a way that they have never been before, adding something from your own identity, from your own voice of your own person and the *Redesigned* or "*Transformation of Resources*. This design process occurs along the four pedagogical components: Situated Practice, Overt Instruction, Critical Framing, and Transformation Practice. I relate this subcategory with the *Designing* concept because it involves the transformation of *available designs*, that is the making of new texts.

This concept of design is related to the semantic system whose functional components, according to Halliday (1975) are the macro functions of language: ideational, interpersonal, and textual functions. "They are the modes of meaning that are present in every use of language in every social context" (p. 183). These are the different functions in the available designs. According to the New London group (1996), the ideational function handles the "knowledge," the interpersonal function handles the "social relation," (p.75) and the textual expresses the relation of language to its verbal situation "environment (Halliday. 1975)." *Designing* will reproduce or transform given knowledge, social relations, and identities depending on the social conditions under which designing occurs; *designing*

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transforms knowledge for producing new constructions and representations of reality; it is about making a new use, a recombination of available designs.

During the analysis of students' productions, it was observed that in the answers given by them in the workshops carried out for the *critical framing* stage and in the *transformation practice*, students presented points of view, perspectives and emotions, showing more appropriation in the use of language. That indicated some achievement in their literacies constructions compared to their initial productions in the workshops of situated *practice* and *overt instruction*, where most of them just identified ideas from the reading texts and copied them down. The transformation of knowledge in students' new constructions, new texts and representations of reality occurred in accordance with the concept of designing mentioned above, but this designing idea is not related only to the linguistic mode, but also with other modes of meaning, other designs.

The students' productions took place not only through linguistic literacy but through other modes of meaning. Besides the linguistic mode, which includes written words and speech, they used the visual mode that includes images, videos, and graphics; the spatial mode that is related to layout and arrangements; the audio mode that has to do with voice, music, sound, and it also includes video and even the gestural mode was observed, which has to do with body talk, expressions, and movements.

Students conveyed message through the linguistic mode certainly across most of their activities such as readings, workshops, a written paragraph, a graphic line, a concept map, posters, Power Point presentations and personal profiles because these activities all included written language and some of them oral language, as in the Power Point and poster

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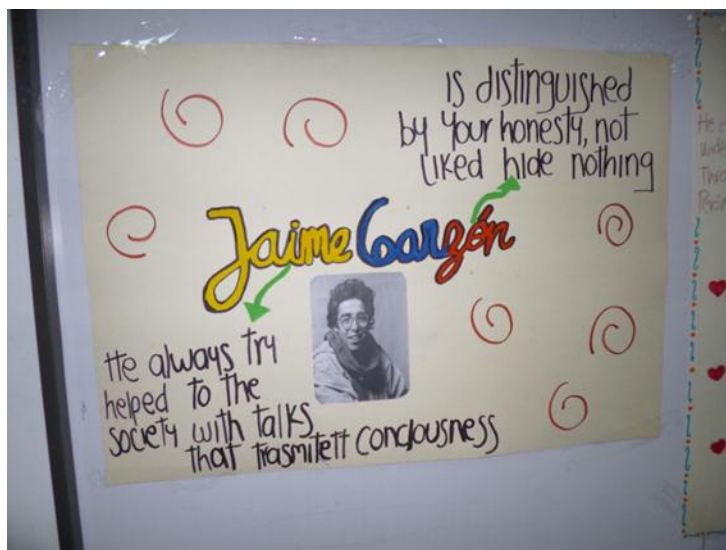
presentations. But in many of these activities, written language came with the use of the visual mode in their Power Point presentations and posters, as these included images and videos; in the personal profiles, as they included a photograph and selected a special design to write on it; in the graphic time line design where they organized their major life events, and in the concept map where they organized their ideas visually into a topic outline and a circle outline, before writing a paragraph about the leader.

They used the spatial mode when choosing a layout and arrangement in the slides of their presentations. That had to do with watching for details such as the contrast between background color and text content, so that the text could be seen and read well by everybody. They certainly used the audio mode since they watched and listened to videos when researching about their social leaders such as short biographies, documentaries, and interviews and selected a video to present during their Power Point oral presentations and a song that was played with lyrics followed during Violeta Parra's presentation. In addition, they recorded their voices speaking in English through a WhatsApp message given as homework, so they could hear themselves expressing their opinions. The gestural mode was just observed during their presentations, as how they moved their hands when talking and had movements or expressions to help them be better understood.

As examples of this subcategory, I include the following group works. The first two examples depict the students' visual and spatial literacies in the design of their posters; in the third example of the Power Point presentation with a video link, the students' audio and video literacies are evidenced. And in the fourth example, we can see a concept map of a group, where they organized ideas about the life of the leader before writing a paragraph.

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In group one's poster design and exhibition of Jaime Garzón, S1, S2, S3, S4 and S22 showed their uses of visual and spatial modes of meaning when they used the Colombian flag colors to evidence the national identity of the social leader in his name, as well as in the good distribution of the text they wrote and the use of arrows to connect both ideas. In the activity related to a poster elaboration and exhibition, the group of students agreed on writing a conclusion about the contribution that the social leader's ideals had made to change a social problem in their country when they said: *"He always try helped to the society with talks that trasmitett consciouness."* They also wrote in their poster: *"is distinguished by your honesty, not liked hide nothing."*[sic] Here the students are conveying the message about their social leader's qualities, namely, solidarity and honesty, by producing original texts and accomplishing the communicative function of describing people's values and behaviors with their own words. Although there were pronouns missing, a wrong use of pronouns and verb forms, in the sentences they wrote the message was conveyed. This poster was later shared with another English class.



Group 1 Poster's design and exhibition of Jaime Garzón

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In group two's poster's design and exhibition of Violeta Parra, S5, S6, S7 and S8 showed their uses of visual and spatial modes of meaning by drawing illustrations of musical notes that helped the reader understand that the topic was related to music. They inserted a photograph of the social leader in the center of the poster to create a visual prominence in the layout, that helped the reader recognize the leader and that made sense with the title and the text. They also emphasized on the importance of content in their composition with simple and original phrases that helped them to be understood very well. When referring to the social leader Violeta Parra, they wrote *"her message in the music help us to appreciate life."* And *"The work of Violeta Parra helps for the folklore of our country. She contributed to the culture and music[sic]."* Here they were creating and sharing new meanings about her contribution, not only to folklore, but to the value of life in her famous song *"Gracias a la Vida"*.

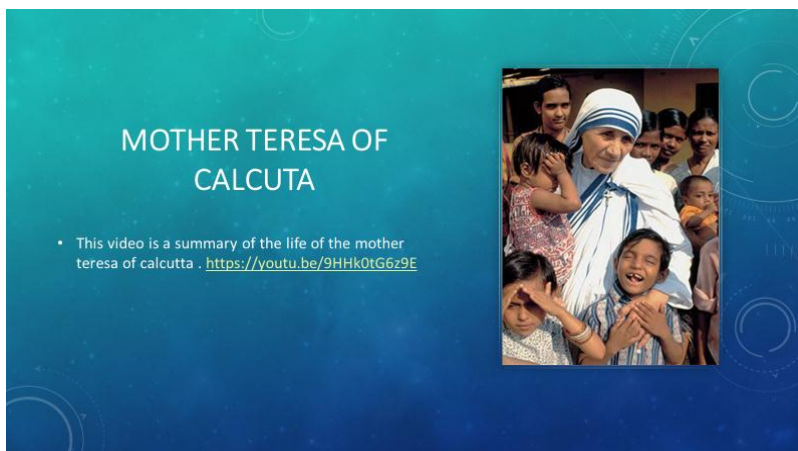


**Group 2 Poster's design and exhibition of Violeta Parra**

In the following graphic, students included a link that shows Mother Theresa's life. In group three's Power Point presentation of Theresa de Calcutta S9, S10, S11, S12, and

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S13 showed their uses of visual, spatial, and audio modes of meaning by selecting a captivating image of the leader that conveyed a message, a picture of Theresa de Calcutta with children and Indian people around her, people that looked poor and needed. This photo represents the kind of work Theresa de Calcutta did for poor communities in India. It also represents her affection and social work for which she has been distinguished. This image is self-explanatory. Moreover, they selected a colored background that contrasted well with the image so that everybody could appreciate the presentation well. And this slide linked to a video that talked about Theresa de Calcutta's life, using their audio literacy as well.



**Group 3 Power Point Presentation of Theresa de Calcutta slide 6**

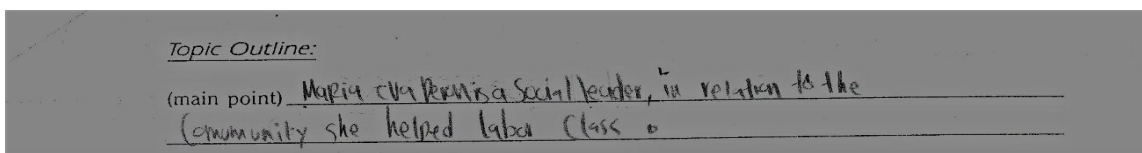
In group four's concept map of Eva Perón, S18, S19, S20, and S24 made this concept map to organize their ideas before writing a narrative paragraph on Eva Perón's life. This is a different example of the several activities students did in use of the visual mode of meaning. Besides the use of visual design, we can notice here elaboration of new texts from students since the sentence they constructed for the topic outline "*María Eva*



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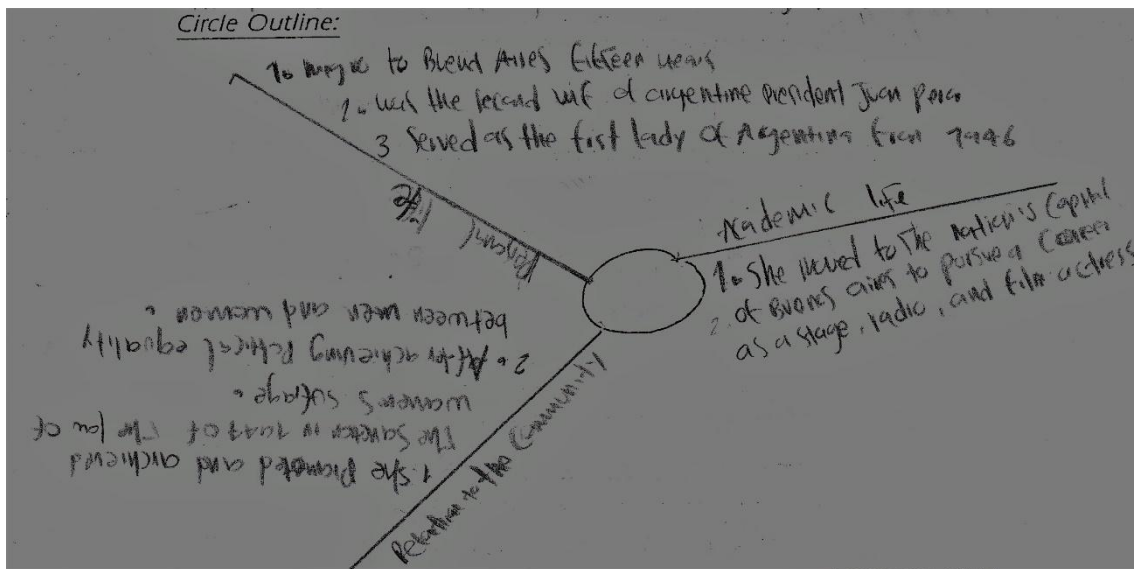
*Perón is a social leader, in relation to community she helped Labor class.*” conveys the message well, it is a topic sentence written in a language that is nearly correct in its lexis and grammar and that is comprehensible, which shows their understanding of the task purpose and that is written in their own words because it is a new text that does not appear like that in the reading.

Next in the circle outline, they reduced the information from the reading and classified it in a way that splits the events of Eva Peron’s life in three aspects: in her personal and academic life and her relation to community. This content also depicts the use of the communicative function of describing events in the life of a person through excerpts selected from the readings; thus, this visual and linguistic design was a tool for them to report about their leader. In their poster, they used some of this information and also added some concluding sentences of their own.



Topic Outline:  
(main point) María Eva Perón is a Social leader, in relation to the  
community she helped labor class.

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**Group 4 Concept map about the life of Eva Perón.**

**Subcategory 2: Showing emerging critical thinking skills & Forming an opinion**

For Cottrell (2005), “critical thinking is a cognitive activity associated with using the mind. Learning to think critically and evaluate means using mental processes such as attention, categorization, selection, and judgments” (p.1) and “Critical thinking is a process of deliberation which involves a wide range of skills, such as identifying others’ positions, evaluating the evidence, weighing up opposite arguments, being able to read between the lines” (p.2). Generating critical thinking and the relevance of forming an opinion based on new knowledge are features of the *critical framing* stage. To find out specific features of critical thinking through students’ artifacts and audio transcripts, an analysis of critical thinking skills was carried out.

Which critical thinking skills could people use? According to Paul and Elder (2010) Foundation for Critical Thinking, on line at website: [www.criticalthinking.com](http://www.criticalthinking.com), there are some

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essentials or universal standards that are used to determine the quality of reason, such as clarity, accuracy, relevance, logic, and significance among others. Those standards must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation; an element of reasoning that helps us to apply those standards is to pose questions related to them. As they say “The ultimate goal, then, is for these questions to become infused in the thinking of students, forming part of their inner voice, which then guides them to a better reasoning.” They suggest the questions to be related to each standard as follows: *clarity*: Could you elaborate further on that point? Could you express that point in another way? The need to have a clearer understanding of the statement or issue, *accuracy*: Is that true? How could we check on that? A statement can be clear but not logical, *relevance*: How is that connected to the question? The statements should be relevant to the question or the issue expressed, *logic*: Does it really make sense? When the combination of thoughts is mutually supporting, and it makes sense in combination, the thinking is “logical,” *significance*: Is this the most important problem to consider? Those elements of thinking result in the development of what they call *intellectual traits* of *intellectual courage*: which is about having consciousness of the need to face and address ideas, beliefs or viewpoints, *intellectual empathy*: which is about putting oneself in the place of others to understand them and reconstruct the viewpoints and reasoning of others, *intellectual autonomy*: about having a rational control of one’s beliefs to learn to think for one self, to gain command over one’s thought processes, *intellectual integrity*: which is the recognition of the need to be true to one’s own thinking, *confidence in reason*: encouraging people to come to their own conclusions.

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This second subcategory refers to students showing some initial development of their critical thinking skills, such as clarity and relevance, intellectual empathy, accuracy in arguments, significance, and logic among others. It is about students' reasoning on what they were saying to check whether they are expressing their point of view clearly, giving relevant examples, taking into account problems in a question, going deeper in their answers to provide truthful and solid arguments, adding their own voices, putting themselves in the place of others to show intellectual empathy, learning to think for themselves, and forming an opinion. This is a subcategory that mostly occurred in the critical framing and transformed practice stages, where according to the New London group (1996), learners gain the necessary personal and theoretical distance from what they have learned and constructively critique it, creatively extend and apply it innovating on their own. (p.87).

Here it was observed an effective interaction among the groups of students in dialogs that evidenced notions from literacy as a social practice. "Like all human activity, literacy is essentially social, and it is located in the interaction between people" (Barton and Hamilton, 1989, p.109).

The participants in this study analyzed the most relevant aspects of the social leaders they chose, they viewed critically the leader's life events which they related to their own cultural context, they analyzed what the most significant part was about the leader's social actions and how these actions contributed to improve their community or society, what from those leaders was related to their own identity, as Colombian, as Latin American, as part of the working class or their community similarities and they expressed

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their impressions, positions or opinions through the development of the activities at these stages.

As examples of this subcategory, I will include group as well as individual contributions. In every example, the students were *forming an opinion* based on the new knowledge acquired about their social leader and the development of some critical thinking skills such as those of *clarity, relevance, and intellectual empathy* evidenced in group 1 in the first and second examples and *accuracy in arguments* and *intellectual integrity* that group 3 depicts in the fourth and fifth examples.

First, we can see an excerpt from the audio transcripts of group 1, where S1 and S2 discussed their understandings about the leader's social work while answering the group's workshop. These students were viewing critically the information they had about this leader's life to work on the task purpose of this workshop, they were questioning each other to check their understandings, working collaboratively negotiating and sharing meaning, in this way they evidenced development of the critical thinking skills of clarity and relevance, since they were validating their opinions, making a better reasoning before writing the answers in the workshop. They also agreed in relevant issues such as recognizing the leader as a doer of social actions and identifying him as a person concerned about the others and people's rights. They also identified the leader's capacity to make people be aware of the society's problems and they related his actions to the country's situation. Here, these students evidenced interaction and dialog to find significance out of the text and clarify ideas and understandings out of the reading. They interacted effectively in Spanish before writing in English and discussed how to write in English afterwards.

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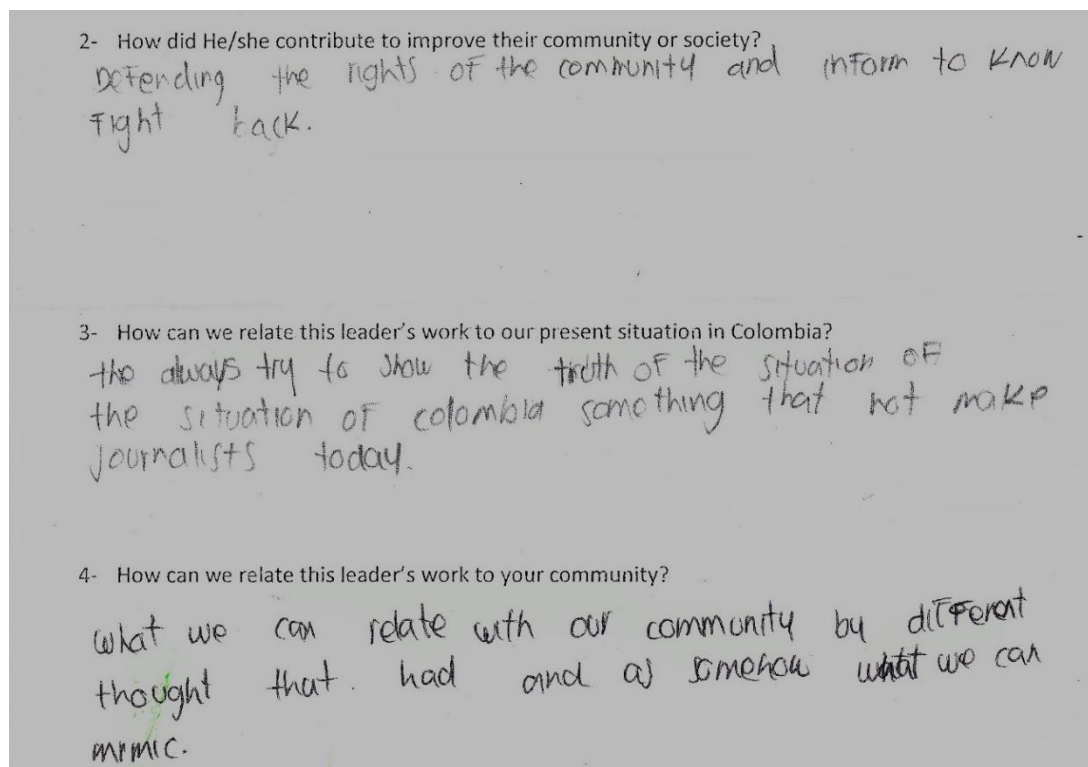
1:03 S1: entonces seria...que él defendió, o sea ¿cómo explicar? O sea, defendía los derechos de las personas, defendiendo y presentando los derechos que se merecía la comunidad, ¿no?  
1:13 S2: y también digamos, como concientizando, porque se acuerda que él...  
1:29 S1: ¿y concientizándola? ¿concientizándola de qué?  
1:42 S2: de los problemas que tenía la sociedad y que nadie hacia nada por eso  
1:49 S1: y, o sea, informarla, ¿no?  
1:55 S2: para informar de algo que ya sabían, o sea, todo el mundo sabía.  
1:59 S1: informarla para que supieran que hacer.  
2:04 S2: para abrir los ojos.....para...  
2:07 S1: Informarla para que supieran defenderse, entonces hágale...  
2:32 S2: defending...the rights  
2:40 S1: los derechos  
2:45 S2: of the community  
2:52 S1: informándolas, o sea...and inform....  
3:01 S2: to know fight back.  
3:29 S1: o sea, el trabajo de él en que ayuda en la situación de Colombia, ¿sí?  
3:36 S2: No, como podemos relacionar esto.  
3:42 S1: Si el trabajo de él con la situación de Colombia.  
3:47 S2: con la situación en nuestro presente de Colombia  
3:59 S1 pues obviamente el siempre intentó como decir la verdad de lo que pasaba en Colombia y es algo que muchos periodistas no hacen hoy en día.  
4:15 S1: entonces seria tell always  
4:17 S2: try  
4:18 S1: ¿intento qué?  
5:25 S2: si era sobre lo del proceso de paz, y todo eso, yo creo que él hacía su buena crítica sobre eso.  
6:00 S1: o sea, él como que intento decir la verdad, algo que no hacen los periodistas de hoy en día, ¿sí?  
6:10 S2: como decir la cruda verdad, porque él si la decía como era.  
6: 20 S2: en el video decía que él había hablado con guerrilleros de las FARC y eso, ¿no? Bueno entonces él intentó mostrar la verdad de la situación de Colombia  
6:45 S1: of the situation of Colombia; to show the truth of the situation of Colombia  
6:50 S2: of Colombian situation? 6:53 S1: no, of the situation of Colombia

**Audio transcripts p.8,9 file: R20160825182014.aac-Jaime Garzón**

Secondly, in the workshop (Group 1's workshop #3) we can see that they came to some answers after the discussion and the previous analysis and they wrote: "*defending the rights of the community and inform to know fight back.*" "*He always try to show the truth of the situation of Colombia something that not make journalist today.*" Students here recognized that this leader did a special work that was unique, and they observed his values through his work, they expressed empathy towards the leader.

## The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

Moreover, in the last answer of the workshop they said: “*What we can relate to our community by different thought that had and as someone what we can mimic.” This text is not completely comprehensible, it is not accurate in grammar and lexis, but they made the effort to express their ideas in English in their own words, they are expressing an empathy with the leader’s “*thought*” and they are saying that he is someone they can imitate, they used the word “*mimic*” instead of saying imitate. Here these students are showing *intellectual empathy*, a critical thinking skill related to the ability of reasoning from premises, assumptions, and ideas of others; in this case, the ideas of the social leader Jaime Garzón, whose ideas they would like to imitate.*



Group 1's workshop #3 “How I view social leaders” about Jaime Garzón.

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During the poster's presentation of Violeta Parra, where S5, S6, S7, and S8 presented and shared their impressions and conclusion about their studied social leader to a 10<sup>th</sup> grade class in the English classroom. This activity made part of the transformed practice component, as it was described in chapter 4. They described the most remarkable features about the leader's work, which is the message included in her compositions. Here they were redesigning the leader's meanings and connecting them to global needs when they said, "*her message in the music help us appreciate life*" and "*she invites also to save the planet for the future.*" As Violeta Parra included poetic descriptions of nature in her music, students related the lyrics of her songs to the preservation of the natural resources; thus, they gave a message of life appreciation.

In this way, they were forming an opinion based on the new knowledge acquired, a new and authentic opinion, and they appropriated vocabulary using the target language to express their critical understanding about the leader's work. They put these ideas on their poster and explained them during the poster exhibition.

For Freire (1987), "Reading does not consist merely of decoding the written word or language; rather, it is preceded by and intertwined with knowledge of the world. Language and reality are dynamically interconnected" (p.20). I bring this quote here because in these examples from group 2, both in their audio transcripts and their poster, these students came up with a unique idea that the song "Gracias a la Vida" by Violeta Parra inspired in them; they came up with this topic of a social interest, a content of global attention which is the idea of saving nature and the planet, and they were concerned about their future and



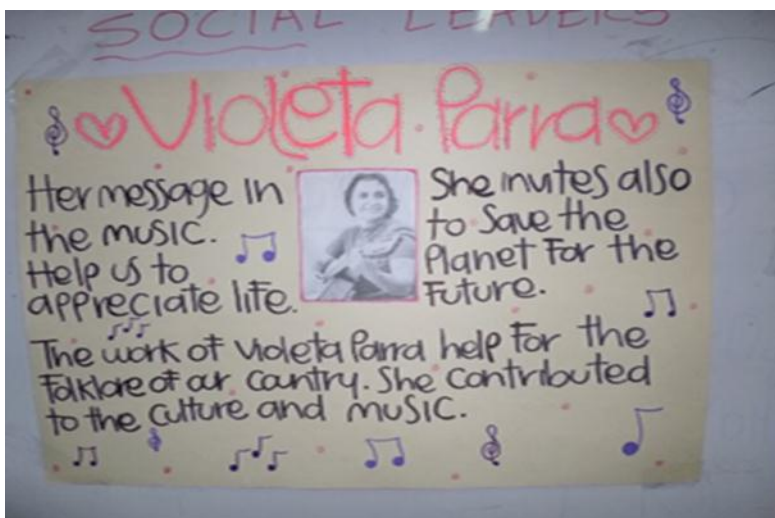
## The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

contributed with this idea that was not expected from Violeta Parra's biography. They created texts from what matters in their thoughts and worlds and what they understand from different texts as the song, in this case.

00:42 S7: her message in the music helps us to appreciate life.

1:30 S7: Bueno Violeta Parra era una cantante chilena que modernizó la cultura popular. Ella hizo la canción gracias a la vida; este mensaje nos ayuda como que uno tiene que valorar la vida, lo que tiene y cuidar para el futuro, para nuestros hijos.

Group 2's audio transcripts file: VID.20161103\_172926.3gp- Violeta Parra



Group 2's poster's presentation of Violeta Parra

Students of group 3 revealed the critical thinking skills of *accuracy in arguments* and *intellectual integrity* during group discussion about Theresa de Calcutta and via What's App message. In the following audio transcripts, S9 and S10 view critically the information they had about the leader's life out of the readings and internet source, they expressed their ideas about their leader Theresa of Calcutta and her work in relation to the community. Besides, they recognized the most important contribution of the social leader that was her community service, helping the most vulnerable as sick, homeless, and very poor people, here they were evaluating the significance of the leader's work based on the evidence or

## **The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

fact that she had a foundation to help the poor and the sick, showing *accuracy in their arguments* about the leader. Developing the critical thinking skill of *accuracy in their arguments* that according to Paul and Elder (2014) in the foundation for critical thinking, students should check the quality of reasoning about an issue on questions such as: Is that true? How could we check that? How can we find out if that is true? Thus, it was not only that Teresa of Calcutta helped the poor in the streets but that there is a foundation under her name that supports the work she did.

**0:07 S9:** lo más significativo que hizo la madre Teresa de Calcuta fue crear una fundación en la cual ayudo a mucha gente pobre.

**00:24 S10:** ella ayudo a los enfermos y sobre todo a niños que no tenían como alimentarse y ella fue como una madre para ellos, dándoles de comer, busco ayudas, cuida a gente leprosa, eso fue lo más importante.

**Audio transcripts p.10 file 25/08/2016 mother Theresa of Calcutta – Component: Critical Framing.**

Then S11 was answering to whether she would like to be like the leader Theresa of Calcutta, and she did not identify herself with her. This student said here that she would not be like Theresa of Calcutta, but she is recognizing the contribution of the leader to the community. The student is being truthful about herself in observing that she does not act like this leader. She is developing in this way the critical thinking skill of *Intellectual Integrity* which is another valuable *intellectual trait* that has to do with the recognition of the need to be true to one's own thinking and admitting an inconsistency in one's own thought and action.

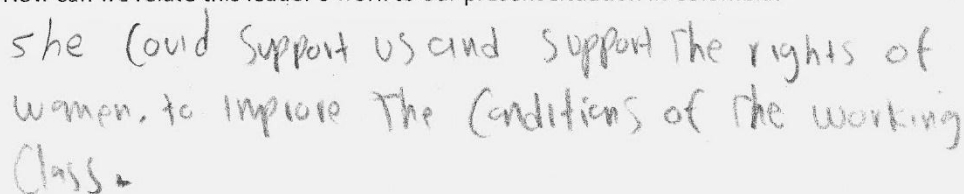
S11: No, because Maria de Calcutta did very good things for the poor and sick people by giving them housing and helping.

**Audio transcripts p.11 file: 1/09/2016 8:51 am what's app – Theresa de Calcutta**

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In group 4 workshop #3 “How I view social leaders” which is about the social work of the leader Eva Perón S18, S19, S20, and S24 viewed what they have studied critically in relation to their context, they were analyzing thoughts critically to their own interests, they wrote: *“she could support us and support the rights of women to improve the conditions on the working class.”* There are two ideas in this answer, these are ideas of their own, despite the lack of punctuation, students added their own voice and formed a new perspective out of the new knowledge acquired. They concluded and formed an opinion about what they had learned from Eva Peron and they said two things about her; that she was especially a defender of woman’s rights and of the working class. They also considered that her social work would be useful in their context.

3- How can we relate this leader’s work to our present situation in Colombia?



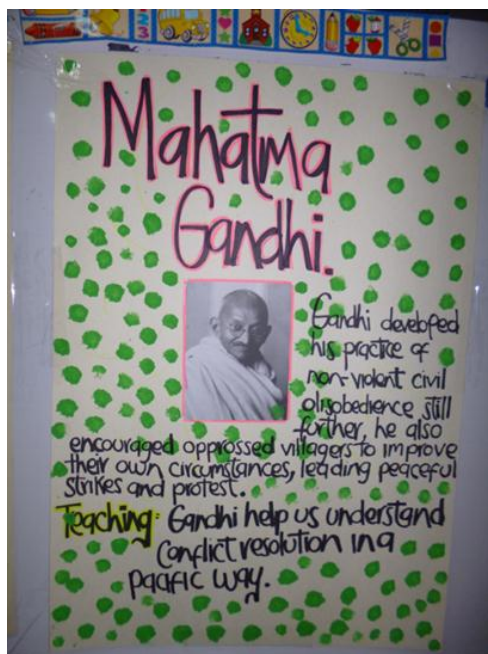
she could support us and support the rights of women, to improve the conditions of the working class.

### **Group 4 workshop #3 “How I view social leaders” about Eva Perón.**

In the poster of Gandhi, students S14, S15, S16. and S17 came to conclusions and unified ideas when they wrote *“Gandhi help us understand conflict resolution in a Pacific way”* because they had not used these same words together before the posters presentations. They had expressed somehow these ideas before in previous activities. For instance, in workshop #3 question four when they said *“in our community have Gandhi thought, life would be simpler that He had a peaceful thought and if that thought , would have fewer conflicts and fights in the neighborhood,”* this was a long answer that was not very clear in lexis and grammar but that was rich in its content where they wanted to express the idea

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of *Gandhi's peaceful thought* and they related this idea to their conflicts in their community, later in their poster we can see a more synthesized idea in a shorter and clearer text when they said "*Gandhi help us understand conflict resolution in a pacific way*" expressing in a better way that they were forming an opinion based on the new knowledge acquired through the activities done.



Group 5' poster's design and exhibition of Gandhi

Later during the semi-controlled interview, S14 showed that she has formed an opinion and answered about Gandhi, she said "*Gandhi promoted the peace in the community, Bueno él decía no a la violencia en todos los aspectos*" showing that she has built on an understanding she has developed through the activities, showing she has formed an opinion based on the new knowledge acquired.

126- 15:40 S14: Gandhi promoted the peace in the community, Bueno él decía no a la violencia en todos los aspectos.

Group 5 Audio Transcripts p.40 Semi controlled interview Nota de voz009 04/11/2016

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### **Subcategory 3: Showing features of identity, investment or agency**

And a last subcategory that pertains here is showing features of identity, investment or agency that as a general idea, I relate to the students developing a sense of who they were, feeling that they were valued and respected as part of a family or a community; showing an awareness of their unique strengths and abilities, connecting with others through shared experiences, reciprocity, affection, commitments, and showing interest in learning opportunities that are linked to their home, community, and culture. It is related also with the progress in their performance of a specific language ability.

This subcategory emerged from data where some students expressed a diversity in interests and an awareness of their values and skills. Because they brought their different stories, experiences, and goals in the classroom. Their curiosity was evidenced in discovering new ideas through the stories and experiences of others when reading biographies and researching about social leaders. Students were inspired by the social leaders' identities such as their studies and background, nationality, attitudes and values, preference in political participation, and social work that was related to social issues in their community.

Besides, students made themselves understood better, showing that they were making some progress in their text elaborations and having more participation along the implemented activities. They also showed some initiatives of individual and of collaborative character in the activities proposed that revealed some level of their

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autonomy. Accordingly, to this subcategory, I will refer next to the notions of relevance here that are identity, investment, and agency.

Norton (2013) defines identity as “the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future”. And she adds: “It is the importance of the future that is central to the lives of many language learners and is integral to an understanding of both identity and investment” (p.4). In this sense, throughout the lesson plans carried out in this pedagogical intervention, students showed how they saw themselves across time and space when writing about the most important events and people in their lives, and some of their stories and experiences by investing time and effort to improve their use of the target language and to be able to share their identities and future plans.

The notion of investment says that language students interact not only to communicate with other speakers of that language, but they also reorganize a sense of who they are and how they relate to the social world. Thus, an investment in the target language is also an investment in their own social identity which changes through time and space. (Norton, 1995, p.18). I noticed that in her definition of investment, Norton highlights the *speaking ability* of the learner since her study was in the setting of the natural environment of the target language, the natural language learning experiences of the women in their homes, workplaces, and communities but I am relating her notion of investment to a formal environment in the classroom where I was observing the practice of the target language in the students, not only as speakers but also as novice writers and listeners. When

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students wrote about their lives and plans for their future, they were trying to evidence who they were, how they related to their families, friends, and context and how they saw their future. They did that by recognizing their major personal life events, stating their personal general information, career aim goals, facts about their personality, likes, skills, and preferences, in activities such as the graphic timeline, the digital personal profile, the development of workshops, and the semi structured interview. In addition, they identified other's identities such as those of the social leaders that they observed in the readings, inquiries, and presentations of these leaders' biographies.

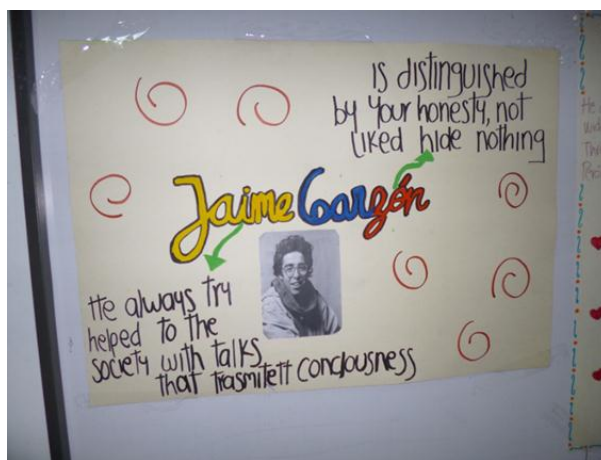
This subcategory also refers to the concept of Agency with a social interpretation. Agency refers to the "*socioculturally mediated capacity to act*" (Ahearn 2001, p.112), all action is socioculturally mediated, both in its production and in its interpretation. The following features were observed in some of the students taking on their learning displaying more interest, having more participation, showing curiosity and responsibility in discovering new ideas through the stories and experiences and through the development of assigned activities, showing autonomous work, and engaging themselves in interaction.

Besides that, according to Van Lier (2008) agency is taken not only as an individual character or trait but as a contextual way of being in the world. He explains in his article "*Agency in the classroom*" that agency can be exercised by individuals as well as by communities. Thus, the classroom learners can act individually, in groups or even as a whole class. So, they can speak in class from an "*I*" or from a "*We*" perspective. This study includes an analysis from individual as well as group contributions.

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As examples of this subcategory, I will then show some group works and individual contributions from students among the groups. Despite some groups depicted features of identity, agency and investment, in some other groups there were only one or two students who evidenced one or two of these features. The first is a group example where we can see group 1 portraying features of identity and investment in oral and written productions, as well as collaborative agency. In the second example while group 2 was identifying identity characteristics in the social leader, an individual contribution from S7 indicates agency in reading. The third, fourth, and fifth examples are individual contributions that depict investing in writing and identity.

First, in Group 1 poster design and exhibition of Jaime Garzón, S1, S2, S3, S4, and S22 showed national identity through the colors of the Colombian flag in the title that is the social leader's name and showed confidence in using their handwriting to contribute to the group work. *National identity* had emerged before in this group during the situated practice stage when they were talking and deciding on which leader to choose, as we can also see in the excerpt from the audio transcripts.



Group 1 Poster's design and exhibition of Jaime Garzón



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S1: Jaime Garzón

||: Jaime Garzón

S3: el de nosotros

S2: Periodista

S1: Comediante

S2: Filántropo

S1: Comedian and Philanthropist

S3: lawyer

T: and why did you choose, Jaime Garzón?

S2: famous person in politics, Colombia

S3: He's comedy

**Group 1 audio transcripts page 1 file: R20160810135759.aac –Jaime Garzón**

One of the reasons of their choice they evidenced here was the leader's nationality and the leaders' occupation. They said, "*He was famous person in the politics and in Colombia.*" Students here attributed value to a classroom activity that had to do with a national character, they chose a Colombian leader over other leaders with different nationalities and this group of students was the first group to choose their leader, this is a remarkable feature since these students expressed here a sense of belonging, they preferred to study a Colombian leader because they felt connected and interested by his *nationality* and by the *political issue* of our nation.

Another feature of this subcategory that I relate from this poster has to do with *investment in writing* because when they wrote: "*is distinguished by your honesty not liked hide nothing;*" "*He always try helped with the society with talks that trasmittet[sic] consciousness.*" Thus, in spite of some spelling and grammar mistakes, they were showing improvement in their written language performance as they were making more original texts than the first ones they had produced, they synthesized the ideas better and they wrote short, comprehensible, simple texts. They were also emphasizing the importance of the social content, this poster was one of the last compositions they did in group and it was

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more of their own, compared to what they had written in the first workshops where they were just selecting and copying information from a reading.

This written opinion at the same time caused comments from the audience during the final poster exhibition and presentation to the tenth-grade class, (noticing in the audio transcripts page 32) a student from the audience participated and said: *“No le gusta esto algo, era un comediante esto todo chévere, todo loco, el siempre ayudo a los demás hablando.”*

Students’ investment is shown in the way they expressed their ideas, shared their impressions and conclusion about the studied social leaders showing investment in their oral and written productions during their poster presentation and participating in conversations about this leader. Besides, for the poster presentations, S1 and S2 volunteered themselves to present the poster to another class, interacted with one another and caused the audience to participate, creating a collaborative *agency event*.

**00:15 S1** Jaime Garzon social leader because...

**00:16 S2** Because He helped to the society with her talks [sic] about (pause) about the problems and... (hum, eh) to the society

**00:39 S1** (eh hum) University National, lawyer

**00:48 S2:** He studied law

**01:10 S2** He is distinguished by his honesty and not like to hide nothing [sic].

**01:27 S1** he helped to the society with his talks about the problems and transmitted consciousness.

**02:30 S from audience:** No le gusta esconder algo, era un comediante político todo chévere, todo loco, el siempre ayudo a los demás hablando.

**03:17 S2** He contributed to the paz[sic] and to the conflict armed. [sic]

**03:19: T** armed conflict (teacher corrects)

**03:20 S2** armed conflict (repeats after correction)

**Group 1 audio transcripts p.32 file: VID.20161103\_173258.3gp- Jaime Garzón**

As a second example, in Group 2 at the situated practice stage during groups discussion, S7, S8, S5 were interacting about the information searched on their chosen

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leader. They were checking their understandings out of the information sources. They found relevance in reporting about the social leader's identities such as the fact that Violeta Parra was a writer, a painter, that she came from an artistic and popular family and that her national identity was Chilean.

Besides, in this group, S7 seemed very interested in finding out about the leader's life, she allowed seeing here that she did some search from her own as homework to understand the leader's biography better, showing curiosity and responsibility in discovering new ideas through the stories and experiences of others through reading about the biography of Violeta Parra, this student was doing autonomous reading and search indicating agency and investment in reading. Because of her contribution and participation, the teacher and her group partners positioned the student in a different way due to her curiosity and autonomy, as we can see from the following transcript excerpt:

00:17 S7: construye un referente de la música popular chilena para el mundo, artista de radio, compositora.

00:43 S7: compositora y recopiladora, artista plástica, poeta.

00:49 S8: y murió el 5 February 1967

04:43 S8: que ella era pintora, escritora, editora, compositora.

06:01 S7: ella viajaba mucho, en el país, como en el extranjero, mucha de su experiencia obtenida por el ir y venir.

06:22 S5: oye, pero, sabes bastante leíste bastante de ella.

06:23 S7: si obvio, leí anoche; fue hija de don Nicanor Parra y doña Clara Sandoval; realizo un viaje por Europa.

08:50 S8: Ella también fue una investigadora del folklore chileno

11:06 S8: Nicanor Parra, el Papá, fue poeta y escritor, por eso fue por lo que ella también fue así.

**Group 2 audio transcripts p.6,7 file: 11/08/16 nota de voz 003- Violeta Parra**

In the following excerpt of workshop #6 called "What to consider when selecting my career" in the stage of Critical framing, in which students using the target language were answering about considerations to have when selecting a career, we can see that they

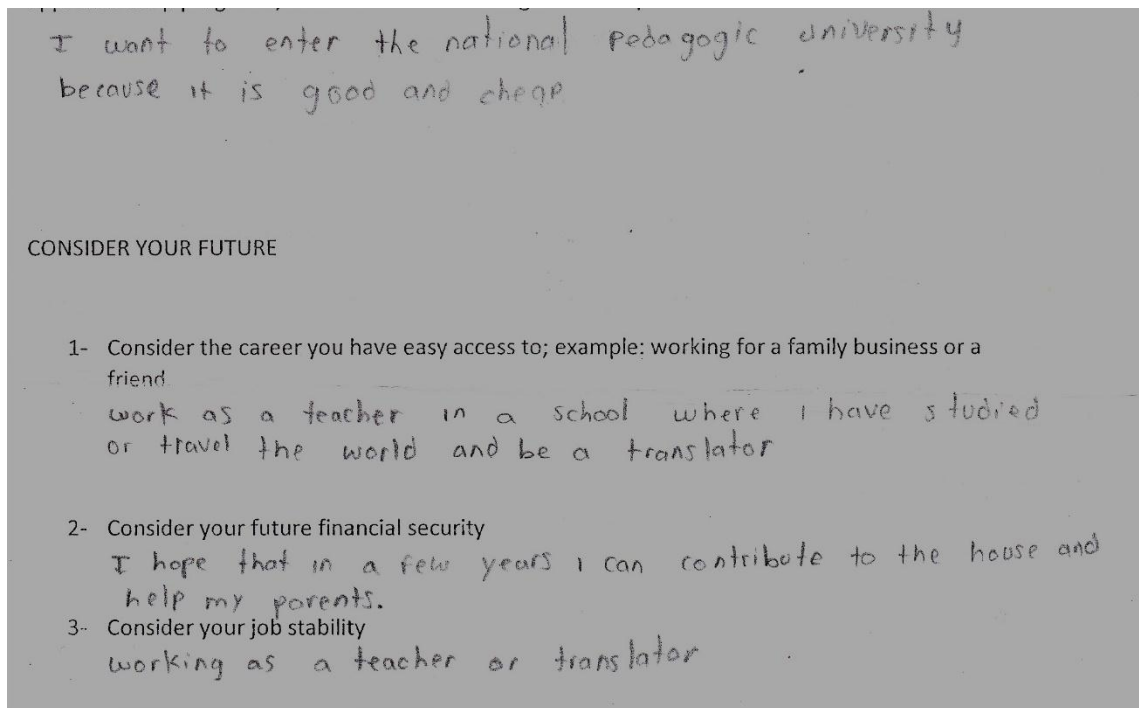
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were able to express about their interests, skills, and future considerations related to the career they wanted to study.

Here as an individual example, S12 expresses about her own interests involving an investment of the self with her considerations and plans when she said: *“I want to enter the national pedagogic university because it is good and cheap”, “work as a teacher in a school where I have studied or travel the world and be a translator”, “I hope that in a few years I can contribute to the house and help my parents”, “working as a teacher or translator”.*

Although at the first workshops students did not write answers of their own, in this workshop of the critical framing stage, they constructed more personal ideas without copying. In these answers, S12 related her interests about her future career, she wants to enter to a specific university, she was designing language in a way that had not been done before, that is of her own, and writing in a language that is mostly correct and comprehensible. She showed to understand the task purpose by accurately answering to the questions of this workshop, she was conveying a concrete message that has a meaningful content, and that is not only about her, it is about what she could do for her parents. Here this student demonstrated how she designed language in a reflective manner writing new texts that were embedded in her own goals, *investing in writing*.

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**workshop #6 “What to consider when selecting my career” S12**

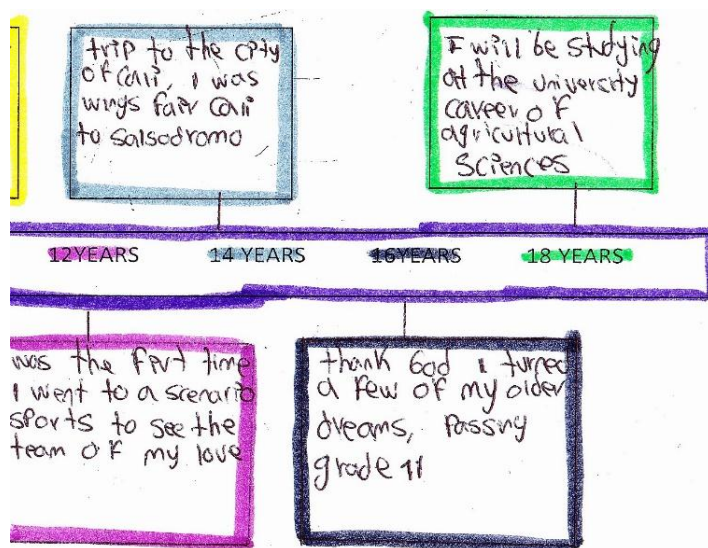
Then in workshop #5 which was a “Graphic timeline” students ordered by ages a time line that contained personal issues related to their major events in life, description of their personal background, they wrote what they recalled as important for them and some present events or near future, not all the students included future but some of them did. The following examples are two excerpts of the graphic time line.

S24 wrote the following statements: “*trip to the city of Cali, I was wings[sic] fair Cali to Salsodromo*” mentioning as an event in his life, his visits to the city of Cali because this is his hometown, so it made part of his background to go to Cali and Cali’s fair is representative of this city, “*was the first time I went to a scenario sports to see the team of my love*” in this statement the student alluded to the fact that he was a sport’s fan, “*Thank*

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God, I turned a few of my dreams, passing grade 11<sup>th</sup>” it is relevant for him to be ending high school and graduate, it is a major event and he had academic plans, he already knew what he wanted to study, he said: “I will be studying at the University career of agricultural sciences.”

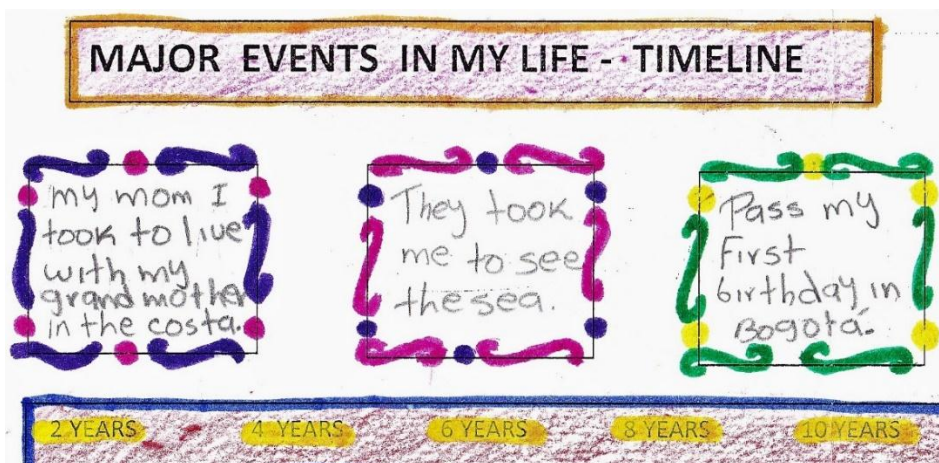
In this activity the student showed a level of personal involvement, as he had the opportunity to express things about him, he was not merely practicing knowledge of the language, he was expressing his identities and speaking as himself through the language. He was also writing texts that gave several relevant and interesting details when writing about his major events in life in the timeline graphic activity, he wrote in a language that was mostly correct and comprehensible, he gave original answers, designing language in a reflective manner writing new texts embedded in his own goals, demonstrating *Investment in writing*.



workshop #5 "Graphic timeline" S24

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S20 wrote “my mom I took [sic] to live with my grandmother to the costa” and she adds: “they took me to see the sea” she was bringing her experiences and background to the class, she referred that she was going to see the sea, which was a cultural event and she mentioned one of her life events that was to move and live in another region with one of her relatives. The she said, “pass my first birthday in Bogotá.” We can see *identity* here since she was expressing something about her unique background.



workshop #5 “Graphic timeline” S20

### Category 2: Developing initial features of good citizens and designing their Social Futures

This category emerged from the social content observed in students’ productions, their impressions expressed with respect to the leader’s life and their social contributions to the community, how this seemed important for them and made them think of their own lives, capabilities, and values. It is about their reflections and considerations when they refer to their social futures, where personal and academic interests, hobbies, capacities, and

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sensibilities are involved. Since the participants in this study were in 11<sup>th</sup> grade, they were in a moment of making decisions for their future academic and working lives, so it became also an opportunity for making them think about their futures and analyze their educational conditions or possibilities after leaving school. It also encouraged students to use the foreign language as a tool to decide and build their own discourses about what they wanted to do in life, express and share their ideas and dreams through the workshops, presentations, and conversations in class practice.

The theoretical overview and basis of the multiliteracies approach, tells us about a connection of school and the changing social activity in the fields of working, private, and *public lives*. I am going to refer here in this category to the field of *public life* that is the space of *civic life*, as well, which has to do with the importance of a sense of *citizenship*. I want to convey an idea of citizenship that comes from critical pedagogy in relation to schools, a *citizenship* that calls for students to become agents who think critically, the *citizenship* characterized by Giroux (1997) as “a *citizenry* capable of genuine public thinking, political judgment, and social action” (p.102). The citizen as someone who provides a sense of community vision and civic courage and not a simple porter of rights and privileges.

The critical view of citizenship taken here promotes class practices in which students acquire skills for their performance in civic life, outside of schools and that help them develop networks of solidarity in which democracy works actively. (Giroux 1997, p.106).



## **The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

In that sense, the students in this study developed activities that contributed to foster critical engagement, become active participants, and express themselves through the designs in which they noticed key skills and values in social leaders, they recalled and shared in class about some aspects of their choice related to the leader such as, their ideals and thoughts, their political judgment, their social actions and shared points of view, and their desirable skills; thus, they identified and talked about the actions that reflected a major concern for the common good, they considered the ideals and social participations of those leaders and came to conclusions and teachings related to their country or community problems. In addition, they analyzed and expressed how through the career of their choice they could also make some contribution to the society in their near futures.

For the pedagogy of multiliteracies (New London Group,1996), the key concept of *Design* that was explained in the previous category, has to do with being users of patterns and conventions of meaning and at the same time, being active designers of meaning and “*as designers of meaning, we are designers of social futures*”(p.65). In the elaboration of designs they included aspects such as key skills and values in social leaders, their political judgment, their social actions, and shared points of view about those leaders. Those ideas were reflected in their productions, more specifically, in the timeline, in the personal profiles, in the answers to the workshops carried out in the critical framing stage and in the transformation practice, in the information and thoughts from the leaders that they expressed by words and images in their Power Point presentations, in the conclusions and teachings reflected in the posters, in some of their conversations registered in the audio

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transcripts and in the semi- interview, students' contributions that revealed a sense of citizenship.

### **Subcategory 1: Recognizing the need for commitment to solidarity and action for the common good**

This subcategory has to do with the social content found in students' productions along the pedagogical intervention, but specially in the critical framing and transformation practice stages where students expressed in their own words and in a reflecting manner ideas, opinions and points of view about the relevant aspects they found in the social actions carried out by the studied leaders.

In the analysis of students' productions, it was observed that they were interested and used the target language to express themselves about the social leader's actions when those actions reflected a major concern for the others and for the *common good*. They developed empathy towards the leader's ideals and they got involved and concerned about the social problems that were a cause for those leaders to defend or fight for. These class practices allow students to become "agents that think critically," as defined by Henry Giroux and mentioned in the above introduction of this category, since students here showed their abilities to analyze, argue, have conversations about those social problems, and highlight the work of the leaders. In this way, students were capable of expressing points of view, discussing, and considering *civic* topics such as *solidarity*, *democracy*, and *common good*, which allowed them to contribute with their own ideas and evidence awareness of these issues, in addition to considering the contributions that they could make

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to the community in their near social and working future lives; students were developing initial features of citizenship.

The following examples are representative of this subcategory. In the first three examples, which are from groups 3 and 4, students' artifacts were displayed together with their supporting audio transcripts, they depicted actions for the common good, solidarity, and democracy. After these group examples, there are some individual contributions of S20 and S1.

First, in their Power Point presentation S9, S10, S11, and S12 were observing the most remarkable features about the leader's work which was the charity foundation. They were recognizing the most important contribution of this social leader. They reported relevant issues about the leader such as her nationality, her social work recognition of having been awarded a Nobel prize and mentioned her own congregation, her female religious identity. They recognized the leader as a doer of social actions, as a person concerned about the others, about the *common good*. They recognized the most important contribution of the social leader which was community service, helping the most vulnerable as sick, homeless, and very poor people.

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**IMPORTANT WORT FOR HIS COMMUNITY HIS RELATION OF COMMUNITY**

- In 1950 mother Teresa began to help sick people with leprosy funded a female religious order called the missionaries of charity his initial work was to teach reading to poor children.
- In the street in 1963 her founded the male order missionaries of charity brother's together with fray Joseph Langford then around 1965 pope Paul VI placed the congregation of the missionaries

**Group 3 Power Point Presentation of Theresa de Calcutta slide 4**

**00:29 S11:** She was Albanian Religious, nationalized in India, she won a Nobel Peace Prize in 1979. In 1950 in diocese of Calcutta passed his congregation with name of missionaries of charity [sic]

**1:08 S10:** In 1950 mother Theresa began to help sick people and founded a female religious order called the missionaries of charity, she teach reading to poor people[sic]

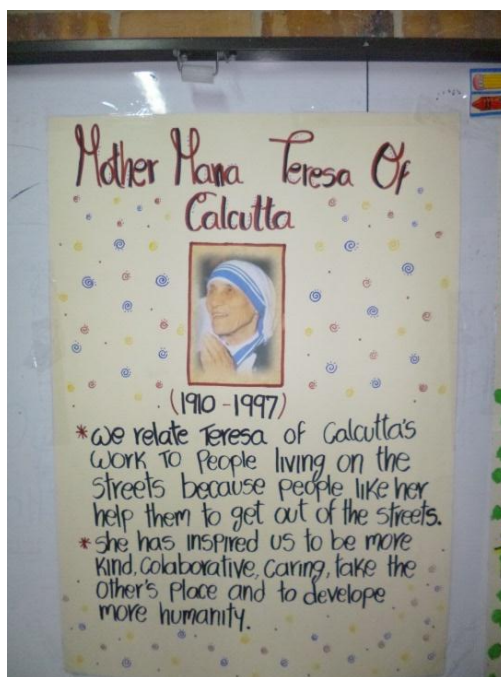
**2:00 S12:** she wants to be missionary in India, but she works for many years in St Mary's catholic school in Calcutta.

**Audio transcripts power point presentation p.24 file: VID.20161005\_131025-Theresa de Calcutta-Component Transformation Practice**

Later, they had their poster exhibition and presentation which are shown below. In the Poster of Mother Theresa of Calcutta, S9, S10, S11, and S12 came to conclusions from the knowledge acquired and brought new meanings, they redesigned the information acquired and put it in their own context because they wrote *"We relate Teresa of Calcutta's work to people living on the streets, because people like her help them get out of the streets."* They also learned from Mother Theresa's values and actions by identifying the leader's virtues such as being kind, collaborative, and caring and they appropriated these values since they wrote *"She has inspired us to be more kind, [sic], caring take the other's place to I[sic] more humanity."* They were putting themselves in the place of others that are in need, showing intellectual empathy towards their leader. They were *thinking critically*,

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being active participants and expressing themselves through their designs in which they noticed key skills and values in the social leader, considering the acts of *solidarity* with the most vulnerable in this case the very poor people.



**Group 3 poster's design and exhibition of Theresa de Calcutta**

**03:25 S9:** ella trabajaba en un colegio católico de niñas, ella era profesora, pero ella formo después una fundación a la cual muchas estudiantes que ella tenía en el colegio se unieron y formaron esta fundación “las misioneras de las hermanas de la caridad”

**05:11 S9:** we relate Theresa de Calcutta work to people living on the streets, because people like her could help them to get out of the streets.

**06:30 S10:** she has inspired us to be more kind, collaborative, caring, take the others 'place and to develop more humanity.

**07:21 S from audience:** comparando sociedades.

**07:28 S10:** la pobreza que hay allá en India, a la pobreza que hay acá en Colombia.

**07:51 S from audience:** Hay necesidad de líderes así, para ayudar a la gente que está en las calles.

**Audio transcripts poster exhibition and presentation p.28,29 file VID.20161103\_172455.3gp-Theresa de Calcutta- Component Transformation Practice.**

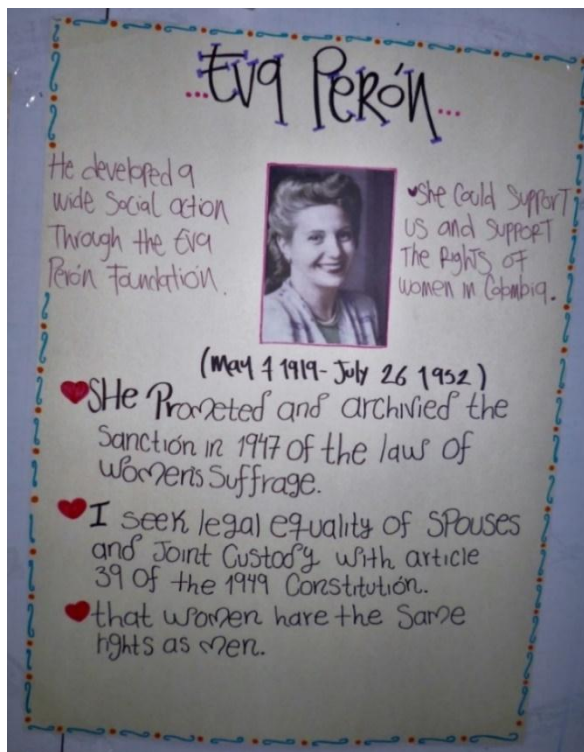
Second, in their poster presentation S18, S19, S20, and S24 were sharing relevant information about Eva Perón to an audience of a 10<sup>th</sup> grade English class. Students

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observed the most remarkable features about the leader's work as a person concerned about the others and people's rights, recognized the most important contribution of the social leader, a brave person concerned about the *common good* and helping the most vulnerable, in this case supporting women's rights. They reported relevant issues about the leader such as her nationality, her social and gender work recognition about woman's rights, that she had a foundation through which she developed social action and they related the issue of woman's rights as of relevance in their country, as in the poster they wrote "*she could support us and support the rights of women in Colombia,*" "*that women have the same rights as men.*"

They observed social changes reporting that Eva Perón achieved the sanction of the law of woman's suffrage in Argentina. Here they recognized the leader as someone who expressed empathy to groups or people whose rights had been violated and proposed actions of *solidarity* towards them. Thus, students recognized the leader's achievement related to equality and *democracy*.

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**Group 4 poster's design and exhibition of Eva Perón**

**01:56 S18:** She support the rights of women, she developed a wide social action through the Eva Perón foundation.

**02:29 T:** where is Eva Perón from?

**02:30 S18:** Argentina

**002:54 S18:** and she seek legal equality of spouses and joint custody with article 39 of the 1949 constitution in Argentina that women have the same rights as men. She got the option of the vote for woman.

**04:00 T (to audience):** ok what was the relevant contribution of Eva Perón? Did you understand?

**04:45 S18:** woman's suffrage.

**04:50 S from audience:** ¿derechos de la mujer?

**06:10 S from audience:** el voto de la Mujer.

**07:42 S18:** that the woman has the same rights as men.

**07:51 S from audience:** la igualdad.

**Audio transcripts p.26,27 fileVID.20161103\_171153.3gp-Eva Perón.**

In the next example, S20 was sharing her point of view about the leaders, recognizing the importance of their work to the community and the need of social action in the present of our country. She said *“I really like social leaders like Eva Perón, Mother Maria Theresa of Calcutta and many more are needed in our present, because we need more people like them and say what they believe;”* she was recognizing the relevance of

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their work, their ideas, and actions. She said that she liked the social leaders and that in our present in Colombia, it is necessary to find people “*who say what they believe and that not remain in words*” showing an understanding of the need of social action. And she ended up saying “*also the conduct and sensitive the people abound better future in Colombia.*” [sic] even if this last sentence is not very clear in its syntax and coherence, it is comprehensible, the student’s idea is that conducting people to a sensibility will make a better future in Colombia, which is a valuable idea, as they are considering their social futures.

S20: Hello, my name is Daniela, I really like social leaders like Eva Perón, Mother Maria Theresa of Calcutta and many more are needed in our present, because we need more people like them and say what they believe (???) and not remain in words, also the conduct and sensitive the people abound better future in Colombia.  
**Audio transcripts p.13 file 1/09/2016 8:16 pm what’s app message- Eva Perón**

Finally, in the following individual contribution, S1 expressed that through the career of her choice, she could also contribute to the society in the near future. S1 related her interests about her future career by giving an original answer. She wrote in a language that is mostly correct and comprehensible, she conveyed a concrete message that had a meaningful content. She designed language considering a social relation with the career of her choice, S1 said “*To be a lawyer I can contribute to justice in the country, to defend the rights of people.*” She was concerned about people’s justice, keeping in mind what she could do for others and not only for herself, from a social perspective, in terms of how the career of her choice will serve others, too. Here she demonstrated how to design language in a reflective manner by writing a new text embedded in her own goals and with a social content.



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4- Consider how this career can contribute to benefit not only your life but people around you; how this career contributes to make you a better citizen.

TO BE A LAWYER I CAN CONTRIBUTE TO JUSTICE IN THE COUNTRY,  
TO DEFEND THE RIGHTS OF PEOPLE.

workshop #6 “what to consider when selecting my career” S1

### Subcategory 2: Recognizing the need of peaceful coexistence

This subcategory originated in the social content of students’ productions that was related to the topic of *peace*, since several of the social leaders that students chose to study had ideals that led them to reason around the theme of *peace*. Those productions connected to the concept of citizenship in this study that “calls for the students to become agents who think critically” Giroux (1997), became very valuable contributions not only because students were using the target language, but because they were using it in the formation of a social agency, which according to Giroux (2011) in relation to students, is “the goal of furthering their capacities to be *critical agents* who are responsive to moral and political problems of their time” (p.7). In this sense, to support and analyze the relevance of the need for *peaceful coexistence* as a subcategory in this study, I made some questions such as, Which political problems? Where from? What time? *Being critical agents*, makes it necessary for students to understand themselves as reasonable beings of the problems around them, be it in their community, neighborhood or country. What does it mean then to be a citizen in Colombia these days? It was the second semester of 2016 when these data were collected, and these students are Colombian citizens that were concerned about *the*

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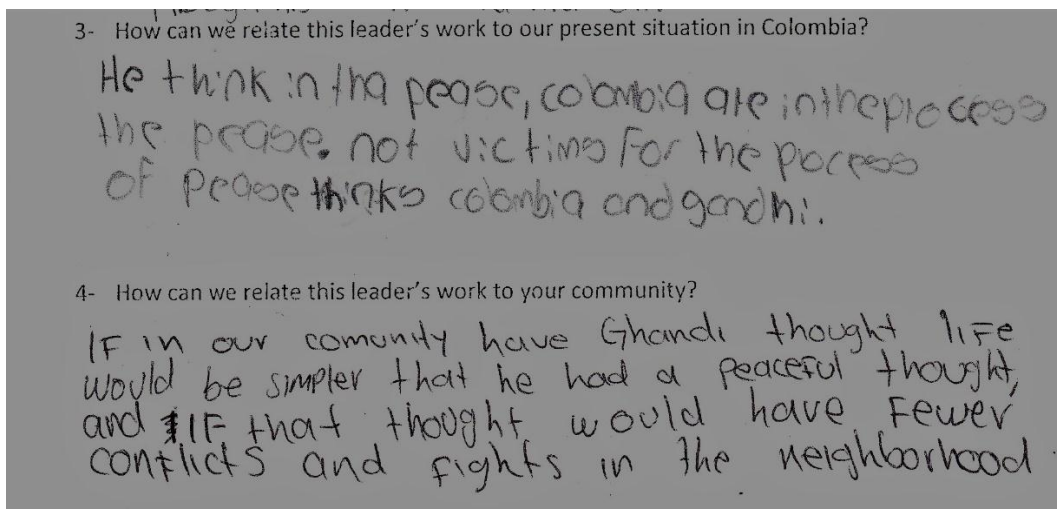
*need for peaceful coexistence* in our country that at that moment and still in our current days, is related to the political issue in our nation of having the *peace process*; thus, it became an opportunity for students to express and analyze about it when they studied and inquired about some social leaders such as Nelson Mandela, Mahatma Gandhi and Jaime Garzón Forero, that were so involved and were fighting for *peaceful coexistence* in the social action they carried out and that also encouraged the observance of other issues of importance to citizenship, such as *democracy* and *diversity*.

In the following examples of this subcategory, students identified the social leader's contributions to community, made reflections, gave their points of view, focused their attention on *peaceful coexistence* and related the topic to their community situation during activities held in the components of critical framing and transformation practice. The first is an excerpt from Workshop #3 of group 5 about Mahatma Gandhi. The second is a slide of the Power Point presentation with audio transcripts of group 1 about Jaime Garzón Forero, followed by an individual contribution from S3 of this same group in a WhatsApp message. Finally, there is an example of the poster and presentation of group 6 about Nelson Mandela.

First in group 5's workshop #3 called *How I view social leaders* about Gandhi, S14, S15, S16, and S17 discussed on some reflective questions about the social leader Mahatma Gandhi and answered about what they considered was his contribution to improve the community. Here they focused their interest on *peaceful coexistence*, which was the basis of Gandhi's thought and social action; students gave original responses, redesigned meanings, and connected the leader's social work to their own context, they related it to the

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peace process that was taking place in the country when they said “*He think in tha pease, Colombia are in the process the pease. not victims for the process of Pease thinks Colombia and Gandhi[sic].*” They affirmed that peace acts, just as the peace process results in no victims, and then they said “*if in our community have Gandhi thought life would be simpler that he had a peaceful thought and if that thought would have fewer conflicts and fights in the neighborhood.*” Students here connected Gandhi’s peaceful thought with the need of peace in their neighborhood, meaning that if there was a peace thought like Gandhi’s in their community, there would be fewer conflicts and fights. They evidenced a need for *peaceful coexistence* in their community. Here students were being critical of the texts they read and shared, as it was the biography and work of Mahatma Gandhi and they were using that knowledge as resource in the development of their citizenship, because this literacy practice has taken the students to identify and talk about the problems in their community.

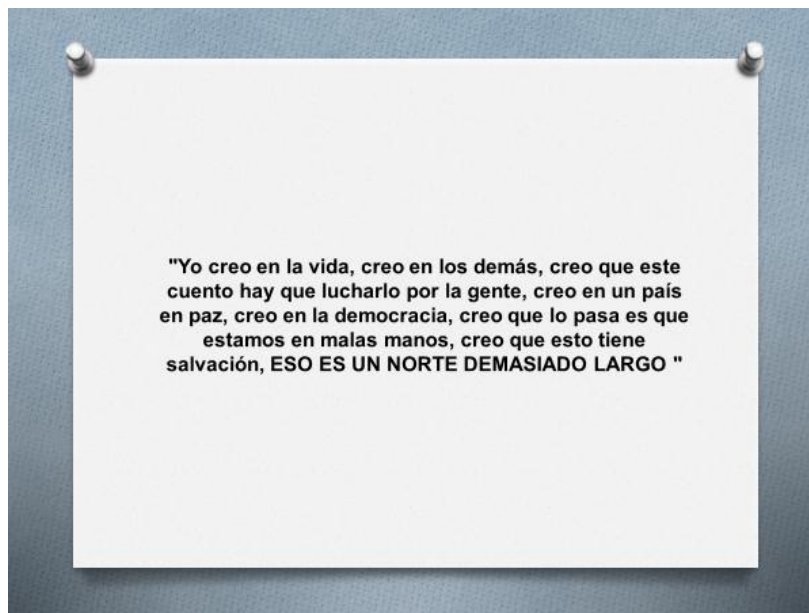


**Group 5 Workshop # 3 “How I view social leaders” about Gandhi**

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The following is an example of group 1 and their Power Point presentation about Jaime Garzón; one slide is displayed followed by an excerpt of the audio transcripts from this presentation. Here S1, S2, and S3 shared with the class information that they considered relevant about Jaime Garzón; they started the presentation with a quote from him that said *“Yo creo en la vida, creo en los demás, creo que este cuento hay que lucharlo por la gente, creo en un país en paz, creo en la democracia, creo que lo que pasa es que estamos en malas manos, creo que esto tiene salvación, eso es un norte demasiado largo.* They selected this short meaningful text from the leader, put it on a single slide and identified there that the leader was someone who fought for the others and that his ideas were related to *peace* and *democracy*. They recognized the most important contribution of the social leader that was *peaceful coexistence*, by being an active participant in the peace process of the country, as he served as a peace negotiator when they said *“was peace negotiator in the 90’s.”* They also identified the leader as a person concerned with the others and people’s rights in Colombia when they said, *“He was an excellent fighter to rights of citizens Colombian. [Sic] of real problems, of Colombia.”* They recognized the leader’s public life and found out through inquiry, the empathy that the community has had with the leader, which recognized the importance of his social work when saying *“His ideas were supported by the Colombian Community, many people appreciated him and so was a leader social. [sic]”*.

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**Group 1 Power Point Presentation of Jaime Garzón slide 4**

**00:29 S3:** Reading a quote of Garzón: “Yo creo en la vida, creo en los demás, creo que este cuento hay que lucharlo por la gente, creo en un país en paz, creo en la democracia, creo que lo que pasa es que estamos en malas manos, creo que esto tiene salvación, eso es un norte demasiado largo”.

**01:32 S2:** Jaime Garzón was a lawyer, humorist, and Colombian journalist. He worked in television, radio, was peace negotiator in the 90’s and besides occupied some public office as major of Sumapaz in the government of Andres Pastrana.

**02:20 S3** His ideas were supported by the Colombian Community, many people appreciated him and so was a leader social. [sic]

**03:00 S1:** a famous person in Colombia for his personal political interest, was a comedian Colombian characterized for imitate important political person, He was an excellent fighter to rights of citizens Colombian. [Sic] of real problems, of Colombia. I think awareness and from that began the problem in your personal life and work. [sic]

**Audio transcripts Group 1 Jaime Garzón Presentation p.21 file: VID.20161005\_135653.3gp-Component Transformation Practice**

Next, as an individual example, there is an opinion about Jaime Garzón by S3. He gave his opinion about the leader and identified him as a critical person, concerned with the armed conflict and the peace process in our country. In his opinion, the student brought his own point of view about this political issue since he said that the leader “*showed the reality of the conflict in the country,*” showing with his own words, some capacity of political view over this issue. He also understood the political sarcasm of the leader. In this way,

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the student was *thinking* and *expressing critically* over the armed conflict in the country and having some *political judgment*.

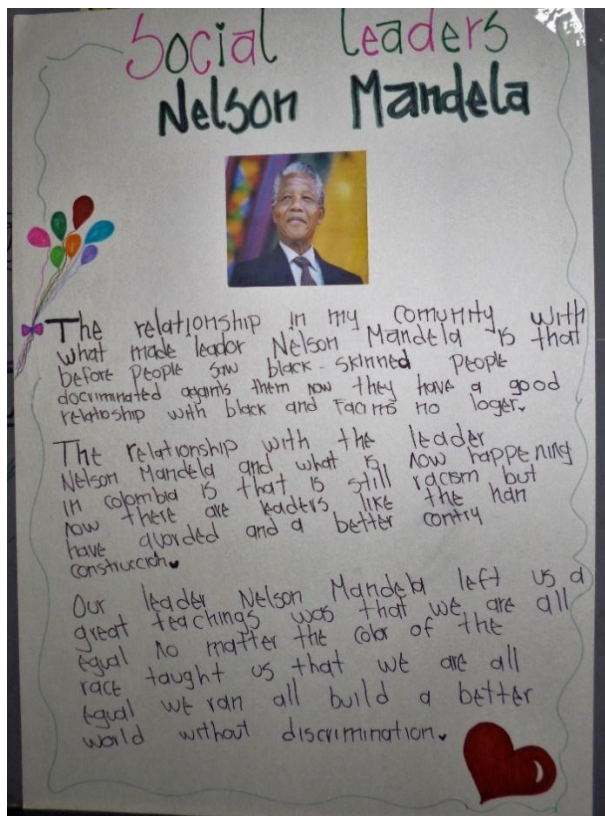
**S3:** He was a person who showed the reality of the conflict in the country, also was very sarcastic with politic, mimic several characters of the republic.

**Audio transcripts p.11 file: 31/08/2016 11:34pm what's app message-Jaime Garzón**

Then, S21 and S23 recognized his leader's most important contribution that was fighting against racism and *peaceful coexistence*. They identified the importance of the work of Nelson Mandela in social changes, they considered that Mandela changed people's thought about racism. They identified the leader's career saying that he studied law and named the University where he studied. They reported relevant issues about the leader such as his social work recognition of having been awarded a Nobel Peace Prize and recognized the leader as a doer of social actions related to racism.

Students then gave an opinion about racism in their country, they were viewing critically the information they had about the leader and expressed their ideas, drawing to their own conclusions and teachings. In the posters, they wrote "*the teaching is that we are all equal no matter the color of the race. We can all build a better world without discrimination.*" They showed here their thinking as a result of what they had learned, redesigned information about the topic related to the studied social leader, in this case about racism. Here they were expressing *the need for peaceful coexistence* within the *diversity* that may exist, such as race and they said a better world is possible with no discrimination.

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**Group 6 poster's design and exhibition of Nelson Mandela**

**00:22 S21:** Before Nelson Mandela people saw black skinned people discriminating against them, now they have a good relationship and racism no longer [sic]

**00:32 S23:** Mandela was studying in the University of Fort Hare where he studied law. [sic]

Mandela fue un gran líder social porque él ayudó en África y se ganó el premio nobel de la paz.

**03:19 S21** He fight with racism

**04:14 S21** the relationship with the leader Nelson Mandela and what is happening in Colombia, is that in Colombia is still racism but now there are leaders like him that have avoided racism.

**04:42 S23:** ahorita ya no hay tanto racismo y aprendieron que no hay que discriminar

**04:46 S21:** the teaching is that we are all equal no matter the color of the race. We can all build a better world without discrimination.

**Audio transcripts p.33,34 file: VID.20161103 P 1000216- Nelson Mandela**

**Subcategory 3: Recognizing one's own and other's abilities and values**

As part of the critical understanding that students expressed about the social leaders, there is an acknowledgment of their abilities and values. This last subcategory has to do with students observing and reporting in their productions about the social leader's values;

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here there is a selection of students' productions where they not only focused on the contributions that the leaders made to the community and their social action but on how they saw these leaders as a reference of personal values. They described the character of some of the leaders and their attitudes, and this seemed important for the students to make them think of their own lives, abilities and, values as well.

This subcategory has to do also with the use that students made of the target language to express about themselves in their designs. They did it by expressing an understanding of their own goals and values, considering their abilities and showing a social interest in their intentions to be participants in a society through their future civic and working lives. In this sense, it is relevant to observe here that in the description of the *transformed practice* component, according to The New London Group (2000) "teachers need to develop ways in which the students can demonstrate how they can design and carry out, in a reflective manner, new practices embedded in their *own goals* and *values*." (p.35).

In their conversations and artifacts, students noticed and described key skills and values in the social leaders, shared points of view about them, showed an empathy towards some of their attitudes, identified some leaders' convictions and lifestyles. In some of the productions such as the workshops and in their personal profiles students expressed about their own goals and values relating their interests, hobbies and abilities. They also reflected on what the career of their choice and their abilities could contribute to help others.

The following are examples that depict this subcategory. In the first, second, and third examples, students recognized values and shared points of view about the social leader Mahatma Gandhi in the Power Point presentation and Jaime Garzón in the



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WhatsApp app messages and interview. In the fourth and fifth examples students expressed about their own goals and values in workshops and in personal profiles.

First, in the following excerpt of audio transcripts about their Power Point presentation S14, S15, S16, and S17 identified values in the social leader such as being true, steadfast, loyal, respectful, and honest. In their presentation, they particularly presented the leader's values and exemplified them by saying things like *"He respected his teacher; he would no copy from his neighbor's answers,"* here they were relating values such as respect and honesty within their lives as students. They also said *"He decided always to say the truth. He decided never to steal"* acknowledging those values in the leader.

They also found relevance in reporting about the social leader's identities such as the fact that Gandhi was a vegetarian and had his own traditions and a way of dressing which were different from the English traditions where he went to live and study. They refer that Gandhi went to live to London and that could mean changes in his culture and convictions but he did not change his convictions, they said *"He was tempted for a while to English dress and manners but soon he returned to his simplicity,"* mentioning that Gandhi was in the English culture, which could affect his convictions and they mentioned this dilemma in the life of this leader. Thus, students identified a situation in which the values of different cultures or social groups could be in conflict, recognizing diversity and the coexistence of *convictions* and *lifestyles*. In addition, students expanded their cultural repertoire and here they referred not only to the leader's contribution to the community of following a non-violence revolution but to his teaching of values.

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**S16:** He was straight and true as steel, known for his steadfast and loyalty.

**S17:** at school, Gandhi showed no brilliance, played no games, avoided company, He read little beyond the texts books, but He respected his teacher; he would no copy from his neighbor's answers.

**S15:** He went to live to London after He vowed to live a chaste and simple life; in London for a while Gandhi was tempted to English dress and manners, but soon he returned to simplicity. A vegetarian by tradition, then by conviction

**S14:** He brought awareness among people.

He followed non-violence and got freedom from India.

**S15:** He decided always to say the truth. He decided never to steal.

**Audio transcripts p.19 file: VID.20160929\_175813.3gp-Power Point presentation of Gandhi**

Second, the following example is from S2 giving her point of views about Jaime Garzón Forero through a WhatsApp message. Here S2 gave her opinion about the leader, identifying him as a critical and brave person concerned about the others, she distinguished his capabilities of being critical and that besides doing his job, he encouraged social awareness that generates changes, in this way the student was showing consciousness of the need to express, face, and address ideas, beliefs or points of view that generate a serious hearing and she remarked this point from the leader's attitude. She was expressing an empathy with the leader, agreeing with him and identifying herself with his ideas, saying that she would like to be like him. Identifying herself with the leader's contribution as a citizen, encourages awareness of her own responsibilities as being a critical citizen as well.

In the following excerpt from the interview, some students answered about their impressions of the leaders and they identified Jaime Garzón's values and expressing empathy towards him as well.

**S2:** Hi, teacher Ximena my name is Paula, and these are the answers for the question: Jaime Garzón in my opinion was a focused, realistic and courageous person who until his death, the same was his ideas and gave them to the world. Really is something to admire and what I say that I would love to be like Jaime Garzón. Jaime Garzón was like one more person criticizing jobs, people and politics, it was a comic comedian and he was doing in his job, was besides entertain people to make consciousness and somehow generates a drastic change in the person who heard him.

**Audio transcripts p.17 file: 2/09/2016 10:31pm what's app message- Jaime Garzón-**

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Third, while participating in the interview, S1, S2, and S5 were recognizing the contribution of the social leader Jaime Garzón in peaceful coexistence to be a critical person, concerned about the armed conflict and the peace process in our country. They also identified themselves with the leader, saying that they would like to be like him.

Developing an intellectual empathy and mentioning values and attitudes on the leader such as being truthful and honest, as they said *“que él decía la verdad sin ocultar nada. Sería uno hacerlo, practicarlo. Ser como él, exactamente, honesty.”* Here they were taking the leader’s values as a reference of personal values.

**12:54 S1:** Well, Jaime Garzón important for the process peace. Bueno en su época. ¿sí?

**13:01 S2:** pues digamos, Como hizo Jaime Garzón, que él decía la verdad sin ocultar nada. Sería uno hacerlo, practicarlo.

**13:11 S5:** ser como él

**13:12 S2:** exactamente

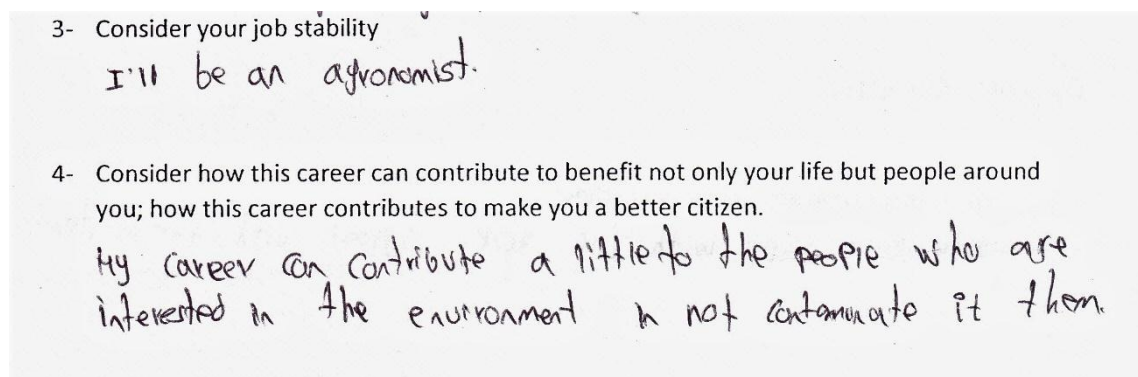
**13:18 S1:** honesty

**Audio transcripts p.39 file: Nota de voz009 04/11/2016 – Semi controlled interview**

Fourth, in the following example, S24 is expressing about his own goals in answering to Workshop #6 and in an excerpt of his personal profile. Here in the following two designs, S24 was telling about his own values and goals. In the workshop he was telling about his plans for the future, he showed very confident about the career that he wanted to study saying *“I’ll be an agronomist”* and he considered a contribution to the others as he showed some reflection about the important issue of taking care of the environment and dealing with the problem of pollution, that are the common good, he said *“my career I can contribute a little to the people who are interested in the environment, to not contaminate it;”* then, in his personal profile, he expressed this idea in another way and

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he said “I would like to help the environmental[sic] with new projects and if I can do it use the technology for that.” He said that he would like to work for that purpose. He related his likes and preferences when talking about his plans and he said, “I would like to study *Industrial Agronomy because I like the things of farm.*” He showed awareness of his own values and behaviors such as being honest, hardworking, and responsible. He focused on his goals and intentions considering his academic plans for an immediate future and considering his future contribution as a professional that is helping the environment, connecting with global needs.



**workshop #6 “what to consider when selecting my career” S24**

**Career:**

I would like to study Industrial Agronomy  
Because I like the things of farm.

**Personality:**

I think that I am a boy honest, hard worker and responsible.

**Contributions:**

I would like to help the environmental with new projects and if I can do it use the technology for that.

**Personal Profile S24**

In the following last examples of these subcategory, S12 and S8 expressed about their own goals in answering Workshop #6 and in an excerpt of their personal profiles.

Here S12 and S8 focused on their own academic interests and passions, they were

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designing their own social futures. For S12, studying languages makes part of her academic plans, the importance of a foreign language as a resource in the realization of her academic plans; she said, *“I will study languages because I would like to travel and get a better understanding in the world.”* For S8 is children’s pedagogy, she said *“my career is children in the first stage of their life.”* They considered education as their contribution to community in their future careers and they were critical analyzing and articulating thoughts to their own interest and abilities. S12 said, *“if I am a teacher I will be able to shape the next generations, if I am a translator I will be able to know the world and help people,”* showing her abilities involved and said, *“I usually try to help my brothers with their chores.”* S8 was considering educating children as a contribution as she said, *“children in the first stage of their life to form as a person and that can give them enough knowledge for later with that to be able to grow lik[sic] person.”* She added in her personal profile that she has had some experience taking care of children, she said *“I have experience taking care of children and teaching them the numbers from 1 to 10 in English and Spanish, vocals, colors etc.”* S12 also showed awareness of her values such as being fun, energetic, sincere, responsible, and a good friend.

4- Consider how this career can contribute to benefit not only your life but people around you; how this career contributes to make you a better citizen.

IF I am a teacher I will be able to shape the next generations  
and if I am a translator I will be able to know the world  
and help people.

workshop #6 “what to consider when selecting my career” S12

**My career aim goal is:** I will study languages because I would like to travel and get a better understanding in the world.

**About my personality:** I am person fun, energy, sincere, responsible and always try to be a good friend.

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**Achievements:** I am about to finish my studies as a high school graduate to enter a university.

**Contributions:** I usually try to help my brothers with their chores.

#### Personal Profile S12

- 4- Consider how this career can contribute to benefit not only your life but people around you; how this career contributes to make you a better citizen.

My career is: children in the first stage of their life to form as a person and that can give them know enough knowledge for later with that to be able to grow lik person.

#### Graphic\_workshop #6 “what to consider when selecting my career” S8

**My career aim goal is children’s pedagogy formed with an ethical and competent sense that affect the processes of integral development of the children.**

**Experience** I have experience taking care of children and teaching them the numbers from 1 to 10 in English and Spanish, vocals, colors etc.

#### Personal Profile S8

The following chapter states the conclusions related to the findings that came out from the study as well as the implications that it brings in the field of ELT, educational policies and for the students, the school, and me as a teacher-researcher.

Finally, I mention the limitations and further research of the study.

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## **Chapter 6**

### **Conclusions and Implications**

This chapter gives an account of the conclusions of this research based on the findings and the implications of this study related to the students, the public school, the teachers, the ELT field, the national policies, and the teacher researcher. Then it describes the research limitations and the suggestions for further research.

#### **Conclusions**

The Multiliteracies approach implemented in this study was very useful in the development of the pedagogical intervention, not only because the components that it suggests contributed to the students' good EFL learning process, but also because from the activities and workshops designed, observable features of critical literacy and citizenship in this study emerged.

The findings showed that most of the students were able to construct new texts and to convey a message not only through the linguistic mode, but also in the use of other modes of meaning such as the visual and gestural modes. Thus, students expressed in their own words and in a reflecting manner ideas, opinions, and points of view about the relevant aspects they found in the social actions carried out by the studied leaders.

Besides, they showed in their texts features of critical thinking such as clarity, relevance, intellectual empathy, accuracy in arguments, significance, and logic. They expressed their point of view, provided arguments, added their own voices in their texts and during interactions. They learned to reason and to form an opinion from the texts seen in

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class, such as the readings about biographies of the social leaders and the videos about interviews and documentaries of those leaders because they viewed the leader's life events critically and they related the most significant part of the leader's social actions seeing how these actions contributed to improve their community and they connected those ideas to their own community situation showing this through the use of EFL in their productions, group discussions and presentations.

Despite the little knowledge of English of some students, most of them in the study showed interest in learning opportunities that were linked to themselves, their home, and their community. Students used EFL to express about their lives and plans for their future. They wrote about events related to the family, they showed awareness of their unique strengths and abilities inspired by the social leaders, they referred to issues such as nationality, attitudes and values, preference in political participation, and social work. They did that by recognizing their major personal life events, stating their personal general information, career aim goals, facts about their personality, likes, skills, and preferences in activities such as the graphic timeline, the digital personal profile, the development of workshops, and through the conversation held during the unstructured interview. Through these activities, many of the students showed progress in their performance of a specific language ability investing in the target language.

It was valuable for the eleventh-grade students in this study to have the opportunity to think about their futures and analyze their educational conditions or possibilities after leaving school. This study allowed them to use the foreign language as a tool to decide and build their own discourse about what they wanted to do in life, express and share their ideas



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and dreams through the workshops, presentations, conversations in class practices, use the target language to search on the internet about universities and aspects of the professional career of their choice, consider the academic and social aspects of the undergraduate program of their preference and relate it to their abilities and interests.

Findings in this study showed that students identified relevant aspects related to the social actions carried out by the social leaders, as well as their ideals, values, and attitudes which seemed of relevance for the students' own lives and civic lives. In this sense, it was observable that students promoted a critical view of social content in their productions, group discussions, and presentations. As a response to the social actions of the leaders, students seemed concerned about social problems, they identified and demonstrated the ability to express through the target language about issues related to politics, democracy, peace, and solidarity; they highlighted the importance for the other and for the common good. Developing in this way initial characteristics of citizenship.

### **Implications**

The results of this study have implications that were positive and advantageous to students. The study created opportunities of interaction in terms of literacy practice, that empowered students to confront texts and allowed them to be initiators of their own texts as Freire & Macedo suggest (1987), and this pedagogical intervention fostered their critical view that matters and that made them the center of the class practices. This study did not look at students as a homogeneous group or stereotyped them as low-level EFL or high-level EFL students, but good results were seen because they made investment in the use of

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language and showed agency. Instead of being a homogeneous group, they were seen as people with their own stories, their own points of view, their own desires, and goals. They had a more descriptive and fairer follow-up of their performance, and they were not pressured to competitive demonstrations, but these activities generated links in the group because the study saw the learning of language as a social process. The class materials and the topics discussed were more significant for them and allowed them to express themselves emotionally, artistically and generated more appropriation of the foreign language because they could have critical awareness of the relationship between texts, discourse, and context.

Another positive implication for students is that thinking critically through the practices of the foreign language contributed to improve their literacy abilities in other school subjects, since they need to study critical reading in other subject areas, so that they can pass the component of critical reading of the state test “Icfes, Prueba Saber;” thus, it should be seen through all the subjects in the school and not only through the Spanish class as it is right now. So, this kind of literacy practice improved not only the EFL learning process but contributed to other areas. Something similar happened with citizenship, since citizenship competence is another component in the state test and it is good to see it in other classes different from the social studies class. So, this kind of pedagogical practice contributed beyond the English class, giving students some tools for being more successful in these two areas of the state test: critical reading and citizenship competences.

This study brought some direct implications to this public school in relation to the syllabus of the EFL subject, which is a syllabus that prioritizes grammar topics and

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linguistic practice as its main contents and that lacks a critical literacy component. Since this study suggests including some better literacy guidelines, action will be taken in a first instance at least for including improvements to the tenth and eleventh grade syllabus. In a second instance, to attempt a change with my fellow EFL teachers of the basic years of secondary school, so that we could revise the EFL syllabus and make improvements. Third, it is also important to share it with the Spanish teachers that complement the humanities area and to find a space to revise in the department area which critical literacy guidelines we could take into account and the changes that can be made. In addition, I intend to find a space with my department area to share my experience, as well as with the pedagogical approach, perhaps through a workshop to explain the components. Furthermore, it is important to observe the PEI (Institutional Educational Project) of this public school and to promote critical literacy guidelines to be taken into account in all subjects at the school.

This research contributes to pedagogy and language teaching. As language teachers, it is important to update our knowledge and educational level, and to innovate on different pedagogical approaches. The multiliteracies gives us a broader teaching idea to bring to the class because as EFL teachers, we need to be aware that language is changing in our current century, since there is not only linguistic literacy but there are other modes of meaning. Children and adolescents are used to electronic devices and they are used to the text message, the image, the sound, the movement; so, the words do not come by themselves, but they are usually on a visual design, and to teach EFL is more helpful to have the image, to have the audio for the students' understanding and their use of the language. Besides, as educators, we need to prepare students to be active participants and to be critical users of

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the language and be makers of meaning. In our country, it is also important for teachers and schools to foster critical engagement in our students as a resource in the development of citizenship, to educate students as social subjects that are concerned about political and social issues, and that are critical of the texts they read.

As this research shows that a standard curriculum in communicative language teaching could be incomplete to face the students' literacies in a public school since it needs to give more attention to the critical view of literacy and to the social and cultural contexts. This study implies that improvements must be done in the National educational policies for language teaching as it was said in the first chapter of this study by the National Bilingualism Program (2004-2019) because the literacy guidelines in the standards of competence disregard the critical view, do not include critical thinking skills of literacy. This change consists then in giving more attention to the social aspect of the language for which critical literacy and citizenship play an important role in the students to be not only language learners but besides their linguistic proficiency, be citizens, be members of the community and make part in the democratic system, in the development of the society and in the future of our country.

For me as a teacher-researcher, to do this study has served me in understanding my work as a language teacher. It has led me to think about what I do in different ways and to take specific actions in my teaching. It has helped my teaching to make more sense. Since I am not following only some directed grammar topics that are isolatedly taught and then transmitted, but I understood better the teaching of a whole with the implementation of the pedagogical approach. I loved this action research work, because it gave me the possibility

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to improve my work and it gave the students the possibility to make part of this improvement, since we were all involved, nobody remained just as an observer and I think you learn more when you reflect, see, and do, than when you just reflect and see. This study gave me more self-confidence as a teacher. It also helped me to be closer to my students, to get to know them a little better, as I did while I was doing the data analysis of what they said and the way they thought; and by doing the descriptive evaluation, I had the opportunity to analyze instead of just doing a numerical one. I know that this is not the last answer to all inquiries about my teaching practice and I must continue to see my practices and maybe other teachers' practices from the eye of a teacher researcher, but it certainly gave me a valuable growing in the perspective, knowledge, and practice of my EFL teaching.

### **Limitations of the Study**

One of the limitations of this study was the time of the classes with students, because in the school there are constantly different activities besides the classes that interrupt the times you can have with them, I am referring to activities such as Icfes preparation or district programs that go to the school and take the time of classes because they need the students, so to finish my data collection, I sometimes had to ask other teachers to give me their class periods. At the beginning of the intervention, I wanted to have 3 cycles done, but there was not enough time with my participant group to have a complete 3<sup>rd</sup> cycle, because I ended the 2<sup>nd</sup> cycle very close to the end of the school year and they were involved in the arrangements for their graduation and closing ceremony, and

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did not have regular classes, so after finishing the 2<sup>nd</sup> cycle, we had two more activities for the transformed practice component, because the days were not enough to complete a whole 3<sup>rd</sup> cycle. It was with these students that I focused my research, since they were in tenth grade and participated in the students' survey, so I could not collect more data the following year because those were different students.

Another limitation that I want to mention is that I did collect all of the workshops and artifacts that are in the lesson plans and that I did that for each component; these can be seen in the "students' portfolio" but I did a pre-activity which I did not collect before they wrote their paragraph about the leaders, because I did a previous practice of the narrative paragraph. In one class, I asked them to practice the narrative paragraph talking about a topic that they wanted, as for instance sports or any topic they liked. I remember someone wrote about video games and I thought that this pre-activity should not go with the data collected because it was not about the leaders, but my intention was for students to practice more before writing the paragraph of the social leaders that I wanted to collect. There were not more pre-activities in the second cycle. It was just this one that I did not collect.

In relation to the workshops and artifacts, some of the students did not hand in all their works that were individual in the second cycle, but most of them did, so I had a great deal of artifacts for data; this happened with some individual workshops, but the group workshops were all collected.

Action research certainly improved my teaching practice and I think that it is transformative, but it is also time consuming and it is challenging since you need to

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continue your teaching activity and classes with other groups, at the time that you are reading, analyzing, and documenting.

There was one student from a group that was not able to talk during a presentation, she could not manage to speak in public, she was in panic and could not speak a word in English or Spanish, but her classmates in the group supported her and the group had the presentation. Perhaps she was intimidated because they knew they were recorded and they were not used to doing presentations in the English class. Most of them did well on the presentations.

Another limitation I consider important here, was that the time of the sessions was not enough to give them feedback in their written productions, in terms of the grammar, lexis, and correction of spelling; sometimes there was time for these corrections but sometimes there was not enough time. About the content and the answers given, they did have feedback as approval of what they were answering. I consider that despite their mistakes in grammar and spelling, they accomplished the tasks and conveyed messages, gave details and used a language that was almost correct and very comprehensible. They used English all the time in the writing and they made an effort to use it in oral activities such as their presentations and even they used it in moments of discussion.

### **Further Research**

First I want to mention that since I developed the activities for this pedagogical intervention I have continued with this kind of activities with other classes that I had last

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year and this current year, I have to say not as an action research with the rigor of the followed cycles, but I have implemented the activities as the learning process with the social leaders and the students have enjoyed it. The other groups had added several leaders, they have studied social leaders such as Abraham Lincoln, Martin Luther King, Che Guevara, Policarpa Salavarrieta, Rigoberta Menchu, Malala Yousafzai, Barack Obama, this year a group chose Jorge Eliecer Gaitan, and the students have made their choice on which leader to work. Besides the activities with the social leaders, I have considered the pedagogy of multiliteracies to continue to be implemented in my classes.

A further research of this study is co-creating students' life projects using the multiliteracies pedagogy. This study will serve as to continue implementing the pedagogy of multiliteracies involving collaborative work in a process of co-creation with the students of 11<sup>th</sup> grade and teacher planning the activities taking into account both parts' contribution. Another option about the idea of co-creating projects using the multiliteracies pedagogy is in team work with other language teacher at school contributing with ideas and planning in the selection of activities.

Designing and executing projects to foster identity and citizenship in the EFL classroom. As the results of this study showed features of identity and development of initial features of citizenship, it's worth considering planning activities according and to go deeper in the research of these concepts and its implementation in the class practices. I surely continue to be interested in literacy and citizenship as areas to study I think that in the continuance of the development of my professional career. I will inquire more and



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apply in my practices going deeply in these areas of study. I want my students not only to understand the readings but to get used to be critical with the texts they confront.

Fostering investment and social agency in 10th grade EFL students. It is important to work with the students from the 10<sup>th</sup> grade. Literacy has a broad range of possibilities to work with a critical view. For this school year I have selected some readings to work with tenth grade where the topics of diversity and plurality are seen with a critical point of view since these topics make part of “cathedra for peace” a subject that has been officially demanded by the district to be worked in all subject’s areas along the school year. Furthermore, for next school year I will plan a different project to be implemented within the multiliteracies pedagogy where 10<sup>th</sup> graders get involved in collaborative work and practices and topics of study that fosters their investment and social agency.

The development of EFL multiliteracies and citizenship through the use of ICTs. Research projects where the use of other modes meaning must be more evident since the multiliteracies goes along with the technology, learning practices must have technology as a resource in projects that contain the different modes of meaning in images, sound, video, visual aids; modes of meaning that make necessary the use of technology in the classroom.

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**Appendix 1**

**I.E.D TOBERÍN PLAN DE ESTUDIOS INGLÉS**

**CICLO QUINTO**

<b>EJE</b>	<b>DECIMO</b>	<b>ONCE</b>	<b>COMPETENCIA COMUNICATIVA</b>	<b>CRITERIOS DE EVALUACIÓN</b>
<p><b>Lingüístico</b></p> <p>Maneja aceptablemente normas lingüísticas, con algunas interferencias de la lengua materna.</p>	<ul style="list-style-type: none"> <li>- General review</li> <li>- Taq question.</li> <li>- Modal verbs.</li> <li>- Conditional 0, 1, 2, 3.</li> <li>- Phrasal verbs.</li> <li>- Relative clauses.</li> <li>-Reading comprehension</li> <li>-scanning</li> <li>-skimming</li> <li>-Active, passive voice</li> <li>-Synonyms and opposites</li> </ul>	<ul style="list-style-type: none"> <li>General review</li> <li>– verbal tenses</li> <li>–active,passive</li> <li>Pronouns</li> <li>Yes – no questions</li> <li>Taq Questions</li> <li>Synonyms and opposites</li> <li>Questions.</li> <li>- phrasal verbs</li> <li>- relative clauses</li> <li>- linking words</li> <li>- Icfes</li> </ul>	<p>El estudiante está en capacidad de usar los conocimientos acerca de la lengua en diversas situaciones, tanto dentro y fuera de la vida escolar.</p>	<ul style="list-style-type: none"> <li>-Identifico el propósito de un texto oral.</li> <li>- Utilizo variedad de estrategias de comprensión de lectura adecuadas al tipo de texto dado.</li> <li>- Escribo diferentes tipos de texto de mediana longitud y con estructura sencilla.</li> <li>-Hago presentaciones orales sobre temas de mi interés.</li> </ul>

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## Appendix 2

### Teachers' survey

Encuesta Profesores Inglés Colegio Distrital Toborin

- Consideras que el plan de estudios para Inglés es apropiado al contexto de nuestros estudiantes?  
**NO. Nuestros alumnos del sector oficial juician tarde el aprendizaje de esta segunda lengua y deberían partir del entorno más cercano, yendo hacia los entornos o contextos en los que convive esporádicamente.**
- Para el desarrollo de los temas en tu agenda de clase escribe al frente de cada recurso o actividad el porcentaje de frecuencia en que haces uso de dicho recurso o actividad  
 Videos A veces Roleplays A veces Guías de ejercicios gramaticales Siempre Internet Seguido  
 Música Frecuente Texto guía Siempre literatura por ahí Presentaciones A veces material auténtico A veces  
 audio Frecuente juegos Otros Dibujo como recurso didáctico. Mapas conceptuales.
- Las propuestas de clase que incluyen lectura y escritura de estructura gramatical son:
  - a. Altamente aceptadas por los estudiantes
  - b. Medianamente aceptadas por los estudiantes
  - c. Poco aceptadas por los estudiantes

- Consideras que el plan de estudios para Inglés es apropiado al contexto de nuestros estudiantes?  
**NO creo que lo hayamos apropiado aún.**
- Para el desarrollo de los temas en tu agenda de clase escribe al frente de cada recurso o actividad el porcentaje de frecuencia en que haces uso de dicho recurso o actividad  
 Videos 10% Roleplays 40% Guías de ejercicios gramaticales 90% Internet 5%  
 Música 20% Texto guía 10% literatura 30% Presentaciones 10% material auténtico 5%  
 audio 20% juegos 10% Otros 10%
- Las propuestas de clase que incluyen lectura y escritura de estructura gramatical son:
  - a. Altamente aceptadas por los estudiantes
  - b. Medianamente aceptadas por los estudiantes
  - c. Poco aceptadas por los estudiantes

## Appendix 3

### Journal entry #6

The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

	Día	mes	Año
	29	07	2015
Entry 16 (Description)	(Interpretation)		
The class has started the Reading of the classic tale "Robin Hood" as preliminary activities they draw a cover of the book, they found out about the main characters of the story and solved the exercise of before Reading activity that comes with the book, Today they start with a reading activity "Silent Reading" of chapter 1 afterwards, They listen to the chapter 1 from the CD player, teacher reads aloud and checks comprehension of the book, of the story. They write some vocabulary they don't know at the bottom of the page; the students have a copied story. Some students don't have materials, they are supposed	It was difficult during this class to have the silent Reading moment the students were talking while the silent Reading moment, some students were concentrated in the Reading but not all seemed interested, the teacher didn't want to force the students to reading but used then the audio of the story to listen to it encouraging the students to understand the story, some of them weren't following the story some because did not have the material		

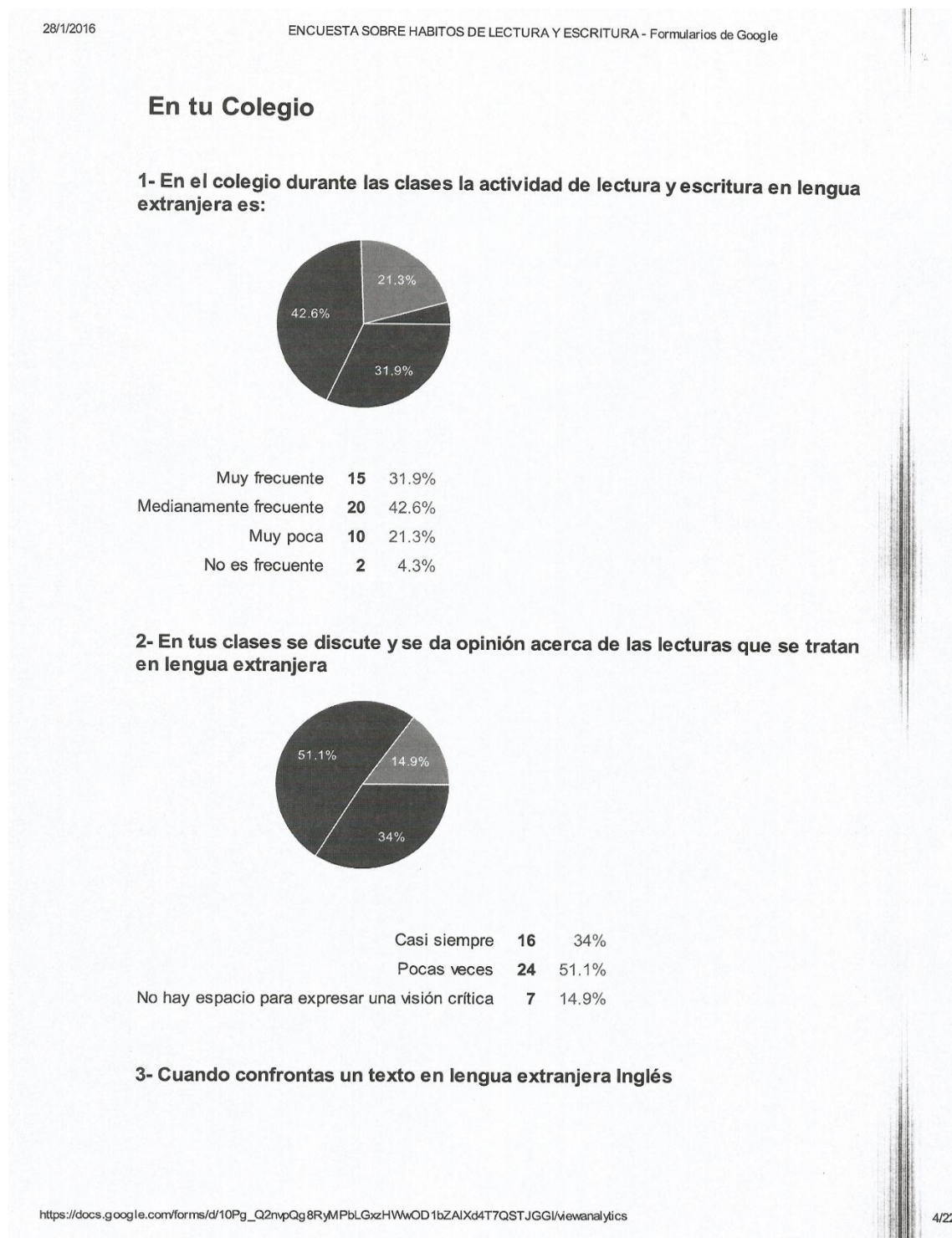
Urdan



# The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

## Appendix 4

## Students Survey Responses Summary



# The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

28/1/2016

ENCUESTA SOBRE HABITOS DE LECTURA Y ESCRITURA - Formularios de Google



les muy bien. 5 10.6%

as principales 33 70.2%

C- Se te dificulta la comprensión general de la idea de lo que allí se dice. 9 19.1%

#### 4. Si se te dificulta la comprensión, cuáles pueden ser las causas de esto?

no poner cuidado en clase

Se Me Dificulta Un Poco

Los problemas familiares y el estrés

no tengo un extenso vocabulario

no me gusta el ingles

por falta de atencion

muy poco

aveces no poner atención o que no hay buena profundizacion en el tema

por que no entendemos lo que dice y por no estudiar mucho el idioma

palabras desconocidas

las palabras que son incomprendidas y no vistas en las clases

por mas entrenamientos y la mejora en como se explican la informacion

no me gusta el ingles porque se me da mal

el significado de las palabras

NO ENTIENDO MUY BIEN EL INGLES

Casi no se me dificulta

SI

falta de vocabulario

No Se

no es muy facil

por no pome atencion

porque aun hay palabras que no conosco muy bien o hay palabras que aunque se escriben igual tienen diferente significado

que en veces no se bien como pronunciar las palabras

la falta de atención y la mala pronunciación

por falta de vocabulario

distraccion

[https://docs.google.com/forms/d/10Pg\\_Q2nvpQg8RyMPbLGzHWWoD1bZAIXd4T7QSTJGGI/viewanalytics](https://docs.google.com/forms/d/10Pg_Q2nvpQg8RyMPbLGzHWWoD1bZAIXd4T7QSTJGGI/viewanalytics)

5/22

**The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

**Appendix 5 – School Consent**

APPENDIX 5: SCHOOL CONSENT

Bogotá, Enero 2016

Señores  
COLEGIO DISTRITAL TOBERIN SEDE A  
Sr. Alfonso Guerrero Guerrero  
Rector

'16 ENE29 4:21PM

Ref. Investigación

IED COLEGIO TOBERIN

Apreciado Señor Rector:

Con la presente solicito su autorización para llevar a cabo mi investigación "The Construction of multiliteracy practices and the development of citizenship in an E.F.L classroom in a public school in Bogotá", requisito de grado en mi maestría en enseñanza del inglés de la Universidad Pedagógica Nacional.

La investigación busca examinar que clase de multiliteracidades en Inglés construyen un grupo de alumnos de grado 11 mientras planean su futuro académico como parte de su desarrollo ciudadano.

Esta investigación podría contribuir a mejorar la literacidad en Inglés en los alumnos de grado 11 acercándose más a sus intereses con relación a su vida futura y promoviendo en ellos el concepto de ciudadanía y de empoderamiento de su lengua extranjera Inglés en el cambiante mundo laboral y social.

La recolección de información incluye análisis de necesidades, toma de notas, observaciones, encuestas, presentaciones y recolección de las tareas desarrolladas por las estudiantes.

Agradezco de antemano su colaboración para esta investigación que redundará en el mejoramiento de la enseñanza del inglés y en mi crecimiento profesional.

Cordialmente,

*Ximena Molina Tarazona*

Ximena Molina Tarazona  
Docente Investigadora  
Lengua extranjera Ingles JT

firma

*v. B.  
Jermette Buellar F*

# **The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

## **Consentimiento de Padres y Participantes para una Investigación**

Título del estudio: La construcción de ciudadanía y literacidades en un enfoque de multiliteracidades en estudiantes de grado 11 de lengua extranjera en un colegio público en Bogotá

Investigador: Profesora Ximena Molina Tarazona.

Institución: Estudiante de Maestría en Enseñanza en Lenguas extranjeras en la Universidad Pedagógica Nacional.

### Introducción

Yo soy Ximena Molina Tarazona, docente de inglés en I.E.D TOBERIN en Bogotá, Colombia. Estoy haciendo una investigación para ver la construcción de prácticas de multiliteracidades y el desarrollo de ciudadanía en inglés como lengua extranjera en estudiantes de una escuela pública en Bogotá, el estudio incluye trabajo colaborativo de los estudiantes, expresión de su punto de vista crítico y su práctica de literacidad en la lengua extranjera. Ya que su hijo/hija es uno de mis estudiantes, me gustaría invitarlo y solicitar su permiso para que él /ella se una a este estudio.

### Información Básica del estudio

En la educación ha llegado a ser importante preparar a los estudiantes para ser usuarios activos y críticos de la lengua y la literacidad (relativo a la lectura y escritura) en la lengua extranjera, juega un papel importante en realizar esto, es necesario enseñar la literacidad en maneras diferentes en el salón de clase.

### Propósito del estudio

El propósito de este estudio es describir las prácticas de multiliteracidades en inglés como lengua extranjera que estudiantes de 11 grado en una escuela pública en Bogotá pueden construir cuando están planeando su futuro académico como parte de su desarrollo ciudadano.

### Procedimientos

En este estudio desarrollare diferentes tareas de multiliteracidades durante 20 sesiones, me gustaría que los estudiantes respondieran a preguntas acerca de las tareas desarrolladas cada 6 u 8 sesiones.

En los instrumentos de recolección de datos puede haber grabaciones de audio y video.

### Posibles riesgos o beneficios

No hay riesgos involucrados en este estudio, tampoco hay beneficios directos. Sin embargo, los resultados del estudio pueden ayudar a formular nuevos lineamientos que incluyan el uso de multiliteracidades para la enseñanza del inglés.

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**Derecho de Rehusarse a participar en la investigación**

Su hijo/hija es libre de participar en el estudio. Puede rehusarse a participar sin ninguna pérdida de beneficios. Su hijo/hija recibirá el mismo cuidado y trato estándar que es considerado para él/ella independientemente de su participación en el estudio.

**Confidencialidad**

La información suministrada por su hijo/hija permanecerá confidencial. Nadie excepto el profesor investigador tendrá acceso a su nombre o identidad y no se dará a conocer en ningún momento. Sin embargo, los datos recogidos en su participación pueden ser vistos o escuchados por mi tutor de tesis y jurados y pueden ser publicados en presentaciones académicas, esto sin dar a conocer su nombre o identidad.

**Información Disponible**

Si tiene preguntas o inquietudes al respecto, puede contactar a la profesora investigadora en cualquier momento tercer Ximena Molina docente de inglés en el Colegio Toberin jornada tarde en el siguiente número telefónico 3218127998.

**AUTORIZACION**

He leído y comprendido este consentimiento informado, y estoy de acuerdo en que mi hijo/hija voluntariamente participe en este estudio, y comprendo que recibiré una copia de este formato.

Nombre del Participante

Firma del participante:

Fecha:

Nombre del acudiente del Participante:

Firma del acudiente del participante

Fecha:

Firma del docente investigador:

Fecha:

# The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

## APPENDIX 7 LESSON PLAN

### CYCLE 1

#### LESSON PLAN 1

**Date:** August 10<sup>th</sup> and 11<sup>th</sup> **Institution:** I.E.D Toberin Sede A **Place** English Classroom 314 / computer classroom.

**Cycle: 1 Topic:** How I view Social Leaders **Total time:** 2 hours and 20 min.

**Goal:** Using different modes of representation such as written, visual, oral and audio the students will be able to develop knowledge regarding some social leader's lives that have contributed to the society; they will be able to share and evaluate the information and to contribute with their opinions, working collaboratively.

**Resources:** board, power point presentation, computer, T.V screen, printed biographies, a workshop assigned per groups, internet access at technology classroom.

**General Learning objective:** Students will work collaboratively to explore the topic of the social leaders, they will choose a social leader to research about, and they will be able to read and take notes of the relevant aspects of each leader's life.

#### Specific learning objectives

- Students will use their previous knowledge about the social leader to make their choice.
- Students will be able to read and take notes about information from the leaders that is related to their personal life, academic life and their relation to the community out of a printed biography.
- Students will be able to use images and information from Internet to take notes about the above-mentioned information of the chosen leader.

Session and date	Objective(s)	Activities	Time	Data collection instrument
Session1 August 10	<p>Students will use their previous knowledge about the social leader to make their choice.</p> <p>Students will be able to read and take notes about data of the leaders that is related to their personal life, academic life and their relation to the community out of a printed biography.</p>	<p>1-a teacher's made Power point presentation of the social leaders' general data as a source for the leader's choice.</p> <p>2-working in groups, students read and share a printed biography of their chosen leader.</p> <p>3-students fill in a worksheet that must contain information of the</p>	1 hour and 30min.	<p>Field notes</p> <p>Audio recordings</p> <p>Student's artifacts</p>

**The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

**Appendix 8 Biography**

## **Violeta Parra- Biography**



Violeta del Carmen Parra Sandoval (4 October 1917 – 5 February 1967) was a Chilean composer, songwriter, folklorist, ethnomusicologist and visual artist. She pioneered the "Chilean' New Song", the Nueva canción chilena, a renewal and a reinvention of Chilean folk music which would extend its sphere of influence outside Chile. In 2011 Andrés Wood directed a biopic about her, titled *Violeta Went to Heaven*.

### **Early years**

Parra was born in San Fabián de Alicó, near San Carlos, Ñuble Province, a small town in southern Chile on 4 October 1917, as Violeta del Carmen Parra Sandoval. Violeta Parra was a member of the prolific Parra family. Among her brothers were the notable modern poet, better known as the "anti-poet", Nicanor Parra, and fellow folklorist Roberto Parra. Her son, Ángel Parra, and her daughter, Isabel Parra, are also important figures in the development of the Nueva Canción Chilena. Their children have also mostly maintained the family's artistic traditions.

Her father was a music teacher and her mother worked on a farm, but sang and played the guitar in her spare time. Two years after Violeta's birth, the family moved to Santiago, then,

## **The construction of citizenship and literacies within a multiliteracies framework in**

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**Appendix 9 workshop 1 “How I view Social Leaders”**

### **How I view social leaders**

#### **Instructions**

Read your social leader article and take notes of the relevant aspects of each leader’s life; concern data of the leader that is related to : his/her personal life, academic life and his/her relation to the community .

#### **Personal life**

#### **Academic life**

#### **Relation to the community**





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**Appendix 12 what's app Homework**

Individual assignment

Student's name: \_\_\_\_\_

1- Would you like to be like that leader? Why? (answer individually)

2- Homework: you will record your personal answer to this reflection question and send it via WhatsApp to the teacher to her phone number 3218127998. Check that your recording is clear before you send it.

Reflection:

Did your point of view about the social leader's role changed after the group discussion?  
How?

**Appendix 13- Workshop # 5 GRAPHIC TIMELINE**

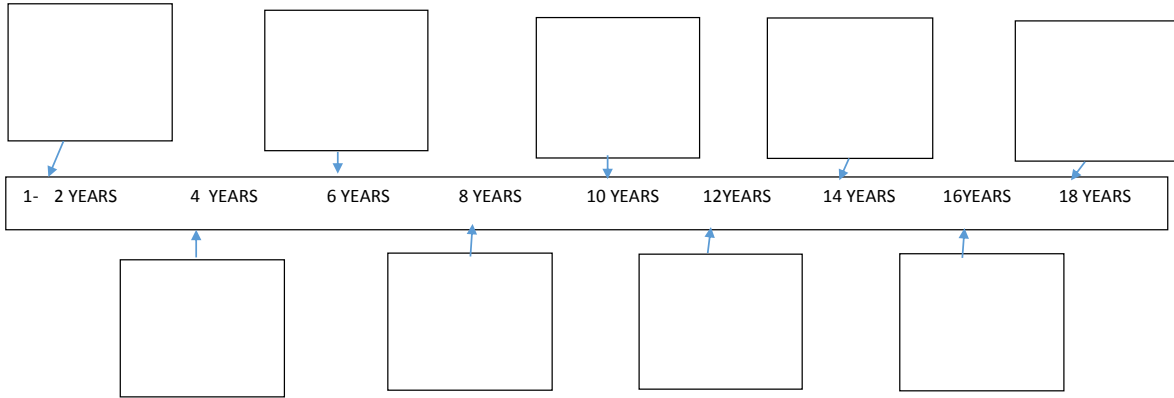
**The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

NAME:

Workshop #5

PHOTO

**MAJOR EVENTS IN MY LIFE - TIMELINE**



**Appendix 13 -workshop 6**

**The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá**

Institution: I.E.D Toberin – 11<sup>th</sup> grade - Place: English Classroom 314

**MY AUTOBIOGRAPHY.** Workshop #6 -

Date: \_\_\_\_\_

Student: \_\_\_\_\_

WHAT TO CONSIDER WHEN SELECTING MY CAREER

CONSIDER YOUR INTERESTS

1-Consider your dream career

2- Consider your hobbies: What you like to do and how that might fit into a career.

Ex. If you like drawing consider being a graphic designer.

3-consider what you enjoy in school. Academic subjects that might inspire you.

CONSIDER YOUR SKILLS

1- Think about what you are good at school

2- What skills you excel in (ex. Playing the guitar, writing poems, listening to people, being patient)

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CONSIDER YOUR CURRENT STATE.

1- How has your life changed in the last 3 years?

2-consider your financial situation.

But you should not feel that being poor is a barrier to get the education you want; there are government programs to help you getting the education you want, scholarships, grants, apprenticeship programs; consider technical college also an option.

CONSIDER YOUR FUTURE

1- Consider the career you have easy access to; example: working for a family business or a friend.

2- Consider your future financial security

3- Consider your job stability

4- Consider how this career can contribute to benefit not only your life but people around you; how this career contributes to make you a better citizen.

# The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

## Appendix 15- My career search

Institution: I.E.D Toberin – 11th grade - Place: English Classroom 314

MY AUTOBIOGRAPHY. Workshop #7 -

Date: \_\_\_\_\_

Student: \_\_\_\_\_

### My career search

In this workshop you are going to fill in a form while you search in the web for the career of your interest.

- 1- Take a look at the page: "study in Colombia- top universitiies" and write the name of some of the universities that this web page mentions and write a short comment the page makes about one of those universites.

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- 2- Visit several home pages of Universities in Bogotá, select 3 universities for your search. Such as : Universidad Nacional de Colombia, Pontificia Universidad Javeriana, Universidad de los Andes, Universidad Distrital , Universidad del Rosario, Universidad Pedagógica Nacional or for another university or technical college you are interested in. When you are on the page click to English language for your search . fill in the following form in English.

•Graduate Student Profile
•Social Projection
•How do you relate this program to your skills and your considerations made in your previous workshop?

•Graduate Student Profile
•Social Projection
•How do you relate this program to your skills and your considerations made in your previous workshop?

•Graduate Student Profile
•Social Projection
•How do you relate this program to your skills and your considerations made in your previous workshop?

# The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

## Appendix 16 Poster's comments

Appendix 16

### ARTIFACTS

#### POSTERS ELABORATION SESSIONS 13 AND 14

**RESEARCH:** The construction of Citizenship and literacies within a multiliteracies approach in an E.F.L classroom of a public school in Bogotá.

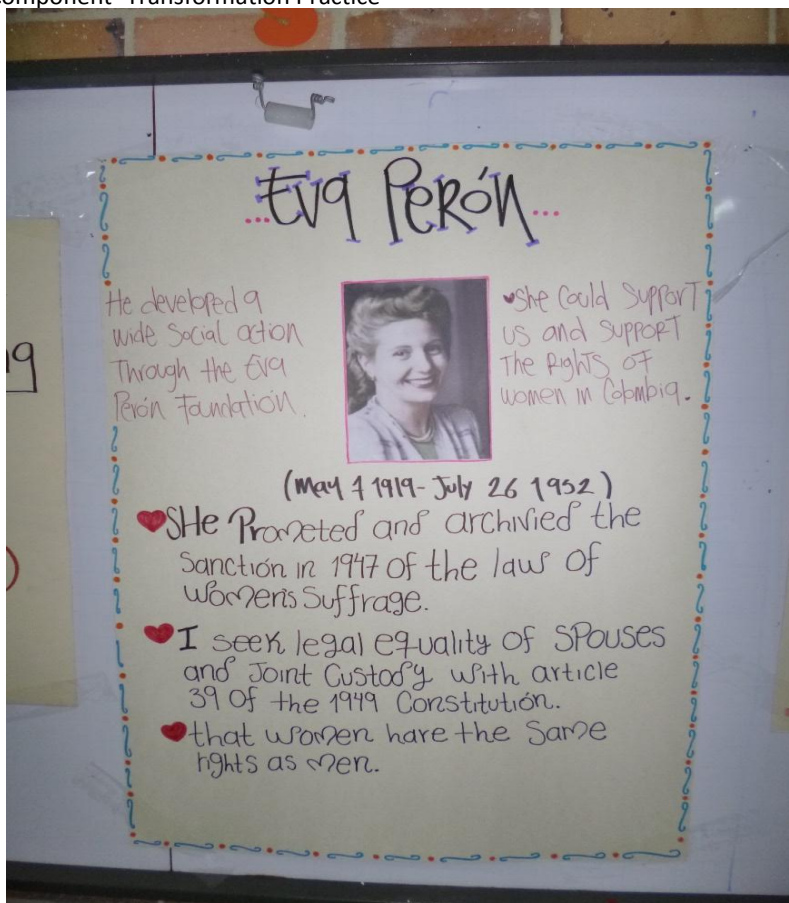
**RESEARCHER:** Ximena Molina Tarazona

**RESEARCH QUESTION** How may EFL 11th graders at a Public School in Bogota construct their citizenship and literacies when following a multiliteracies framework?

**Place:** I.ED Toberin School Classroom 314 **Date:** October 19<sup>th</sup> and 20<sup>th</sup>

**Activity:** Using paperboard, markers, paintings and images, the students will write a conclusion about the contribution that the studied social leader ideals have let them to change the social problem in their country. Poster will be later shared with other English classes. (workshop #4 contained the instruction for elaboration of poster)

**Eva Peron- Component- Transformation Practice**



# The construction of citizenship and literacies within a multiliteracies framework in eleventh grade E.F.L students at a public school in Bogotá

## Appendix 17 Audiotranscripts

Audio recording sessions

### TRANSCRIPTION OF AUDIO RECORDING FROM SESSION 1

**RESEARCH:** The construction of Citizenship and literacies within a multiliteracies approach in an E.F.L classroom of a public school in Bogotá.

**RESEARCHER:** Ximena Molina Tarazona

**Research Question**

- How may EFL 11th graders at a Public School in Bogota construct their citizenship and literacies when following a multiliteracies framework?

<p><b>Place:</b> IED TOBERIN SCHOOL classroom 314      <b>Date:</b> August 10<sup>th</sup></p> <p><b>Length:</b> 24min 41 sec Number of Students: 27</p> <p><b>Activities:</b></p> <p>Introduction and social leader choosing</p> <ol style="list-style-type: none"> <li>1- Teacher shows a power point presentation that contains the social leaders' general data and a picture of them as source for the leader's choice.</li> <li>2- Working in groups, students read a printed biography of their chosen leader and answer to a workshop about the general information of the leader's personal life, academic life and their relation to the community</li> </ol> <p><b>Page 1 out of 36</b></p> <p><b>File:</b> R20160810135759.aac –Jaime Garzón – <b>Component:</b> Situated Practice</p>	
Transcription	Comments
<ol style="list-style-type: none"> <li>1- S1: Jaime Garzón</li> <li>2-   : Jaime Garzón</li> <li>3- S3: el de nosotros</li> <li>4- S2: Periodista</li> <li>5- S1: Comediante</li> <li>6- S2: Filántropo</li> <li>7- S1: Comedian and Philanthropist</li> <li>8- S3: lawyer</li> <li>9- S5: Nelson Mandela</li> <li>10- S3: The Apartheid</li> <li>11- S5: Gandhi</li> <li>12- S1: Mahatma Gandhi</li> <li>13- S1: Mother Theresa of Calcutta</li> <li>14- T: did you decide on the leader?</li> </ol>	<p><i>Blue labels make Citizenship references</i> <i>Pink labels make Multiliteracies references</i></p> <p>Students refer to the leaders' occupation looking at this as an important element in the previous information about the leaders.</p> <p>Focusing on the leader's occupation or work</p> <p>Students examines information sources Deciding on which leader to work.</p> <p>Talking about what they know as previous knowledge about some of the leaders (Situated Practice).</p>