

© 2020 Andrés Esteban Tobón Gallego

**MULTIMODAL CRITICAL CONSCIOUSNESS AS A POSSIBILITY IN TODAY'S
LANGUAGE CLASSROOMS**

BY

Andrés Esteban Tobón Gallego

Licenciado en inglés, Universidad Católica Luis Amigó, 2014

THESIS

Submitted in partial fulfillment of the requirements

for the degree of MAGÍSTER EN PROCESOS DE APRENDIZAJE Y ENSEÑANZA DE
SEGUNDAS LENGUAS in the School of Education and Pedagogy and Advanced Education

System of Universidad Pontificia Bolivariana, Sede Central Medellín, 2020

Medellín, Antioquia

Colombia

Master's Thesis Committee

Raúl Alberto Mora, Ph.D. (Universidad Pontificia Bolivariana), Thesis director and Chair

Angela Wiseman, Ph.D. (NC State University), Committee Member

Marva Goldstein Cappello, Ph.D. (San Diego State University), Committee Member

AFFIDAVIT

I, Andrés Esteban Tobón Gallego, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad Pontificia Bolivariana)

Andrés E. Tobón G.

ANDRES ESTEBAN TOBON GALLEGO

Abstract

Multimodal critical consciousness is a transitional concept, which enables the participants to use daily situations inside the L2 classrooms, to create meaning making expressions through multimodal productions, about the experiences they face. Those productions are intended to be the first steps in the intention to raise and educate in critical consciousness about my conception of reality and the active position to take. The research will present how multimodal critical consciousness can be a possibility to analyze L2 classrooms as mirrors of society, in a first grade private school in Medellin city. This qualitative research used class recordings and audios, students' artifacts, moments of discussions and teacher journals to collect the data, later categorized into three main groups:

1. Teacher's implications towards the implementation of Multimodal Critical Consciousness,
2. Students' response when implementing Multimodal Critical Consciousness instruction and practices
3. Multimodal design and student's Multimodal productions as bridges for raising critical consciousness.

Findings showed a lack of consciousness about the different behaviors assumed by the students about the environment and the ways to coexist with others. The interventions empowered the students into discussions and expression through different modes (drawings, words, role plays, comments, behaviors assumed, videos, recordings) which engaged and moved students into a more interested response towards the class and the topics studied. Some limitations appeared as lack of emphasis of the educational institution to promote critical analysis about some issues. Lack of support by other teachers due to personal interests. In the end the

study invites future implementation of MCC in the public field of education as opportunities to perceive small learners as active participants of their own processes and in the same way, an opportunity to break down with power structures and offer a more objective educational reality.

To my mother and my father for all the patience.

Challenge your mind and capacities. Use difficult moments and experiences as chances to go beyond the limit; use lived moments as motivations to learn and enrich your own learning process. Believe in who you are, and always keep in your mind these words:

“You decide where you want to go and what you want to reach”

Acknowledgments

A full transformation, a new way to perceive and behave in the world. At this point of my professional learning process, I can make a flashback. I can focus as if it was yesterday. My first day at the university, the first serious and real presentation in front of a big group of people, the first presentations in English, your legs trembling, the most exciting moment before confronting that situation, to forget almost half of the intended presentation, the difficulties to organize ideas while being observed.

At this point, after being privileged with the amazing and challenging gift of being a teacher. Having the opportunity to teach people at different stages of their developmental process and at different educational institutions. Besides, challenging myself to get out of my comfort circle studying a master. For the simple fact of recognizing the value of being here, finishing my master with an emphasis in second languages. My flashback makes me wake up at this point of my life. To observe and make me conscious of this wonderful step; but at the same time to show me the never-ending path I started to walk, still walking and will never finish to walk. The moment has come to use my learnings to improve our context here in Medellin.

Nevertheless, none of this would be possible without my parent support during this process. Many times, during these two years, they listened to me about the need to spend time in my thesis. They always understood without asking anything, it did not matter if they wanted to be with me. That is why just for the capacity to understand, I will always love and respect them. I feel so happy for the opportunity they offered me with the possibility to access a good education, since I was just a little boy.

Now, although maybe not all the members of this group will read these words. I will always have a special place in my heart for all my classmates in this master program. It was

amazing to have the opportunity to be a student again and to have the opportunity to learn from their experiences and their world perceptions. Also, for their support we gave each other during some moments of the semester, thank you GUYS and we made it!

To my advisor, Dr. Mora, thanks for your guidance and your always-kind hand to help me in the difficult moments, I always learn from your original way to read the world. Thanks for showing me a possible way to transform education in the daily practices I develop and to observe education from a more real and experiential way, to open my eyes about the important role and the different things we can explore and present in our language classes.

Finally, I want to thank each single person who in the course of my life has had the possibility to share and teach me something, to the teachers in my school and university years, friends and close people, workmates and classmates at all levels. Because each single person has presented me something which has brought me to this stage in my life; As doctor Mora once said, and the videogame goes on.... What is the next level'...? Just time will bring the answers.

Table of Contents

Chapter One Primary Classrooms as Mirrors of Society: Implementing Multimodal Critical Consciousness 1

Chapter Two Understanding Multimodality, Critical Literacies and Critical Consciousness:..... 19

Chapter Three Implementing Multimodal Critical Consciousness in Today`s Second Language Primary Classrooms 36

Chapter Four Multimodal Critical Consciousness (MCC) Into Praxis: Reflecting Classrooms As Representations Of Our Society 53

Chapter Five Disclosures and Contribution of MCC as Praxis to Make Bridges across Classrooms and Society 81

References 91

Appendix A: Consent letter for Parents 109

Appendix B: Consent letter for School principal:..... 112

Author`s/Authors` Biography 115

List of Tables

Table

1	Sample Chosen as Part of the Focus Group for this Qualitative Research.....	41
2	Course Objective, Contents and Purpose Achievement	43
3	Interventions Table, Dates, Instruments and Collecting data sources	46
4	Particioants and Pseudonyms.....	55
5	Macrotopics Connected to Implement MCC	56
6	Questions Used to Make Students Go Deep About Their Analysis	57
7	What Kind of Behaviors Do I Adopt to Improve The Quality of the Environment Inside The School? Kind of Questions Asked to Go Deep into The Student's Thoughts.....	64
8	Moments for Students Empowerment	73
9	Written Message By Camila and Francy	75
10	Images and Messages Emerged From Questions and Student's Analysis.....	77

List of Figures

Figure

1	Camila, Before and After representation	57
2	Francy`s Perception of Her School Changes	59
3	Alejandro´s view of Reality	60
4	Timon Presenting His Before and After View of His School	61
5	Isabel Describing and Representing Her Thoughts.....	62
6	Alejandro Represents His Well and Bad Behaviors With The Environment.....	64
7	Francy, Good and Bad Environmental Behaviors	65
8	Timon, Representation and Arguments	66
9	Toxic Wastes Affecting The Environment, Francy.....	67
10	Student´s Representation and Transition to Intervention III	68
11	Students Presenting Their Opinions.....	72
12	Timon, The Easy Way to Solve a Problem.....	73
13	Student´s Environmental and Personal Compromise	79

Chapter One

Primary Classrooms as Mirrors of Society: Implementing Multimodal Critical Consciousness

Awakening to the tools of oppression and to their internalized conditions frees students from the heaviness of limitations and the identities others place upon them.

(Aziz, Wilder, & Mora, 2019, p. 7)

The need to communicate for humans is as innate as their own capacity to think, Lorenzo (2014) said, “Long before humans began to know how to read and write with the words that our ancestors created literature already existed” (p. 1). Nowadays, since the moment when we are born, our development of language is determined by our conceptions of the world and the reality around us. Economic facilities, education access, family well- being, interactions with others, living experiences. Seeking for new educational conceptions in second language (L2). For the purpose of this study, second language acquisition will be understood as Nicholas & Lightbown (2008) claimed, “In this chapter, “Child” second language acquisition is defined as distinct from both “adult” second language acquisition and from either monolingual or simultaneous bilingual development in childhood” (p. 27), they presented an average age between 3 to 7 years in which second language development takes a special value. Besides, I want to understand second language development as:

The learning of a second language must be regarded as a necessary part of total personality formation in the modern world, since it should enable a person to live and move freely in more than one culture and free him from the limitations imposed by

belonging to, and being educated within, a single cultural group and a single linguistic community”. (Hans, 1967, pp 8)

When a teacher allows itself to identify teaching and its environments, language and culture take control. In that regard I want to highlight a definition about the possibility to analyze social futures:

Semiosis involves the representation of interest (a need to communicate); selection from the range of representational resources (drawing from available designs, be they, for instance, in various Linguistic, Gestural, Visual, Spatial or Multimodal forms); and representational action or the meaning-making process itself. (Cope & Kalantzis, 2005, p. 201)

In our reality in Medellin, Colombia, the vision of learning and teaching L2 processes need to be approached according to our social, political and contextual needs, a real perception of our context and culture (Alsagoff et al. 2012; Mora, 2012a; 2012b; 2011; Jordan, 2011; Higgins, 2009; Sharifan, 2009; McCarty, 2009; Ha, 2008; Rajagopalan, 2004). First, it is necessary to recognize our social background and be able to take a position, for then considering the possibility to expand our conception of the world from a multicultural perspective. To make that possible, this research seeks to understand classroom situations, first as social relations with the person next to me and the world around us, confronting the word and the world (Freire & Macedo, 1987). An opportunity to develop critical consciousness, exploring multimodal productions in a first-grade private school classroom. According to the natural behaviors and situation that take place when co-existing with different world conceptions, “Qualitative research is of specific relevance to the study of social relations” (Flick, 2014, p. 11). All this might be possible through a deeper and better understanding of the concept of literacy (Cañas & Ocampo,

2015; Mora, 2014a, 2012b; Nouri, 2018; Pyo, 2016).

My first impression when I started working in a private school in Medellín was the chance to make my language classes a representation of the reality my first-grade students face. I found this to be relevant because I conceive classrooms to be mirrors of society (Davis, 1985; Viikuna & Vuorinen, 2017), since we can often see the reflection of our society's beliefs and actions in our students' words and behaviors while at the same time society looks at schools as a reflection of how it can improve. To do that possible, I had to find the connection between my lessons and the literacy practices out of the classroom environments, to enrich my classes with contextualized approaches according to our cultural needs (Díaz & Hernández 2010; Didriksson & Medina, 2008; de Zubiría, 1999). This private school promotes a pedagogical emphasis oriented to foster bilingualism and the development of the being through the knowledge of who I am.

As a way to make the learning process a transformative evolution for the students, the school develops: Meetings in different places of the city, which allow learners to enrich their knowledge through the manipulation and interaction with the specific topic of study (taken from the pedagogical horizons and foundations the private school promotes, own translation). Nevertheless, without forgetting the specific subjects demanded by the government to be the pillars during a school year, curricular guidelines and standards (Ministerio de Educación Nacional, 2018) was a feeling of opportunity to challenge.

Working with children and understanding in a more profound way the nature behind their behaviors and actions. I realized the potential in their thoughts when interacting among them. This matter made me feel attracted to the need to foster their critical abilities in everyday contexts at school, to make that possible, I used the English classes where I was the teacher and

the contents promoted at school to develop this study. Recent studies in this literacy field show that teachers who have the big and transcendental mission of educating the coming generations, face in their daily practices critical and profound analysis made by those small actors with great skills to be oriented (Bacon, 2017; Cañas & Ocampo, 2015; Janks & Vasquez, 2012; Lau, 2012; Mora, 2017a, b; Mora, et al., 2017; Rodríguez, 2017). How could I use literacies with my role as an English teacher, oriented to educate conscious individuals of the reality they face?

Considering the varied number of social relations happening in everyday L2 classrooms. I decided to integrate critical consciousness (Willis, et al., 2008), making a parallel between social reality and classroom issues. To make that fact possible, I used the English classes as mediators. I wanted to create bridges using multimodality, considering the different student responses through a big variety of possibilities (comments, drawings, behaviors, reactions, modes, sounds, feelings, etc.) and how those modes gave me the opportunity to open a space to critical literacy moments (Ajayi, 2015; Janks, 2014; Mora, 2014a; Öman & Sofkova, 2015). Those moments empowered my students to understand and question some issues immersed in their everyday reality with conscious eyes of the position occupied to face the challenges offered by a changing and unstoppable reality.

In that regard, there is a study that presented a kind of critique. Describing as something utopic the intention to transform educational practices understanding the language as something static, or simply as a code to communicate, “we cannot talk about changing the world by expanding or altering pedagogy without also attending to and altering the rules and relationships of the social, institutional, and economic systems where we and our students live and work” (Luke, 2018, p. 4). As a domino effect, governments and institutions around the world recognize the importance of L2 learning and teaching processes because of research in the field and

society's needs. The teaching of literacy requires social and cultural analyses of literacy in contemporary society and, crucially, of how it is part of the lived experience and futures of children and their communities (Luke, 2018, p. 1).

When I analyzed the horizons given to the L2 practices for our Colombian context. I found a big gap between the required knowledge about English demanded by the institutions at the head of the country and the intention to educate conscious individuals of the world where they will move and grow. Besides, in my experience acquired as an English teacher, I can perceive that there exists a lack of connection between the lessons at schools and students' realities.

Consequently, the private school where I worked as an English teacher at the time of developing this study afforded me the opportunity to develop critical literacy practices, even if the social conditions of the population at this private school are not as limited or confronting difficulties in the access to some specific benefits (health, education, social conditions in general). When I considered some behaviors of everyday life at the school as the ways to coexist, the capacity to respect others ideas or ways to understand and behave in the world, the tolerance in front of what I do not like, difficulties to share and listen ideas, students trying to homogenize their peers, pollution and bad habits in and out of the classroom. I realized that all of them were situations taking place in our Medellin landscape: intolerance, violence, disagreement in the ideas, impositions in the ways to behave and think. In general terms, our society lacks that critical consciousness, which is not allowing them to go beyond what is happening in front of them, either to take an autonomous position but an implanted perception.

This qualitative research seeks to recognize the connections among students' background, classroom and culture situations through multimodal composing. This combination, as a chance

to interpret and offer the tools to raise in critical consciousness, considering our social reality as Medellin citizens. This study takes into consideration the following research questions:

- (a) How is the teacher's daily practice modified through the implementation of Multimodal Critical Consciousness?
- (b) In what way do students' multimodal productions allow the opportunity to generate Critical Conscious environments or moments for reflection and action?

Defining the Pillars of this Study

I am expanding the idea of Multimodal Critical Consciousness (MCC), which Mora (2017b) defined as “acknowledg[ing] the power and potential of semiotic forms of meaning-making as the basis of critical praxis, especially in the case of younger and novice learners.” Specifically, I will expand on the idea of MCC as a form of praxis (Tobón-Gallego, 2020), which I understand as the intent “to ground the link between multimodality and critical literacy in the specific realities of each classroom” and how that “gives teachers and students the chance to become activists and advocates inside their classrooms.” I used MCC as praxis to make my daily practice as a teacher an enriching and challenging experience.

This section will now elaborate on what MCC means. I will elaborate on the key concepts that comprise this concept: critical consciousness (Simpson, 1996; Freire, 1970) critical literacies (Appleman, 2014; Mora, 2014; Paugh et al., 2007; Reid, 2011), and multimodality (Nouri, 2018; Serafini, 2011; Vasudevan, 2015).

Critical Literacy

Keeping in mind the importance of not treating language and social life as individual contexts, some studies using critical literacies (Luke, 2017; Riley, 2015; Freire, 1970; Mora, 2014) present a current transformation of reading and writing processes considering economic,

cultural, political and institutional structures inside educational practices. Besides showing the limitations of school-based approaches as chances to integrate a more realistic view of reality through critical literacy (Bishop, 2014; Freebody & Luke, 1990). This can be a feasible way to go beyond in our educational intention to make the student a better person not only as a being but also in the comprehension of the world surrounding them. To recognize contradictions between what is said and done (Bishop, 2014), having the possibility to establish a proper conception about specific topics considering the individual's own lived experience. This perspective breaks down with any intention to make the learner a simple object filled with knowledge, as Freire (1970) called it “banking education”.

Critical literacy, then, is learning to read and write as part of the process of becoming conscious of one's experience as historically-constructed within specific power relations (Bishop, 2014, p. 51). This thesis focuses on reestablishing relations of power in classroom practices and across school spaces so that students' voices and purposes for telling stories are recognized within school settings (Enciso, 2011, p. 21). When we as teachers empower our children to be part of our classes through participations, their world and imagination enrich the context through which knowledge is given. If we open ourselves to our children's realities, important things appear looking for our student's well-being. On the other hand, opening the world to our students can arrive in a real and conscious analysis about the realities and the possible ways to interpret what they see.

Critical literacy allows children to be part of a world constantly changing (Souto-Manning, 2010). In other words, a new vision organized around robust and equity-oriented criteria for creating a more just and democratic educational system in an increasingly complex, transnational, and hybrid world (Gutiérrez, 2008, p. 8). From my classroom perspective, the

diversity is just there since a simple class starts. There I can observe how different their worlds are. Each student is the result of particular family and singular experiences, which are going to determine the capacities and perceptions about particular topics, in the case of this research, to question human behavior as the starting point to generate conscious perceptions.

Considering that fact, the real intention of our educational practices should be to offer each student true generosity, true generosity consists precisely in fighting to destroy the causes, which nourish false charity (Freire, 1970). According to López Ladino. (2017), “When I talk about critical literacy, I am not talking about instruction but a way to encourage children to use different perspectives when reading a text” (p. 17). In other words, critical literacy offers the possibility for students to analyze social issues, possible problems that affect society and in a direct or indirect way to make them reflect and look for possible ways to improve their conditions.

Critical Consciousness

Self-reflection is the key point to start talking about critical consciousness; it seeks for making the subject a person able to take a position regarding a specific topic. Fairclough (1999) claimed, “As the shape of the new global social order becomes clearer, so too does the need for a critical awareness of language as part of language education” (p. 71). Considering English as a global language, learning and teaching to read and write is not enough to prepare learners to face a world everyday more competitive.

Critical consciousness is an ongoing and participatory process, which consists of empowering the learners to obtain a deep understanding of the reality around them. The power behind an educational perspective focused on stopping the cultural silence, seeking for the society development; contradict directly the educational model promoted by the Colombian

Ministry of Education. Considering this matter, this study presents a new way to orient primary classes in second or first languages. Fostering lessons to take place in and out of the classrooms provide learners with tools to walk their own path, influencing their social circles in the intention to liberate them from the hands of the oppressors (Aziz, Wilder, & Mora, 2019; Freire, 1970; Willis, et al., 2008).

Additionally, teachers should allow themselves to deconstruct the educational role to teach just contents or themes, but to understand languages and classes from a critical conscious perspective (Gay & Kirkland, 2003), a possibility to understand reality for the necessity to question the world order. Critical consciousness is important for teachers and their own perception of the world. It challenges the teachers to be conscious of their own privilege (understood privilege as that walked path in terms of understanding and position in the society) and to start promoting and inviting the learners to walk their own path in that process of subjective but conscious emancipation from the hand of the oppressors (Freire, 1970).

Multimodality

Technology and the digital devices implemented in schools today show a wide variety of modes that just do not fit with the traditional conceptions of learning and teaching (Álvarez Valencia & Bonilla, 2009; Öman & Sofkova Hashemi, 2015; Pahl & Rowsell, 2014; Serafini, 2014; Thiel, 2015), posing a challenge for today's policies and educational institutions to understand L2 classrooms and classes as possible environments to include diverse modes within practices. Beyond the challenges, they are also an invitation for language teachers to give opportunities for our learners to work with a different and varied kind of texts, which make them feel more engaged with the time spent at school and the topics chosen for their learning processes, such as “film, interactive games and web pages” (Swedish National Agency for

Education, 2011, p. 224).

The discussions about artifactual literacies recognized the complex and varied diversity found inside classrooms as possibilities to integrate children`s complex world experiences with the intended lessons at school, “By making sense of children's material worlds, this process can open up cultural spaces that are rich in opportunities to exchange home “funds” of knowledge with students in ways that are equitable and respectful” (Pahl & Rowsell, 2014, p. 163). As observed, currently, the intention to adapt sociocultural aspects into L2 classrooms, is trying to help us recognize some ways in which students can understand or perceive comprehensions of the world.

In that sense, Thiel (2015b) claimed in her study about the intra-active role of objects in the development of children literacies, presenting perspectives and possible contexts or scenarios, which can favor the perception and comprehension of the world they live in. Thiel`s findings become a complex invitation to make us teachers perceive the world comprehended by our students according to their reality and our teaching comprehension, Thiel (2015b) found “that children are more deeply and intellectually engaged when given access to a broader range of materials and opportunities to perform and participate in literacy practices” (p. 112). Although there are not solid and well-established discourses about the specific ways in which multimodal literacy can be assessed (Edward-Groves, 2011), all meaning making is multimodal (Bourne et al., 2004; Kress, 2009; Kress & Van Leeuwen, 2001). Meaning behind those ideas goes beyond the traditional conceptions which have encapsulate the capacity to read and write in the traditional ways, limiting students meaning making capacities through different modes.

Gestures accompany sight and language, spoken language is achieved with audio and gestures, and written language is combined with visuals. According to Cope and Kalantzis

(2000), considering children as natural learners, able to achieve and show comprehension of specific topics, considering their own and inner capacity. As the main point to reconsider and approach, our learning and teaching practices according to our cultural context and students needs and demands: “multimodal composition can serve as a complementary pedagogy that bridges students’ school literacy with their rich, multiple lives outside school. Academic literacy cannot meet all the communicative needs of various social groups but it can be adapted in such a way everything connects towards specific purposes (Luke, 2003) in the case of this research, considering life topics and school contents as spaces to implement MCC.

English teachers and language policies are giving different paths to establish connected educational practices in second languages. Going beyond reading and writing processes, Wessel-Powell and colleagues (Wessel-Powell, Kargin, & Wohlwend, 2016) claimed, “Too often, children's literacy abilities are assessed solely based on what they can write on paper, overlooking the rich ways children convey meaning through multiple communication modes like sound effects, gesture, movement, images, and language in their storytelling” (p. 167), just to mention some of the wide variety of strategies and possibilities opened from multimodal perspectives. As Cope and Kalantzis (2000) elaborated, “The language needed to make meaning is radically changing in three realms of our existence, our working lives, our public lives (citizenship) and our personal lives (lifeworlds)” (p.164). Considering this view, the different activities teachers plan and the way in which are intended to be implemented must consider the best ways and conditions to allow children to learn. We teachers manipulate the language as a way to make it more accessible and functional. Regarding this, Mora (2017b) said, “the notion of design, inextricably linked to the idea of multimodality, mostly describes the conscious and deliberate choices we make regarding text creation”, with the intention to observe from different

perspectives the ways in which our students can present a comprehension of the world they live.

Different types of texts can be presented not from a teacher-centered perspective but student-oriented, to make the participants active producers of the possible paths a specific topic can take, “It is not a question of the elegance of the telling techniques only, but also how the ideas behind the stories reflect the needs and visions of the stakeholders” (Rasmussen, 2005, p. 174.), most times, teachers in their intention to plan their lessons, unconsciously tend to mute students' voices or approach the course of topics and contents to make their classes somehow move over a specific structure. Learning how to understand the word inside a world constantly changing, and to avoid reducing the human unique capacity to think, act and learn by just following specific requirements.

Multimodal Design and Multimodal Composing

As mentioned before, the concept of multimodal literacies allows us to have a change in the perceptions applied when talking about the most accurate ways to learn in this case a second language (Öman & Sofkova, 2015). From this perspective, if our intention as language teachers and researchers is to present diversity of opportunities for the students to engage, participate and take a position within the different topics oriented to direct our classes, it is necessary to adapt the materials and to present them to our students from different perspectives (Edward-Groves, 2011). Implementing this path, students will start showing us their understanding about important social issues fostered to improve social conditions and the reality they might face in near future. It means to talk about multimodal composition, the curriculum design as well as the specific objectives intended to be achieved, have to be coherent with the different steps developed (Cope & Kalantzis, 2000; Lankshear & Knobel 2011; Yamada-Rice, 2011).

Critical Consciousness and Critical Literacies

In my experience as a teacher and my own learning process, being conscious of the power of the messages we constantly face (considering messages as any semiotic representation of language), I can observe in the analysis of texts the power to break with the invisible hierarchies presented in all branches of local reality in Medellin. Opportunities to perceive literacy with a critical lens, a power allowed through the implementation of critical literacy in our daily classes and to promote spaces for student's voices; moments that are not the base for the educational environments in or Colombian reality, "Words that question a world not yet finished or humane" (Rogers, Wetzel, & O'Daniels, 2016). Giving children the unique possibility to mix their perception of the world and the way things are presented to them, connecting school with real life. Looking for preparing them as conscious participants, to establish coherent and appropriated points of view, according to everyday social relations in the classroom and a wider panorama about issues out the classroom environment.

Critical consciousness and critical literacy in this study draw the bridges to the daily experiences in a first-grade classroom, as mirrors of our Medellin landscape. Mixing the power hidden in texts with a deep questioning and understanding of the reality and the social relations, which come up naturally (Appleman, 2014; Comber, 2015; Freire, 1970; Morrell, 2015, Paul & Miguel, 2017; Street, 2014; Vasquez, 2014). For the purpose of this research, I pretended to present and analyze social, political, sexist, racist and normalized behaviors. Daily social relations at all levels, public and private education in Medellin and Colombia should be conceived with the importance it demands, because today's generations part of our educational institutions are the ones who tomorrow will face the consequences (good or bad) of the social structures. Considering this aspect, the use of L2 classroom situations will act as a mirror from

the sense of possible acts to change their daily relations in and out of the classroom through real action.

Considering different studies in Colombia and Latin America, intended to offer a standpoint for the implementation of different views of literacies (González Moncada, 2007; Mora 2014a, 2016; 2017a; Moreno Mosquera & Soares Sito, 2019; Prins, 2001; Rodríguez, 2017; Rodríguez Cuervo & Torres Quintero, 2018; Uribe Tirado, 2011). The implication of critical literacy and critical consciousness take a special relevance. The connections among social issues taking part of daily bases at school become an aspect worth to be analyzed. Society, medicine, education, politics consider the connection between those issues to have a better comprehension of society (Kumagai & Lypson, 2009). Both concepts complement each other in the way they have the intention to move towards a simple comprehension about the reality presented in this case to the learner without separating classroom from daily co-existing environments. Inviting them not just to consume things in the way they are presented but providing the tools to empower, make a subject conscious and in case it is necessary to question the nature of things, always seeking for improvement. From the lens of this research, both concepts help the teacher to plan an action field, where the students are free to interpret and be conscious about the different effects their behaviors have on the reality they face. An invitation to criticize and propose possible ways to improve the quality of life, through the analysis of collective worldviews seen in cartoons, movies, texts and the different means surrounding our students to insert the seed to raise critical consciousness in real action.

Why Multimodal Critical Consciousness as Praxis?

Realizing the implications of Multimodal Critical Consciousness as praxis (Tobón-Gallego, 2020) in daily language classrooms, I found in the implementation of the concept an

opportunity to awaken my student's minds from the implicit impositions culture places upon them. MCC as praxis, through the analysis of daily experiences faced by teachers and students inside the primary classroom, recalled real social issues worth analyzing while providing the opportunity for student empowerment as the main opportunity for consciousness-rising.

After a couple of months working at the private school where I carried out this qualitative research study, an aspect which really called my attention was its focus first on the being instead of the different subjects the school promotes and the individual performance in front of those subjects. Besides, in terms of literacy, this private school promotes a natural development of reading and writing processes. In reality, those words represent that students are not forced to know how to read and write (in the traditional ways) before the end of any school grade. This means, the school is conscious and recognizes the different ways beyond reading and writing, in which a subject (student) can make analogies, comprehension, observation and act in some way, this conception simply breaks down with the traditional views of literacy.

Confronting with such a way to comprehend education, I questioned my knowledge, experience acquired and role as a teacher. Although the number of students per group was not too big, the variety in terms of learning abilities, personalities and the way to coexist was a difficult aspect to deal with from the teacher`s view. In this study, MCC is a new opportunity to understand educational processes as real changes to converge new ways of literacy in and out of the classroom. Conceiving education not as mere contents and topic units to teach, but as possibilities to deconstruct our conceptions of society making use of questions, opening spaces for individual and group discussions and interpretations, to take all meaning making forms to represent the language as motivators for the students. Likewise, becoming empowered participants of our roles in the culture and the influence we have inside it. MCC allows teachers

to understand the difference in our classes as opportunities to respect and learn, to be group in spite of the difference, to tolerate different ways to perceive and act in society and finally yet importantly, to understand hidden messages and purposes in everyday communication with a real lens about what is being honestly said.

Differences between Multimodal Critical Consciousness (MCC) and Critical Multimodal Literacy (CML)

Although Multimodal Critical Consciousness (MCC; Mora, 2017b) and Critical Multimodal Literacy (CML; Cappello, Wiseman, & Turner, 2019; Ajayi, 2015; Mackey & Shane, 2013) can seem alike, there are some differences on the theoretical bases each of the concepts pretends. With the intention to put in evidence those differences, there are going to be presented studies developed implementing both concepts, to make the differentiating process clearer for the reader.

Regarding Critical Multimodal Literacy, Huang (2017) stated: “This paper aims to examine language learners’ critical multimodal literacy practices with a moving-image text, focusing on text comprehension and interpretation rather than text production” (p. 194). In that sense, we can perceive a need for understanding the multimodal text to produce the comprehension of it through a personal interpretation. Another example, Mackey & Shane (2013) developed a study where they used role-plays as a way to make students feel engage about the possibility to recognize past and present similarities and differences regarding discrimination matters. Once again it is evident the implementation of CML as a way to comprehend a specific issue through a multimodal representation of text. This is a way to make students analyze the multimodal productions for them to become aware and try to interpret the text, instead of empowering the learner to produce the multimodal text. Besides, a study

developed by Ajayi (2015) quoted, “This research investigates how three female Nigerian high school students were taught to deploy Critical Multimodal Literacy to interrogate texts and reconstruct unequal social structures. It is an example of how CML seeks for a deeper understanding of the multimodal text, interprets it and relates it with individual’s experiences and representations of language, to develop agency towards the student’s conception about a specific topic.

On the other hand, Multimodal Critical Consciousness MCC (Mora, 2017b) takes the different modes immersed in multimodal texts as opportunities to empower learners about analyzing social issues taking place, as the starting point to create meaning making productions emerged from the empowerment moments offered. All this, to increase the levels of action and critical stances with novice learners. Mora (2017b), stated “By focusing on the multiplicity of resources existing in multimodal texts, learners (of languages and otherwise) can focus on the meaning rather than on the linguistic features of message creation. From this perspective, MCC differs from CML in the possibility to offer and generate empowerment with a sense of action, while CML pretends to help students become aware and increase their levels of agency, considering their own analysis. Specifically talking, a conception of MCC into praxis makes reference to:

MCC conceives the importance of connecting life with the school/classroom contexts, as chances to make daily classes moments for discussion and cooperative intellectual growth. Besides, teachers are challenged to break down traditional ways of language conception where novice learners become the main characters in their critical development. (Tobón-Gallego. 2020).

Considering the previous ideas, it is appropriated to say that CML and MCC seek to

challenge power structures established in today's society but CML does it through the analysis of multimodal texts as chances to increase student's comprehension about social issues, in that way raising awareness and agency from the recognition of those issues. MCC in the other hand, envisions daily classes as opportunities for empowerment and students' action, where their voices take the main roles to make a transition to Multimodal productions and semiotic forms of expression, as a transition to student's reflection and action as stances of critical development.

Chapter Two

Understanding Multimodality, Critical Literacies and Critical Consciousness:

Reviewing the Literature

In this chapter, the reader will find a review on the literature searched considering the concepts of: Multimodality, critical literacies and critical consciousness. Simultaneously, the reader is going to have an overview of how those concepts fit throughout this qualitative research. Studies developed in second language contexts all over the world, Latin American and Colombian education. It was an opportunity to identify some specific tendencies regarding methodologies, theories and strategies carried out currently, as opportunities to identify more possible and appropriate practices for learning and teaching second languages in our Medellin landscapes. It is important to clarify that the first part of the analysis introduces a general perspective about how the three concepts mentioned above are being considered in different language concepts with teachers and students. After that, there is going to be a description of the studies developed in primary education. Then, a wider panorama considering the implications of those concepts in secondary, higher and education, besides experiences with in-service and preservice teachers. The intention is to provide possible horizons for coming studies in the field of primary education and critical literacies as an emerging field with novice learners.

Learning to educate in critical consciousness is a challenge for teachers. Considering my school years, and my education process in general, I could find a huge difference in terms of technology access and influence, literacy understanding and development, compared with the reality faced by my current students in this contemporary era. Nevertheless, there was a similar aspect for both teacher- student roles which sadly still being almost the same for both moments.

To be more precise, I am referring to the lack of attention given to the development of critical beings or individuals for the society, independently of their age of development (first and primary education, high school, university level).

Some research in different fields as nursing, medicine, politics, psychology, clinical psychology, social psychology, social work, feminist theory, and critical theory consider that critical consciousness acts as an opportunity to stop perceiving the world as a passive actor or object (Campbell & MacPhail, 2002; Diemer & Blustein, 2006; McDonough, 2009; Diemer & Li, 2011), in terms of my position and my perspective about the different issues the world and the system is presenting to us. This matter encourages me to understand the concept in a more profound way, to foster the real meaning behind it. Similarly, the implications for understanding my role as a language teacher as well as the possible way to orient my classes.

In that regard, Hernández and colleagues (Hernández, Almeida, & Dolan-Del Vecchio, 2005) intended to present families and most of the situations occurring in this place, due to all sociocultural contexts affecting and happening, they claimed, “illustrating the ways in which social patterns connected to race, gender, class and sexual orientation shape the dilemmas that family members encounter, as well as their access to solutions” (p. 105). The access to solution is the moment where critical consciousness takes place in this research. Critical consciousness invites people to take a position, to make a change understanding and modifying my reality and the one of the people around me (Freire, 1973; Mora, 2018; Willis et al., 2008;) when coexisting with others. Humans as social beings will find differences, it is normal. The intention is to understand those differences not as aspects to create barriers but as chances to enrich my world perceptions, taking a position and acting to change my own reality.

A study by McDonough (2015) identified possible ways to start implementing education

to raise critical consciousness, showing that, "the purpose of education is to assist students to participate in their communities for the common good. In other words, education should help students to engage in a participatory democracy" (p. 10). The findings suggested, drawing a parallel to teaching and critical consciousness. A consensus seems to be emerging among educators, researchers, policy makers, and business leaders across the political and ideological spectrums that literacy matters (Bishop, 2014; Morrell, 2015; Vasquez, 2014). The meaning is how I read the word and how I configure my world (Freire & Macedo, 1987), as a chance to challenge world structures.

The psychology field in Latin America has recently started to show their interests about social transformation, which is the purpose of critical consciousness. In their study, Montero (2009) explained, "Social transformation in this context refers to changes in the dominant structural and cultural institutions of a society seeking more equitable and sustainable social arrangements that satisfy the basic needs of all people" (p. 73). Transforming primary classrooms into mirrors of society allows teachers to intervene in collective worldviews and implanted perspectives as opportunities to deconstruct invisible and imposed structures and in some way start impacting our students' realities to have more objective views.

Gay and Kirkland (2003) talked about the opportunity to prepare future educators considering racial, cultural and ethnic diversity aspects as the base to raise in critical consciousness, where "Critical and conscious learning experiences should take place within the context of guided practice, authentic examples and realistic situations" (p. 181). From the lens of this research, comparing classrooms as mirrors of society, empower students to allow the analysis of daily classroom situations and the way to confront and assume those behaviors, as the authentic materials that can prepare students to make their multimodal productions. The study

showed how participants ended up with a real comprehension about the role they have for society but at the same time, how they could act as a way to explore, recognize and improve it.

To educate in Critical Consciousness requires a deep analysis about the way our students learn but also to question the ways in which we teachers have been planning our classes and the most important, the horizons given to them. As McDonough (2015) detailed,

Instead, it reconstructs critical consciousness as a performed social relation and embodied experience that re/produces variations of criticality from moment to moment and across contexts. I highlight critical consciousness as intersubjective and an entanglement among rational knowing, feeling, and doing as a result of engagement with others. (p. 1).

In the sense of this research, I take living experiences in the classroom daily basis, as a possible way to mediate situations through the lens of critical consciousness. Preparing yourself to raise in Critical Consciousness requires attention for both, teacher-students. For students, giving them the opportunity to perceive the world with a natural lens. For teachers requires the need to be prepared to face the varied worlds each person represents for teaching to confront their (students) daily practices at educational places. A study developed by McDonough (2009), described the experience of a first year pre service teacher, facing racial and discrimination issues in the place where she was working. Simultaneously, there is described the need for teachers to be prepared on how to face that kind of experience. More than questioning, inviting educational institutions to plan their curriculums using critical consciousness as a directing factor.

Politics has also been considering the importance of critical consciousness. Diemer and Li (2011) showed how influential was the political participation of a group of immigrants due to their family beliefs and their relation with people around them. The study found how entangled

was the relationship between what they called Micro-level actors (recognized as family, friends and people around the individuals), and the levels of critical consciousness. From this research perspective, classmates and teachers represent the micro-level actors who in the end work cooperatively in their own intention to learn how to live and behave in this world.

Critical Consciousness is a concept that allows the learner to be empowered and to have the ability to know its own being. From that standpoint, Diemer and Blustein (2006) tried to show how connected was the relation between educating for critical consciousness and the levels of agency regarding their learning processes. Their capacity to read the world allows the learner to recognize and reduce socioeconomic and sociopolitical barriers imposed by society, inviting the individual to be provided and empowered with tools to confront those walls. Making use of his/her own living experience to live not as he/she has to, but as they wish to.

The medicine field comprehends the need to incorporate critical consciousness, to orient people around the world about the best ways to prevent any kind of illness. Campbell and MacPhail (2002), in their study developed in a South African public school, promoted the importance of peer correction as a way to improve certain behaviors. Although the context of this study might seem not alike to the one where this research pretends to be developed, what I wanted to highlight is how when analyzing the different studies developed to raise critical consciousness, I found a common aspect. How people around me as a subject, have a strong influence in the way we perceive, behave and confront different social issues. For the purpose of this study, the same students will be the participants. Normal reactions during the classes and other environments out of it, presented naturally, as opportunities to produce multimodal texts compositions, as a transition for small children to raise their voices about the issues affecting them directly and to show classrooms as real representations and mirrors of society.

Relevant Studies developed in Latin America and the World

Critical Literacy in Primary School

Current literature emphasizes the need to be conscious and to assume a critical perspective to the light of learning processes. In the same way, critical literacy has started to be part of the research studies with different populations all over the world. This issue presents an opportunity to understand the different situations faced in our society through the analysis of texts as well as the interpretation of those messages. With the lens and the ability to interpret them, moving towards new structures and more real and elaborated appreciations (Mora, 2014b; Reid, 2011; Riley, 2015; Stojkovic & Zivkovic, 2012; Waterhouse, 2012). Those studies open the doors for teachers all over the world to move straight to more equitable, timely and adequate practices. In a world where freedom is everyday more limited, school classes are far from being a free space in terms of the topics studied and the way those topics are discussed.

Considering our current reality as Latin American Citizens, critical literacy development e implementation in primary classrooms has become a growing field. I want to present and highlight some studies developed in primary education in both (Latin American and Colombian) contexts, as a way to put in evidence the way those case studies have directed a path for researchers and teachers to act. The need to move towards a wider appreciation of literacies beyond decoding written and printed texts, open the scope for us (teachers) to conceive literacy practices taking place inside and outside the classrooms.

To start this review, the study developed by Trigos-Carrillo & Rogers (2017) claimed, “We found high research activity in Latin America in the areas of literacy education and critical literacy; indigenous, bilingual, and intercultural education; and technology and digital literacy” (p. 373). They developed the study with the intention to understand critical literacy as

opportunities to observe and construct meaning making processes through the implementation of epistemological perspectives and social issues inside educational contexts.

Brazil, one of the pioneer countries implementing pedagogical and critical theories considering their social reality, presents some views about the way to insert critical literacy perspectives in our everyday reality. Tygel and Kirsch (2015) considered how Paulo Freire's theory influenced the development of critical perspectives in Brazil, from the analysis of data according to different sources of information. They found possible implications and ways in which Brazil could implement a critical perspective in educational contexts due to Freire's influence. Maybe this study is taken from the analysis of Freire's theory, but in the same way it has the intention to really question the status quo in which educational contexts and our current Latin American societies live.

The study developed by Rodriguez-Brown and Mulhern (1993) shows how the literacy process thorough family accompaniment and family literacy affects children's development, as a way to connect literacy practices out of the classroom environment. A good example of how parents can participate more in their children's learning processes is listening and promoting their children's voices independently of family realities.

Souto-Manning (2008) presented a study in which she questions why lesbian or gay topics are usually silenced or avoid by teachers. The author talks about the importance to start presenting gay and lesbian issues as normal behaviors in early childhood education. This perspective with the intention to avoid future teenagers from facing psychological limitations towards accepting their sexual orientation and favor new perspectives directed to sexual parameters. Daily scenarios out of the school context where our children move, as an opportunity to make bridges across educational realities and students' lives

Some other studies developed in Latin America and Colombia (González Moncada, 2007; Molina & Uribe Tirado, 2011; Moreno Mosquera & Soares Sito. 2019; Prins, 2001; Rodríguez Cuervo & Torres Quintero, 2018; Uribe Tirado, 2011) promoted the implementations of critical literacy from different perspectives. In those studies, it is possible to observe strategies to implement critical literacies with small children; as well as possible theories supporting and explaining the how and why of integrating critical literacy to generate more equal and fair educational perspectives. Inviting teachers and education in general to connect the classroom with our social reality.

Every day, regardless of age, we are surrounded by messages, either in our path to work or study, or maybe using the different technological devices, exchanging information with people, or just moving from one place to another in the public transport. Cañas and Ocampo (2015) claimed, “Taking into account the idea that literacy is seen nowadays as a social practice, there are different kinds of literacies that are not always carried out inside the school and which are part of the person's’ everyday life”. The question, which comes up to light, is, how is L2 education taking into consideration those representations of literacies, from any of the sources it may come.

In the same regard different studies developed in Colombia reinforce the perception of implementing critical literacies in the different education contexts (Agray, 2007, 2010; Agudelo, 2007; Barnawi, 2010; Barros del Río, 2016), showing the different scenarios where critical appreciations of literacies are being developed in our context, Cañas, Ocampo, Rodríguez, López-Ladino and Mora (2018) developed three different studies in Medellín, Colombia with Pre-K students, in which the main idea or purpose was to show different ways to perceive literacy practices with novice learners, oriented those practices to foster critical conscious

analysis considering children innate abilities. Besides, they invite teachers anywhere in the world to challenge their practices through different lenses about literacy.

To remark how critical literacy can be implemented with small novices, Rodríguez (2017), developed a study in which she questioned the traditional ways in which storytelling has been approached, “They are unlike the traditional classroom read-aloud in that students play the roles of active participants/readers rather than passive listeners”. This study showed how approaching the traditional tools implemented in classrooms from different perspectives in terms of meaning-making processes and student’s interaction can generate impacting results in the way students and we teachers perceive education.

Critical Literacy in Secondary Education and In-service and Pre-service Teachers

The orientation given to L2 teaching and learning processes is not oriented to raise the development of appreciations where the students question the world and power structures. This is a fact that called my attention. Are our classrooms ready to challenge and understand what is behind our reality? In that regard, Rahimi and Askari Bigdeli (2015) tried to find relations between the use of critical literacy in second languages and teacher knowledge regarding the implementation of critical literacy practices in Iran. The study showed some specific instruments to collect the information as students’ reflective notes, semi-structured interviews, and classroom observations to show how students are able to really question the reality in which they move.

Likewise, Riley (2015) focused on the best way to incorporate critical literacy with a group of teenagers, labeled students as “knowledge holders”, an aspect that does not mean they decide what to do, but topics studied are considering their interests with a plan and a purpose intended to achieve. The author discussed the importance of critical literacies saying this: “In a time of increased standardization and top-down reform, teachers with democratic and social

justice-oriented perspectives must work to create classroom spaces that value student voice and position them as knowledge holders” (p. 3). In the study it is described the school as a micro political environment in which the teacher has to reconsider her own beliefs as a way to improve the situations she faces. Finally, she ended the research inviting teachers to get prepared about more equal and inclusive practices in our educational contexts.

Implementing critical literacy inside and outside second language classrooms can influence our classes. Nonetheless, a necessary aspect is to know the why and how to do it possible. In that regard, Ko and Wang (2009) developed a study in Taiwan for teachers to be prepared in critical literacies; the study used the following methods: in-depth interview techniques and elicitation interviews by means of a lesson plan task. All collected data was recorded, transcribed and categorized into several units of analysis. The results showed that the participants considered it feasible and even important to have critical literacy in EFL teaching, although each of the participants perceived a different dimension to it. Now to present a contextualized and contemporary appropriated view of critical literacies for our Latin American and Colombian contexts, some studies developed in the last years will present the importance acquired by new perceptions of literacy for the second language acquisition realities in Latin America and Colombia.

As presented before, different studies have started to show the interest in critical literacy in the world (Appleman, 2014; Comber, 2015; Morrell, 2015; Vasquez, 2014; Street, 2014). Nevertheless, recognizing how context determined educational processes, I present a more contextualized theory and studies in terms of our current reality as Latin American people.

In the Brazilian National guidelines in the last years, critical literacies have started to be a topic inside the curricular foundations for teaching English as a foreign language. In that sense,

Valerio and Mattos (2018), developed a study in which they compared the most accepted methods for teaching English as a second or foreign language. Comparing it with the implementations of critical literacy practices. As a result, they could find the implementation of both perspectives as not rejecting one another but complementing the way in which contents can be oriented to present more objective perspectives about the messages students are bound to daily, from social media and the world around them.

Different studies in Mexico trying to implement critical literacy perspectives supporting the curriculums appear, drawing in some way the horizons for the educational practices in this country for the coming years. Considering views of learning and teaching contents and processes with more relevant implication for the society (Souto-Manning, 2006; Flores Duenas. 2005). Other examples are the studies by Souto-Manning (2008) and Hernández-Zamora (2010), where different issues of language, culture, literacy, discourse practice and social realities make necessary to understand the importance of critical literacy considering Mexican social reality.

In Colombia, different scholars are interested about the implications critical literacy can bring to classroom environments, Gómez and Zuluaga (2014) stated, “In the case of schools, critical literacy explores questions about the kinds of texts we read and why we do it, both from pedagogical and ideological perspectives”. Contents and topics at schools have to be perceived as opportunities to conceive educational practices connected to real life issues. A good example to show the way in which critical literacy open spaces for moments of engagement and participation, was the one developed in Colombia by Gómez Jiménez & Gutiérrez (2019). They used interviews, focus groups, questionnaires, student’s artifacts and teacher journals make possible to study the implementation of critical literacy practices at a private university. The results showed some difficulties in the implementation of these critical literacy practices and

spaces due to the hegemony traditional perspectives of language teaching have incorporated in the student's minds.

Similarly, a study with a graduate program at a private university in Colombia by Mora (2014) presented the result of engaging students through critical literacy spaces in the analysis of textbooks. Results were different to the ones obtained in the study by Gomez Jimenez & Gutierrez (2019). This qualitative research showed levels of student's empowerment and agency towards their appreciations of the texts analyzed as well as the kind of questions made. Studies that in some way invite teachers and educational institutions to move towards more participatory and active views of the learners and their levels of production, thinking and consciousness.

Multimodality in Primary Education

Different teacher-scholars are conscious of the role they have inside classrooms but also the need to show all those attempts to teach languages to the current generations. Besides, they show their ideas through current research. Those studies help them to show their thoughts and the way used to represent them for other teachers. Brazil, in the same line than some Latin American countries have started to consider the multimodal approach as the base for some educational practices (Bernardo, et al., 2016; da Silva, 2016; Heberle & Abreu, 2011; Meurer & Machado, 2010; Zacchi, 2016).

To start this analysis of studies developed at primary education level, I want to remark the study developed by Cappello, Wiseman, and Turner (2019). In this research, we can observe an intention to favor moments for student empowerment where through the analysis of texts students emerged with critical analysis. All this with the intention to search for alternative possibilities to engage students in multimodal responses and in that way to favor meaning making practices to question social structures. An invitation to use classrooms as chances for

student agency development.

Considering how inclusive and accurate could be multimodality considering today's educational realities, Bernardo and colleagues (Bernardo, Mori, Orlandi, & Duque, 2016) developed a study about how people at all levels with visual disabilities might access and adapt successfully to videogames through the implementation of multimodality. Although this is just a proposal, this study is basically showing how accurate and pertinent can be the use of multimodality in different fields such as: education, psychology, nursing, among others, as a way to contribute with literacy access for all people without considering their age, race, socioeconomic level, sexual or political orientation. This position as a matter of inclusion and understanding the world as a dynamic space where all people independently of their age, race, economic positions, sexual orientation, and learning abilities have a place to occupy.

Connecting School Reality with The Literature

In chapter one, I mentioned how the private school where the research was applied promoted an educational perspective where children were free in terms of their cognitive development, considering each being as a single world with particular learning rhythms. However, my reality in the classrooms, specifically in first grade, was an English book printed based, which in the end was just limiting student's access to different ways to perceive language and contents and the possible ways to interact with them. Besides, interested parents, believers of accomplishing the book as the best proof of the L2 learning and administrative implicit pressures towards accomplishing parents' concerns. In the end, different factors were limiting spaces for students' empowerment and generating oppression towards different views. Even just in the hidden power of implementing something that could seem meaningless such as a course book. The idea of MCC as praxis pretends using classroom contexts as spaces for common growth

(Teacher students and vice versa) and social issues impacting reality outside the school. As moments to compare classrooms as mirrors of society, providing spaces for students' activism according to their own particular learning experiences.

A couple of studies developed in Brazil, da Silva & Araujo (2018) and da Silva (2016), showed how to engage with subject books from a multimodal perspective to make students awaken their creativity. To make the learning experience a more interesting path, this study encouraged me to look for a way to present what could look as a meaningless printed based image, as opportunities to create stories where students and teachers made use of their creativity to orient the classes, to question classroom issues and analyze behaviors and possible solutions.

Besides, when comparing L2 classrooms as mirrors of society, the different contexts where daily situations occur take a meaningful role. The different places around the school, not necessarily the classroom, allow the student to interact with different modes of literacy. From posters in the restaurant, to conversations among the administration, teachers, students from other schools (primary and high school students), the moment before and after when they arrive at the school; lastly when you say goodbye after finishing classes. Just to start the endless number of situations that occurred in their lives out of the school, free time -and just the simple fact of being a living person-. The matter is simple, how to use all those modes inside and outside educational contexts. It is the real dilemma, it requires a reliable way, different to the narrow perspective our educational system has promoted for our Colombian educational view of L2 processes. Mixing educational and particular interests, with real life matters, as an opportunity to find a path to understand education not as consumers of knowledge but as critically conscious beings of the reality this young people will face (Freire. 1970; Willis, et al., 2008).

Analyzing my experience as a language teacher in Medellín, I can observe a huge gap considering the results expected by the government and the reality inside the classrooms. Particular interests segregate any other more real conception to analyze texts, messages and the real power hidden under those discourses. Considering this aspect, Mejía-Vélez and Salazar Patiño (2014) explained, “The use of multimodality in text creation allows, at the same time, for people to internalize concepts by using and integrating different mental skills, thus building knowledge by themselves. Building knowledge to create new ways to understand realities, which in the end represents freedom (Freire, 2000).

About this, issue Cañas, Ocampo, Rodríguez, López-Ladino and Mora (2018) claimed, We argue that developing strong pedagogical proposals for PreK-5 spaces entails breaking the traditional compartmentalization of children's practices between in or out of school and carefully integrating multimodality and critical literacy in our curricula (p. 300)

An invitation to shift a static view of learning development in children. To motivate and invite teachers at first school level, to transcend and understand the multimodal productions made by their students, to perceive them not as wasted material but as the starting point of that difficult and full of obstacles process to develop Multimodal Critical Consciousness (Mora, 2017b). To educate new generations able to understand reality without blind eyes but serious and challenging perceptions of their own lives.

Multimodality- Teaching Experiences and Implementation According to the Population

Implementing multimodality is an opportunity to integrate all semiotic representations of language we find represented in everyday life. It is an issue that just became known for the real need to understand the world as something dynamic. Education gives society the possibility to

transcend. Multimodality presents the bases to start orienting classes to foster critical literacy. In that sense, classes have real and valid foundations for the kind of society we as teachers expect. Critical literacy stands as that educational perspective that moves and fights against the hidden and manipulative hands of the oppressor.

Multimodality can help students to represent their meaning making skills, according to the specific strengths each person with their own facilities can have. A study developed by Ghosal (2019) based on how multimodality can help readers to represent their understanding when reading novels through different semiotic representations of language claimed this: “Multimodality studies consider the ways semiotic resources besides language can facilitate “meaning making” in communicative situations” (p. 189). This understanding of multimodality encourages me to look for ways to conceive reading and writing processes as representations of society, taking the concept as a mediator for creating my student’s multimodal texts.

Multimodality is not just a matter for the youth generations. In fact, it has many affections in different stages of educational practices. For example, Zacchi (2016) used two groups, one of pre- service teachers and one of in-service teachers, for their study in Brazil. They had to analyze an issue related with immigrants, developing and implementing different tasks. The results showed that teachers feel more interested about reading the images presented. Nevertheless, the multimodal ways of meaning making appeared as a practice, which generates a deeper analysis about social, political and economic appreciations of some situations lived and confronted in society.

Different studies in Latin America (e.g., Heberle, 2011; Montoya, 2015; Paul & Miguel, 2017), namely Farías’ work in Chile (Farías, 2005, 2008; Farias, Obilinovic & Orrego, 2010) or Álvarez’s research in Colombia (Álvarez Valencia, 2016), also made reference to the possible

ways to orient Multimodality from an academic or educational perspective. To make learners empower, participate and observe learning from a more functional interactive and interesting view. Monty (2015), a Mexican author, recognized how attracted today's generations are to technological devices and how they can permeate learning processes. Going on in the same perspective, Heberle and Abreu (2011), analyzed some students' personal Journals and their multimodal representations of the different experiences they face every day. When comparing the multimodal productions of students from different contexts, they could agree about how the daily reality affects the perceptions about the same topics.

Critical Literacy and Critical Consciousness in this Study

Recognizing previous studies

When searching for literature about critical consciousness (Boutte, 1999; Freire, 1973; Rodriguez, 2017; Willis, et al., 2008), I found some conceptions in terms of the implication for teachers and students to educate in the perspective and the parameters to raise critical consciousness. Comparing those attempts teachers make to promote different perspectives for education and the way the Ministry of Education in Colombia visualizes the teaching and second language processes for our context, I found a lack of connection to carry this process out.

In that regard, Aziz, Wilder, and Mora (2019) discussed helping students heal from previous bad experiences. The authors took into consideration the possibility to use Young Adult Literature (YAL) in Tanzania, as opportunities to integrate critical consciousness about the reality some students had faced. An invitation for them to recognize those hidden hands manipulating their conception of the world. What might happen if we Colombian teachers, knowers of our Medellin reality just approach our classes not just to teach contents but real behaviors to understand and question what is just surrounding us?

Chapter Three

Implementing Multimodal Critical Consciousness in Today`s Second Language Primary Classrooms

The implementation of this study represents the sequence, challenges, new strategies and the intention to seek for new opportunities to deconstruct what we understand as education in second languages in Medellin city for novice learners. This study was developed during the English classes I developed during the second semester of the year 2019 with my first-grade students. Multimodal Critical Consciousness helps teachers and students build a small community where important choices in all levels of society take place. To be consequent, in this chapter there is going to be described the methodology developed for this study, in the same way the group selected to carry out the research as well as the place and instruments used, finally the main spaces thought for data collection and analysis.

Research Design

This study is qualitative in nature because it focused on analyzing student's responses when implementing MCC to understand and question real life matters taking place in and out of the classroom. Research focused on describing situations from the lens of the participants, and their daily reactions towards particular issues, belong to qualitative approaches (Bowen, 2009; Saldaña, 2015, 2011; Tanggaard, 2009). In this study, I describe students' multimodal productions. Those responses pretended to generate deep thoughts regarding the matter of being part of a society. In addition, how our possible behaviors affect positively or negatively our position inside this community.

Qualitative research encloses different perspectives and methods for the analysis of the different behaviors emerged from social issues, as described by Stake (2010), "It seeks

uniqueness more than commonality; it honors diversity; qualitative studies allow particularity to be studied” (p 11). So, the main intention is to contribute to society's development by analyzing and understanding the way in which reality works through the lens of the actors in the process. By qualitative and the purpose of this study, I want to describe the experiences emerged from the analysis of my students' responses finding the connection between school contents and society through the implementation of Multimodal Critical Consciousness as Praxis (Tobón-Gallego, 2020).

Similarly, when qualitative research is mentioned, the real implications rely on the participants, and the main intention is to impact social reality, “In qualitative research the researchers explore the meaning as understood by the participants, in a natural setting” (Arghode, 2012, p. 4). My specific role in this research is twofold. On the one hand, I am the teacher who is intended to plan and execute the different English classes and to report them according to the school requirements. On the other hand, I am also the researcher concerned with how my students can address a better understanding of a second language, considering social reality and the different factors that intervene and influence the ways in which students learn. This is an opportunity to empower my students with critical tools to perceive social reality, but going beyond, to generate through their multimodal productions the perceptions that their feelings, emotions and voices can be listened to and have an impact in their social reality.

It is necessary to clarify that my role as teacher researcher does not affect the information presented on it, as Shenton (2004) declared, “In addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented” (p. 64). So, the different use given to the information presented and the results obtained will be explained in detail, presenting the necessary artifacts to show the way in which the information was acquired

and the use given to it.

Recalling the Research Questions for Analysis

As the epistemological foundation of this qualitative research, the questions proposed are:

- a) How is the teacher's daily practice modified through the implementation of multimodal critical consciousness?
- b) In what way do students' multimodal productions allow the opportunity to generate Critical Conscious environments or moments for reflection and action?

As a way to present detailed information considering the research questions, and looking for a way to be more precise, considering the different issues occurred throughout the research, the categorization and analysis of data, brought as result the next organization for the study.

Research Setting

Qualitative inquiries involve asking the kinds of questions that focus on the why and how of human interactions (Agee, 2009). This research took place in a private school located in the countryside of the metropolitan area near Medellin, during my English classes. This educational institution promotes an “Education towards happiness,” which in more tangible terms means that students are given the necessary time to learn according to their own abilities and capacities. The school is divided into smaller schools: First school, from *Jardin* (Kindergarten) to second grade; Basic school, from third to fifth grade; Middle school from sixth to eighth grade; and High school, from ninth to eleventh grade. In this study, I will focus on a first school classroom, which is the place where I work as an English teacher and where this study took place.

To present some of the main characteristics regarding the importance given to the learning of a second language, each grade in first school has seven hours of English during the week, the rest of the subjects used the students' first language (Spanish). At the same time, the

school promotes a bilingual vision for the coming years as an ideal for the educational perspective.

In that sense, the school provides materials as TVs in some classrooms, technology room, tablets, board games, and flashcards. They give teachers latitude to implement any kind of strategy that generates on the student the need to explore and learn by means of the interaction with their peers and their own understanding of the world. This is a beautiful perspective of learning. Nevertheless, in reality, high results in terms of student performance and language acquisition are presented as a contradictory aspect due to the lack of importance given to the curricular foundations for the teaching and learning of second language processes. This matter makes developing daily practices a hard process to follow in the search for the best way to proceed, understanding student`s needs and administrative requirements.

Participants

The first school at this private school is composed of two Kindergarten grades and a transition grade (These two are pre-levels, before starting with the primary and secondary processes, which act as an Immersion and preparing process for the school environment), a first grade and a second grade. This research was developed with the first grade, children between seven to eight years. The information collected, and the instruments used were applied during the English classes. The group was chosen, due to the variety in terms of personalities and group characteristics. Basically, because during my process at this private school this group is the one which generated me the need to look for different strategies trying to understand the demands these students can have and the need for me to influence their learning process in second languages in a good way.

Permissions and Consent Forms, Making the Project Reality

In the first moment, I spoke with the school principal. I presented to her my consent form (See Letters A and B in the appendices), where I explained the topic intended to be developed and the specific grade where the research took place. We had a short meeting, where I explained to her the general aspects my research pretended to develop, I told her about my intention to observe education at the private school with more profound lens intended to orient education from a more real perspective than just contents, but students able to understand and question the reality where they daily move. In the end, she agreed, so it was the moment to talk with my school coordinator and the mentor for first grade.

After having the opportunity to present my research and having the support from the school, I presented the consent form to the first-grade parents, the course was compound for 24 students and 10 of them answered it, allowing the participation of their children in my research. I could notice something, which really made me feel good. It was that parents in the same way than teachers do have a hard challenge. The intention to accompany their children's formative process, with the best intentions but sometimes with the wrong tools according to the demands from current generations. In the same way, when parents had the opportunity to understand in a better way the intention to compare classrooms as representations of social reality through MCC, they felt interested about the possible way in which L2 classes could happened.

Considering Possible Participants, Recognizing Students' Varied Abilities

The process of collecting data started in the last part of the year, specifically talking from the second part of July until the first part of October. The private school visions a bilingual context for the coming years; it is necessary to remark the big effort done by the school with the intention to achieve that goal. Nevertheless, there is the need for work more to achieve it. From

that perspective, although I wanted to apply my research in English, I had to mix of English and Spanish to present to my students the intended tasks and the specific way to develop them.

Although the group was composed of 24 students and I had the consent form from 10 parents, it was a lot of info to be analyzed from the full number of students. To be consequent, first grade was that group which throughout the academic year generated me the need to seek for strategies which could engage students in a better way.

That is why, I decided to use five students who followed the following characteristics: (a) The ability to present ideas when asked and (b) the quality of the activities presented when implementing MCC. In terms of language competence level, although most of the students were beginners in the use of English, I selected two with more cognitive skills for the language and two with the normal process acquired during this academic year.

Table 1

Sample Chosen as Part of the Focus Group for this Qualitative Research

Student	Genre	Linguistic level
Camila	Girl	Beginner +
Isabel	Girl	Beginner +
Alejandro	Boy	Beginner
Timon	Boy	Beginner
Francy	Girl	Beginner

Pseudonyms and Confidentiality Requirements

For the purpose of this study, the students who were part of the focus group, present different names. Besides, the information and the different instruments to collect data were

applied during the English classes where I was the teacher-researcher. The information was analyzed to the light of the two research questions considering the weaknesses and strengths emerged from the moments of reflections and the analysis of the information collected.

Thinking about an opportunity to make novice and young generations take into consideration the impact their behaviors have in the reality we face every day. I decided to present the first-grade classroom as a small community with the power and potential to understand their context, implement possible behaviors and affect their reality somehow.

Understanding small student's conceptions and `perceptions of the world, expressed through different ways, out of the traditional understanding of literacy (Mora, 2014) motivated me to use multimodality to connect the contents at school as a possible way to make the transition to open spaces for critical literacy analysis and to educate in critical consciousness:

The private school promotes the use of English books, they are expensive and parents pay extreme attention to the use of this material in the classes. Nevertheless, doing a deep analysis about this class source, most of the activities are printed based papers tasks, lacking any process to educate in critical consciousness. The private school where this qualitative research pretends to be developed, in its epistemological foundations promotes an educational perspective oriented to favor the development of the being (person), considering his/her particular way to conceive and perceive reality around him or her. It means the opposite for most of the schools where I have worked before, where the emphasis is placed on academic performance instead of internal conflicts affecting those specific processes.

That is why I just continued using the materials that I had so far at that time. Nevertheless, I started using them as tools to start thinking and making more profound analysis

of my student’s realities. So, I created the specific moments in which the possible interventions might take place. In the following table, the reader is going to have a detailed view of the school achievements intended to be worked for the second part of the year, specifically talking, second and third academic periods.

Table 2

Course Objective, Contents and Purpose Achievements

<p>First grade: Course objective</p> <p>Course objective: I understand a basic vocabulary related to my family, my friends, my school if the presenter talks to me in an appropriate way.</p> <p>Macro Topics 2nd and third academic period</p> <p><u>My school- My classroom (Objects, places and actions)</u></p> <p><u>Common expressions.</u></p> <p><u>People and places characteristics</u></p>	
Skill	Achievement for the second and third academic periods
Speaking	<p>_I use gestures to reinforce what I say as a way to make myself understood.</p> <p>_I follow the sequence of a short tale supported by images and a clear pronunciation by the speaker.</p>
Listening	<p>_: I understand when any person greets me in English</p> <p>_I understand when I am asked about simple personal information questions (Name, favorite color, animal, sport, family info)</p>

Reading	<p>_I am able to recognize and understand simple instructions if they are represented in draws or if the speaker transmits the message in a simple way.</p> <p>_I follow the sequence of a short story presented with clear vocabulary and images.</p>
Writing	<p>_I am able to fill and write personal information formats.</p> <p>_ I have the ability to understand and write fruits, people, objects and letters, presented with clear pronunciation.</p>
Monologues	<p>_ I can say simple tongue twisters, poems and sing song in the second language with correct pronunciation</p>
Behavior	<p>I participate actively in dynamic games and group activities as board</p> <p>— games and cooperative activities</p> <p>I respect my classmates and all the school employees in and out of my school</p> <p>—</p>

I started to observe issues inside the classroom, but also the outdoor moments, and the surroundings of the school. Then, I tried to look for situations, which in some way I could connect with the specific units and contents intended to study during the academic period. I also sought key issues, something that would make the students motivated about the fact of being the main actor in their analysis about a possible topic. Finally, I searched for different situations of intolerance are part of daily life situations in the classrooms.

I started wondering how to use those issues not only to intervene at the moment, but also to really make this an opportunity to question and understand possible ways to act. Empowering students to go deep in the different situations related with disrespect, racism, sexism, appearance,

and issues which establish any kind of power. How does the intervention of those moments represent opportunities to deconstruct collective worldviews and of course take a position?

After considering those three aspects, I found an issue, which might be an opportunity to invite students to show their thoughts through different semiotic representations. From that perspective, I made a kind of action plan in which first I was going to use an activity to help my students become sensitive with the situation occurring in front of them.

Table 3

Interventions Table, Dates, Instruments and Collecting Data Sources

<p>Before and after activity Video, images:</p>	<p>First Half of July</p>	<p>Purpose: Becoming sensitive about human affection in the Environment</p>
<p>Personal reflection: What behaviors affect the Environment</p>	<p>Second part of July and first part of August</p>	<p>Purpose: Recognizing myself as someone who has an affection (Positive or negative) in the society.</p>
<p>Humans-intolerance-</p>	<p>Second part of August</p>	<p>Purpose:</p>

<p>Consequences:</p> <p>Moments for students' empowerment</p>		<p>Comparing classrooms as representations of culture</p>
---	--	---

<p>Compromise in the classroom.</p> <p>Planting seed, taking position for the society:</p> <p>:</p>	<p>September and first part of October.</p>	<p>Purpose:</p> <p>To recognize my position and compromise myself to listen without judging.</p> <p>To make a symbolic representation of my compromise planting a seed, to represent my compromise and help the environment</p>
---	---	---

Role of the Researcher

In my attempt to show how the teacher's role is modified and how the multimodal productions helped me to look for moments of student's empowerment and reflection, I decided to use my English classes with a first-grade classroom as an opportunity to really make use of my teaching experience and my students' learning processes, the stances where a new vision of curricula and language development could be implemented. Different challenges emerged: The

lack of knowledge about how to implement classes based on MCC implications, a printed book demanded by the school and seen by parents as the proof of L2 development, a context supposed to be bilingual but not bases to reinforce that argument.

Considering those issues but at the same time with the intention to observe the result from what out of traditional language classes could bring to my students and my teaching practice. I thought about the different interventions applied. Each of those interventions, helped me to obtain the data from: Class recordings, student's interviews, multimodal productions, teacher journal, class discussions. Even though, there is always a possibility to bias from the possibility to orient the research course to what I expect to find (Creswell 2007; Fink. 2000) and that is possible. Nonetheless, throughout chapters 4 and 5 I present in detail the perspective in which I highlight the different aspects favored when implementing MCC but at the same time the limitations and learnings that came up from this experience.

Data Collection

To look for specific material to provide a structured answer to my research questions, different moments were developed. First, there was designed a table with the specific interventions planned to be developed (Take a look at Table III). Next to that, there were some specific instruments applied for the study according to each intervention, such as classes observation and records, videos to generate discussions, group discussions, multimodal productions, questions to go deep in the discussions (Look at Table. 6 and Table. 7 to look for the questions used according to the intentions), the teacher journal, where I wrote unexpected moments or comments taking place during classes. Those data sources helped me to go deep understanding my students' behaviors. Considering the daily situations taking place in the class and to compare the school and classroom environment as some representations of reality. I used

an excel file and I used a physical folder in order to group and have easy access to the sources of information.

Interviews

The interview (Tanggaard, 2009) helped me as a researcher to dig in my participant's thoughts with the intention to go deep according to the information seen and analyzed in the class audios and the possible video records applied in specific moments of the classes, with the intention to make interpretations. As a possible way to avoid manipulating the information, in some moments, the spaces devoted for questioning or interviewing the students used the homeroom teacher in that way she just gave me the results as they were, narrating the events and students' comments without any other interference.

Class Audios and videos

Considering the fact that there was just one teacher in the classroom and 24 students to deal with and to take care of, class videos and records helped me to analyze classroom events more deeply. They also helped me look for specific situations, comments and ideas, which maybe in the course of the class with all the issues taking place on it, can be omitted without the possible importance and pertinence for the study. In the same way, important factors are analyzed, for instance: student's response towards the instruction given, engagement with the class and activities, student performance with the activity and different situations that can be valid for the study.

Student Artifacts (Multimodal Productions)

Working with children in the same way that multimodality does, students use varied modes to express their feelings according to their cognitive development and the specific purposes. From this consideration, the different results obtained after the appliance of specific

activities, were used to monitor their responses to the light of the implementations of Multimodal Critical consciousness (MCC) and their appreciations regarding it. In other words, developing a classroom environment that includes multimodal resources (Öman & Sofkova, 2015), for describing reality seen by the participants, drawings, opinions through recordings and class observations, written exercises as a possibility to give special interest to student's opinions.

Personal Agenda or Teacher Journal

Keeping in mind my role as a teacher- researcher, in the moments of the class could appear specific situations or comments, which somehow can be ways to present a student's critical consciousness analysis. The idea with this personal agenda or journal is to help, as a possible thought bank, to narrate important issues taking place or possible ideas used towards the research. This journal is going to help narrate the behaviors, situations and students' opinions toward the implementation of Multimodal critical consciousness considering the impact in their learning process. Multimodal design and student's Multimodal productions act as bridges for raising critical consciousness.

With the intention to open the opportunity to present students' voices, different aspects in terms of the curriculum design need to be approached. Driving away from traditional perspectives to a more complex interpretation of language use and their implications. After considering these aspects, the digitalized era has entered into our learner's reality and open the space to multimodality inside the classes' environment are the starting points to conceive learning from a more functional and empowered perspective (Öman & Sofkova, 2015).

Data Reduction

Lankshear and Knobel (2011) wrote "A background in data collection in qualitative research". Here the authors presented a clear view of the different aspects to consider as quantity

of data, coherence between the data collected and the research question asked, what kind of data to use. In the same perspective, Mihas (2019) said, “Qualitative analysis— the analysis of textual, visual, or audio data—covers a spectrum from confirmation to exploration”. Considering this the analysis of data will determine the specific moments and the kind of data collected according to the research question. After analyzing data, three main categories emerged, from my first proposal and the information emerged through that process (For a deeper understanding, it is presented in an excel file that you can see [here](#)).

Data Analysis

After having the time to analyze the information and all data collected, I could categorize the information based on the intention to provide answers to the two research questions through the next three categories:

Teacher`s implications towards the implementation of Multimodal Critical Consciousness

How the teacher's role is modified in and out of the classroom due to the implementation of MCC? The description about the main challenges emerged from a different perspective to behave and plan classes. The course provided a horizon for coming generations of teachers interested in offering their students a more objective view of learning and the importance of English in that process.

Students` response when implementing Multimodal Critical Consciousness instruction and practices

Opening the door to new concepts of the literacy concept, can offer a wider variety in the classes for the students' particular ways to observe reality surrounding them. Recognizing their particularities and the inner capacity to learn. Each child has their own capacity to develop their cognitive abilities and with the use of multimodal critical consciousness, there are going to be

spaces opened to diverse interpretations of meaning making productions.

Multimodal design and students Multimodal composing as bridges to raise in Critical consciousness

When I finished my bachelor's degree as a language teacher, I was a dreamer. I thought I was going to change the world and my educational reality. Swiftly, I confronted my hard Colombian educational reality. Nevertheless, while doing my master's, I could stop feeling that loss of hope. Just because I had the opportunity to realize and find some people who had an agreement in the way I perceived some gaps in our educational reality. I understood how my students' voices could be presented not just by the mean of words, but through their multimodal representations, behaviors, actions, drawings, games, readings.

Trustworthiness

I want to start this moment of chapter three with a quote from Graneheim and Lundman (2004), who said, "Although many critics are reluctant to accept the trustworthiness of qualitative research, frameworks for ensuring rigour in this form of work have been in existence for many years" (p. 63). The increasing number of qualitative researchers and research move towards more serious conceptions from social realities, the validity of the information presented throughout this study is the result of the future implementation of the required steps for reliable research. According to this, Krefting (1991) argued, "Behavior is influenced by the physical, sociocultural, and psychological environment". The second assumption is that behavior goes beyond what is observed by the investigator. When studying subjectivities, it is impossible to structure the thought, which does not mean specific information collected, considering that the connections among the different sources of information showed a panorama expressed from the lens of the participants instead of the need of the researcher.

Ethical Considerations

Although parents signed the consent form, there are some specific aspects to consider at the time to use the information collected. “The ethical principles of autonomy, beneficence, and justice are guides for researchers to address initial and ongoing tensions between the needs and goals of the research and the rights of participants” (Orb, Eissenhauer, & Wynaden, 2001, p. 93). First, I changed their names in all my observations, interviews, artifacts, and class reports. The research intention was not manipulated, even if the possible results were not in the considered way. In addition, I also masked the name of the school where this study took place.

Chapter Four

Multimodal Critical Consciousness (MCC) Into Praxis: Reflecting Classrooms as Representations of Our Society

In the course of this chapter, I will describe the different data collected during my interventions in the English classes, where I developed this study as a teacher-researcher during the third academic period. The different sources of data were organized and categorized in excel files, making specific references to dates and times, where those exercises took place: videos and class recordings, students' artifacts, multimodal productions emerged from the moments of empowerment, raising student's voices, giving them the chance to talk in the recordings, autonomous compromises (the secret message and the symbolic representation of their compromise in intervention III). The results were obtained after the data collection, reduction and analysis of teacher's journals, discussions and interviews, observation reports. This process with the intention to find aspects in common, specific behaviors, opinions and experiences lived at a private school first grade classroom to answer the following research questions:

- a) How is the teacher's daily practice modified through the implementation of multimodal critical consciousness?
- b) In what way do students' multimodal productions allow the opportunity to generate Critical Conscious environments or moments for reflection and action?

After the process of analysis, a moment where I could categorize aspects in common regarding the different meaning making representations gotten from the interventions, there were three main issues remarked throughout the process of analysis: (a) Teacher's implications towards the implementation of Multimodal Critical Consciousness, (b) Students' response when implementing Multimodal Critical Consciousness instruction and practices, (c) Multimodal

design and students' Multimodal productions as bridges to raise in critical consciousness. The categories allowed me to schematize the information considering student's responses in my teaching practice.

Table 4 introduces the students chosen for the research with pseudonyms to protect their identities, their ages and genres to guide the narration of the events in an appropriate order. In the same way, some pictures about the student's productions and quotes taken from the class videos and recordings, as well as from the interviews and the multimodal texts explanations. Those sources were the base of this analysis, reduction of data and the process to get the findings.

Table 4

Participants and Pseudonyms

Student	Gender	Age
Camila	Girl	6years old
Isabel	Girl	6 years old
Alejandro	Boy	6 years old
Timon	Boy	7 years old
Francy	Girl	7 years old

Teacher Implications when Implementing MCC

To implement MCC inside my daily context in the classroom, I had to find the way to connect school contents according to the academic period (See Table 2 in Chapter 2). As a way to be coherent about the school educational objectives, but giving my single touch, implementing a view of literacies to help my students become empowered subjects. I will use my student productions, school audios and videos to support the implementation of MCC inside my second

language classes.

Entangling the Connection Between Classrooms and MCC in a First-Grade Private Primary Classroom as Small Representations Of Reality

Struggling in the process to find a good strategy with the intention to engage my students in the English class and trying to find the connection between MCC and the specific topics at school and its demands. Nevertheless, I found there were some umbrella topics (See table 5). To be covered in the course of each academic period.

Table 5

Macro Topics Connected to Implement MCC

Macro Topics: 2nd and third academic period Private school
_My school- My classroom (Objects, places and actions)
_Common expressions.
_People and places characteristics

I decided to start this Journey with the topic, **My school, My classroom (Objects, places and actions)**.

Intervention I

We started having a School walk, in which I invited my students to analyze not only what they could see inside but also outside the school surroundings:

- Teacher, why are we having class outside the classroom? Timon asked.
- Because the teacher wants us to walk around the school – Isabel answered.

- And what for? Timon asked.
- I do not know – Isabel answered.

When we arrived at the classrooms, I started to ask some questions, trying to make students remember what they saw. I used some questions to make them feel engaged and empowered according to the topic “the school” taken out of the four walls of the classroom. To have a clearer view about the kind of questions asked and the way they were used to connect with MCC take a look of Table 6:

Table 6

Questions Used to Make Students Go Deep About Their Analysis

What do you consider important to say about our walk?

Why do you think it is necessary to destroy nature?

How can we diminish the damage generated to the environment?

What can you see in the surroundings of the school

What do you think about it?

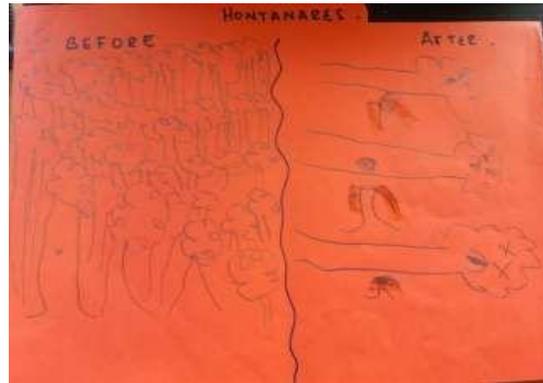
Do you like what you see? Why?

What things did you see in the school and out of it?

How can we improve our reality inside the classroom?

Figure 1

Camila, Before and After representation



Later on, we watched a video (Video to start the discussion:

<https://www.youtube.com/watch?v=Q7txs0SPaJw>) about how planet earth had changed in the last few years. First, I told them to cover their eyes, then I played the video and they just had to listen:

- Camila: Teacher, yo escucho sonidos diferentes. (Teacher I listen different sounds)
- Isabel: Yo no sé qué es eso (I do not know what that is)
- Alejandro: De pronto la destrucción de algo” (Maybe it is the destruction of something)
- Timon: Yo prefiero ver el video (I prefer watching the video)
- Francy: Yo no quiero hacer esto. (I do not want to do this), (Teacher Journal).

After that, when they had the opportunity to watch the video, they were anxiously expecting what was that they listened to before.

Discussing the Video

When the students had the opportunity to find the connection between the walk we had and the video we were watching, an unexpected discussion came up to direct the course of the class: I started to ask some of the questions (See Table 6) to check student’s opinions about the video and what they had the opportunity to perceive in walk:

- Camila: “En los países desarrollados, no hay casi montañas porque como son más grandes necesitan ese espacio para construir, por eso se destruye la naturaleza. Como Colombia es un país en desarrollo, tenemos más espacio (In the first world countries, it is difficult to see mountains because as they are larger, they need that space to build, that is why nature has to be destroyed. But Colombia is an underdeveloped country, we have more space to build) (Video 2019/08/13_125639).
- Teacher: So, does it mean that just because Colombia is an underdeveloped country we have to destroy nature?
- Isabel: Es necesario que se dañe un poco la naturaleza para que las familias puedan tener sus casas (It is necessary to damage a but the nature for the families to have a place for living) (Teacher Journal)
- Teacher: Then how can we make a balance to contribute in the process of development but considering the impact we have over nature, otherwise, what can be the result:
- Alejandro: Podemos evitar este daño plantando árboles y reconociendo los daños que hacemos a nuestro alrededor (We can avoid the damage by planting trees and being conscious of the damages we make around us), (Video 2019-08-13_103355).

Figure 2

Francy`s Perception of Her School Changes



Then an interesting appreciation was given:

- Timón: Profe, tan poquito tiempo el agua está tan poquita (Teacher, such a short time and there is almost no water), (Videos discussion- class recording 2019-08-13_130825)
- Timón: Me gustaría que la tierra se muriera porque nosotros no la sabemos cuidar (I would like that the earth died, because we do not know how to take care of it. (2019-08-13_124928).
- Francy: El ambiente ha cambiado, antes era más bonito, pero ahora las partes de naturaleza son más poquitas (The environment has changed, before it was beautiful, but now the Green zones are just few), (2019-08-13_124928).

Figure 3

Alejandro's View of Reality



Next to that, it was the moment to make the discussion and the analysis something tangible for the students. We analyze different objects that were part of the classroom and the school environment in general. Then I proposed a drawing exercise in which students had to make a “before” and “after” representation of the reality they perceived at the private school, to be more precise, take a look at figures 1 to 5, to check the students' productions.

Figure 4

Timon Presenting His Before and After View of His School



- Teacher: Tell me, what did you represent in your image? (See Figure 5)
- Isabel: Antes estaba todo verdecito así y ahora está todo gris, sin vida. (Before, everything was green, and now, everything is gray, without life) (Video 19-08-13_104413)

Teacher Considerations Towards the First Intervention of MCC: Connecting Classrooms With Real And Tangible Issues Having An Impact In Student's Lives

The need to think about possible ways to connect school demands in terms of content and class structures, made me rethink the purpose of my classes (Teacher Journal). On the other hand, it was important to observe student's reactions towards new purposes in the topics they are accustomed to, just giving a different orientation to the topics, their analysis and disposition seemed to be different (Teacher Journal). In general terms, at the first beginning students looked unconnected, about the possibility to analyze and comprehend the change in the environmental reality the private school was and still being immersed almost the whole year. Nonetheless at the moment to make the multimodal productions after the walk and the sensitization video, the level of analysis increased as well as the comments provided for some students when asked about

giving arguments to explain their drawings. (Teacher Journal). Check table 6, to have to have a notion about the kind of questions asked to raise the level of critical conscious analysis.

Figure 5

Isabel Describing and Representing Her Thoughts



The inquiry process making of MCC afforded the students an opportunity not to be limited about the conceptions and the implications they have for the reality, generated by the need to contextualize the environmental reality to the school and the classrooms specifically. Having a wider perspective about how normalized was the fact of destroying nature considering the difficulty to understand the deforestation around the school by the student's eyes at the first beginning. Now that the issue had called student's interest, for the second intervention I started the class with an open question:

Intervention II:

What Kind of Behaviors Do I Adopt, To Improve the Quality of the Environment Inside the School?

I used it as an umbrella question which opened me to a panorama for more specific questions oriented to make students go deeper into the kind of answers they give as well as the arguments presented to defend their viewpoints. (See Table 7).

Table 7

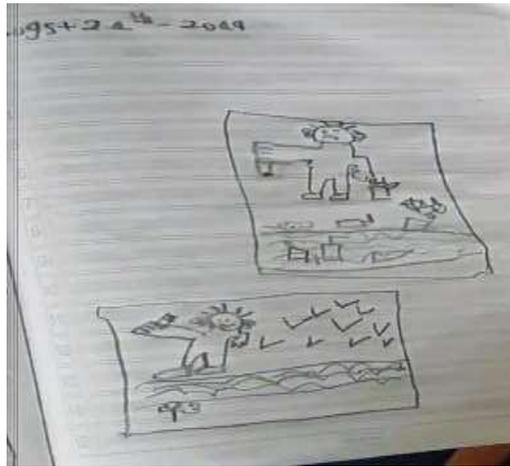
What Kind of Behaviors Do I Adopt to Improve the Quality of the Environment Inside the School? Kind of Questions Asked to Go Deep into The Student's Thoughts

	What did you represent in the drawing?
	Why did you represent it?
To start the explanation:	
	What other behaviors do you adopt besides the one represented in the video?
	Why do you consider those behaviors important?
Try to go deep into their thoughts	How do you take care of the environment? Why?
	What is your compromise with the environment in the school and inside the classroom?
Final reflection	How can you help your friends to take care of the environment together?

Those were the questions used to start the class discussion, we started with a brainstorming in which students had the chance to show their opinions and ideas regarding their positive behaviors they normally have inside and outside the school.

Figure 6

Alejandro Represents His Well and Bad Behaviors with the Environment



Dialogue between two participants:

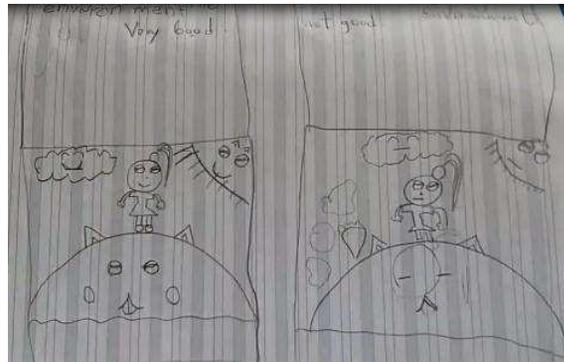
- Francy: Teacher, yo he visto a Alejandro tirando la basura al piso. (I have seen Alejandro throwing the garbage to the floor).
- Alejandro: Mentira, a mí no me gusta contaminar el ambiente, Francy Mentirosa, además yo he visto que usted vota la basura cuando compra en la tienda en el piso, eso también es contaminar. (She is lying, I do not like to pollute the environment, besides I have seen you, when you buy in the store, you throw the garbage on the floor, that is pollution too).
- Francy: Es mentira, porque mi mamá me dice que la basura solamente se tira en la basura y que yo la debo guardar cuando no tengo donde ponerla. (It is not true, my mother says that the garbage is just put in the trash, that I should keep it when I do not have where to put it).

This discussion gave us the opportunity to move on into the next stage for the class. In this part, students had to represent the different ways in which they contribute to environmental well-being. Then, they had to present the specific arguments about their production. Some of them used their notebooks or a piece of paper; some others took control of the board and made

their representations on it.

Figure 7

Francy, Good and Bad Environmental Behaviors

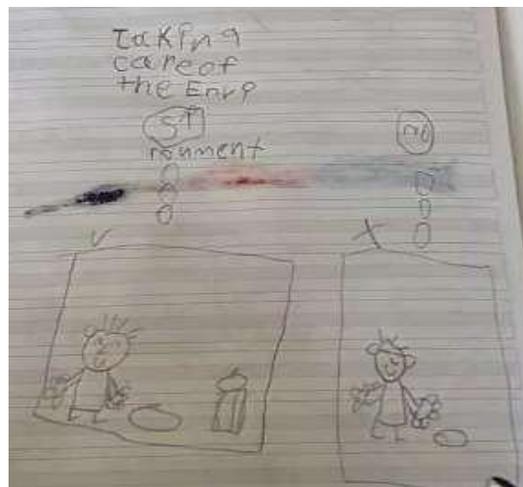


- Francy: Aquí la montaña está feliz porque no le tiran la basura, al otro lado ya está triste y se esta poniendo roja, (Here the mountain is happy because no one is polluting it, in the other side, it is sad and it is getting red.
- Teacher: And what do you do to take care of the environment?
- Francy: Boto todas las basuras que veo, Cerrando la ducha cuando me baño, (I put the trash in the correct place, closing the faucet when I take a shower), (Video 2019- 08-21_090215). With a similar appreciation, Alejandro commented about his production (See figure 6, for a more detailed comprehension of his comments) in a short interaction with the teacher:
- Alejandro: Arrojar basura al piso o al agua hace que se vea oscuro, (Throwing trash to the floor or the water make it become dark)
- Teacher: And what do you do to avoid it to look like that?
- Alejandro: Coger;

- Teacher: To take what?
- Alejandro: O sea cuando uno lo tira basura y ya después se lo encuentra en el rio lo recogemos, (I mean, when you throw garbage and later on you find it in the river, you take it)
- Teacher: And, why do we have to take care of the rivers?

Figure 8

Timón, Representation and Arguments



- Alejandro: Para no contaminarlos y tomar el agua limpia, (In order to not pollute it and to take the clean water), (Video 2019-08-21_090430).

Timon and Camila took some examples about the behaviors they adopted in order to contribute with the appearance the school had. To be more specific (Check figure 8).

- Timón: Esto es lo que si se hace y esto es lo que no se hace (This is what you should do, figure in the left, and this is what you should not (Figure in the right).
- Teacher: What can be the consequence of having bag behaviors with the environment?
- Timón: Es una equivocación de ellos (It is a mistake people make).

- Teacher: Why?
- Timón: De Pronto cuando ellos tienen que botar la basura, no se, les da pereza, (Maybe when they have to use the trash, I do not know they get lazy)
- Teacher: So, if you are a lazy person you should throw the trash wherever Timon: No teacher, pero la gente lo hace (Not teacher, but people do it)
- Teacher: ¿Tú lo haces? (Do you do it?) (Audio 2019-08-21_090856)

Figure 9

Toxic Wastes Affecting the Environment, Francy



Going ahead, Francy used a concept, “toxic wastes”, I felt interested about the possibility to listen to her answer:

- Francy: Esta personita, echó un desecho tóxico al piso, y 7 años después llegó otra persona y lo cogió, se lo comió y se murió. (This person left toxic wastes and 7 years later, another person arrived, took it, ate it and died.)
- Teacher: And what did you want to represent with the drawing?
- Francy: La moraleja es no arrojar desechos tóxicos en cualquier lugar, pueden afectar a las personas y el ambiente. (The message is not to leave toxic wastes; they can affect

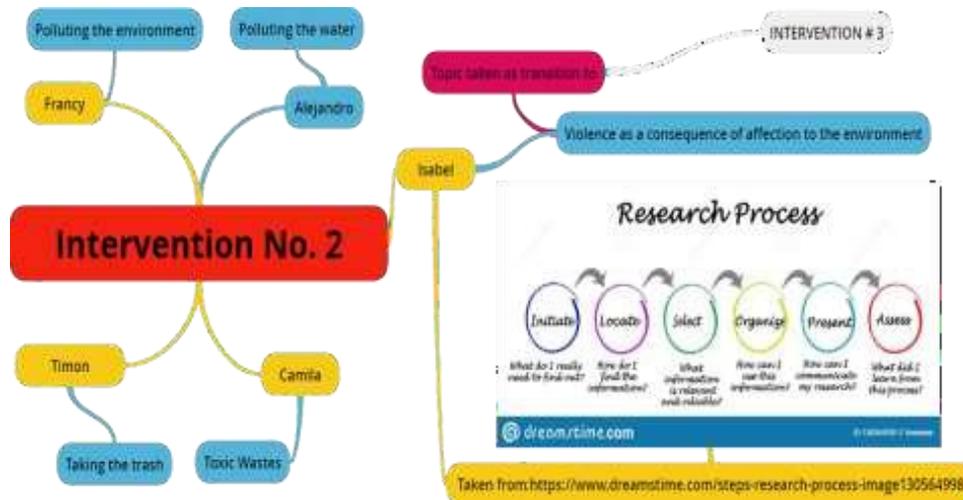
people and the environment (Video 2019-08-21_090749).

Teacher Appreciations, Considering the Development of Intervention II

I was able to observe how in general students present clear and coherent arguments in terms of the best ways to behave to diminish the environmental effects. Nevertheless, during break times and family celebrations at the school, the real behaviors are far away from really being the ones presented in the drawing and in the arguments given in the different videos and recordings, as well as the teacher journal. In terms of this research, it is a similarity between parents and students' behaviors. Which can help us associate the different situations faced in the classroom, as representations of their realities at home and the influence of some normalized behaviors lacking moments for questioning. An aspect which requires a stronger and repetitive emphasis, to really impact behaviors from a conscious perspective (Teacher Journal- Check Figure 10 to observe the transition to process of analysis for intervention III.

Figure 10

Student's Representation and Transition to Intervention III



Before finishing the class, there was a heated argument between two students (Teacher Journal). This situation, plus the information and the drawing presented by Isabel, in which she

perceived violence as an aspect that also affected the environment around us, encouraged me to take that issue as the perfect excuse for the next intervention:

- Isabel: Para mí la violencia daña el ambiente, (For me, the violence damages the environment)
- Teacher: Why?
- Isabel: Porque destruye el ambiente y a los niños y a las familias y es malo- (Because it destroys the children and the families, it is bad)
- Teacher: How can we solve this problem?
- Isabel: Hablando y con amor (Talking and with love) (teacher Journal; Audio 20190528_040607)

Classroom Issues as Moments of Student's Empowerment and Participation

Our Colombian educational reality is not focused on empowering students and their voices. In the same way, we teachers do not develop teaching practices oriented to raise our students' positions. Nevertheless, in my daily interactions with the students, I discovered the power of children's thought. Instead of limiting their views and stand points, I have recognized that favoring and opening spaces for comprehension, creation and autonomous processes to the light of daily social issues is the most important tool we teachers can offer our students beyond our fields of knowledge.

Reality itself is a representation of literacy, the natural flow of life represents the different worldviews according to the living experiences our students confront. Considering that, it is not necessary to interfere or influence those perceptions rather than creating spaces for the natural development of those critically conscious thoughts, represented in everyday classrooms. Going deep, the most important learning MCC has given to me is realizing that we teachers in our effort

to create what we think are interesting or engaging classes to our students, what we are really doing is putting a barrier or influencing their thought. MCC amplifies the spectrum of teachers, helping them realize that learning does not depend on the topics, strategies or materials we teachers bring to classes but the result of creating and favoring spaces for students to recognize the power behind their silenced but meaningful opinions.

Intervention #3:

Moments for Students Empowerment

How to empower students without losing the control? How to connect their literacy experiences out of the classroom with school contents? How to open moments for discussion where their voices (Students) are the main characters? How to guide but not interfere in their meaning making productions? When I tried to be aware of all these matters taking place in the way to plan a class I thought of three moments to generate learner's empowerment as you can see in Table 8:

Table 8

Moments for Student Empowerment

Moment 1:		Taking break moments at school, what
Generating curiosity	Analyzing topic	seems to be isolated situations from classes to get students immersed on the topic.
Moment 2:	Awareness of	As social beings, the lived experiences
Understanding with real examples	students lived experiences	draw the path of our interactions.
Students role play with the teacher.	Group activity with some students to simulate a situation	For this exercise, I chose some students, I explained to them what the role played. Then we acted with the intention to check students' reactions.

Figure 11

Students Presenting Their Opinions



Moment # 1:

- Teacher: Have you ever seen a fight in first grade?
- Isabel said: Teacher today, two small children from Jardín (In the Colombian Educational System, there are two school years which serve as a preparing process for the students to contextualize with the school Environment and academic routines, they are Pre-Jardín and Jardín).
- Teacher: What happened.
- Isabel: I do not know; they were just fighting. No se, solo peleaban
Students felt engaged with the comment about the fight between these two children.

Even considering it was a fight. So, I decided to go deep into this analysis:

- Teacher: In what other way may Luciano and Emma solve the problem?
- Camila: Profe, pero es que era una bobada (Teacher but it was a stupid thing). Teacher: ¿Está bien, pero era la forma correcta de solucionarlo, a pesar de ser de pronto un problema sin sentido? (It is good, but this is the way to solve the problem, in spite of it seeming like a meaningless situation?)

- Teacher: Is it the way in which you solve problems?

After this question, I invited students to write the solution to the problem, some of those productions are in table 9 and figure 12:

Table 9

Written Messages by Camila and Francy

Message #1	Message # 2
Message: Camila	Message: Francy
I did not like what I saw. They should talk and not fight	The solution to the problem could be just by talking. It is not necessary to be aggressive.

Figure 12

Timon, The Easy Way to Solve a Problem



Moment 2: Awareness of Students' Lived Experiences

I want to mention the way in which students' moments of engagement appeared, if topics and class orientation favored the kind of topics students live. First, it is necessary to recognize

that language meaning goes beyond grammar mistakes; the message presented by Timon showed spelling mistakes (Fig. 12).

For the beginning of moment II and seeking for a feasible way to engage and empower students about the topic to discuss, I invited them to think about the different problems or differences they had faced, specifically in their classrooms making use of questions to involve their interests and maybe lived experiences:

- Teacher: Have you ever had any kind of difference with one of your classmates? How did you solve the difference? Did you act in a quiet or angry way?, Was it easy or difficult to control?.

After presenting those questions and giving the time for students to think about it, some interesting messages appeared represented in drawings and some messages as you can see in Table 10.

Table 10

Images and Messages Emerged from Questions and Student's Analysis

Camila	Isabel	Alejandro	Timon	Francy
		Todo depende de como se sienta uno por que a veces una persona inicia o a veces es uno quien pone problema		cuando yo no quiero jugar con alguien o tengo algo y no lo quiero prestar no lo hago asi la otra persona se enoje

<p>“Everything depends on How do you feel, sometimes other people starts making trouble moments are me who makes trouble Teacher Journal Sept 25-2019</p>	<p>When I do not want to play with someone or I do not want to borrow something, I do doesn't matter if the other person gets angry. Teacher Journal Sept 25-2019</p>
---	--

For this exercise, Camila, Isabel, and Timon represented similar thoughts describing the way in which problems can be solved by having the time to talk. Alejandro and Francy went beyond that and presented more elaborate ideas when I asked the questions. Their convenience was more important than maybe putting on their classmate’s shoes according to a specific situation. It is difficult to understand other people's needs while we are not living on the other side of the coin. Why is it so difficult to understand other positions that require getting out of our comfort circles?

Teacher Appreciations

This intervention helped me understand and exemplify some ways in which academic topics and contents can be approached, to help students feel empowered about the chance to

show their own abilities independently of the mode shown. A space where classrooms can help all members to develop the best of their abilities. With the analysis of some multimodal productions, I could understand the need to move towards structured views of the language, focusing on meaning independently of the way used to present it. Those changes in the perspective and the position adopted, open the doors to education to really show a contextualized lens about what is pretended and the position adopted to obtain those expected results.

Moment III: Students and Teacher Role – Analysis Emerged from Moments of Discussion

After giving the time to students to analyze the way they normally preceded when having any kind of difference, I decided to close this sensitization process with a role play. I called some students outside the classroom.

- Student: Qué sucede? (What is wrong?)
- Teacher: Nothing, I said

After this question, we went out and talked, I told them:

- Teacher: All right guys, at this moment we are going to simulate a discussion for the whole group, we are going to get in, I am going to start the class normally and after that you are going to start simulating a discussion for one object in the classroom. Then I am going to call your attention and approach you and after discussing for a while we start pretending we are arguing.

As planned, the class started, students made their part and we started our role play. We could get student's interests. Honestly, none of them believed it was real, but it worked out in order to start making the conclusions for the class. The different feelings generated from the three moments encouraged me to plan some questions to start with the socialization process (Teacher Journal):

After analyzing the situation with the Jardin students, listening to students about the possible ways in which the problem could be solved and analyzing the role play, what do you think about the fights?

- Teacher: How did the teacher look while pretending to fight with small children? Even if sometimes we are angry, what can we do to avoid these kinds of issues?

Next to that, I invited them to represent what they thought of the class through a message or drawing to be presented to the class. I want to highlight the answers given by the participants regarding the conclusions for this third intervention.

- Isabel: She represented a comparison. In one side the two students were fighting, in the other side of the image the two children were dialoguing and in the center the word “Talking” in, as the solution to the problem. Francy had a similar appreciation in their messages saying that “talking” was and is the best solution to avoid problems.

But Alejandro came up with a different position saying.

- Alejandro: Pero nosotros no sabemos qué pasó, de pronto uno de ellos hizo algo malo y por eso comenzó la pelea. (But we do not have any idea about what happened. Maybe one of them did something bad and that is why the fight started.

Those previous answers helped me realize how different is the message gotten from each student. This fact encouraged me to think the teaching practice as tries to awake our student’s minds to a reality that simply directs them to accept religion, human behaviors, co- existence with the environment and socio cultural aspects without the cognitive arguments to assume a critical perspective, seeking for being one more piece in the puzzle instead of really question and challenge world structures.

Finally, MCC helped me in this study, because there are not enough perceiving issues,

which in some way affect our capacity to be a balanced society. Economic accessibility and well-being aspects draw the landscapes of a current Medellin culture each time more unequal. From that perspective, critical consciousness gave me the opportunity to provide my students a learning experience in which the use of the language is just the result of the immersion into the learner experiences, to present intended topics and thematic units as chances to understand reality with conscious lens.

In that sense, the last intervention was divided into two parts. First, consider the analysis made during the different spaces to debate and remark students' ideas. Students made a personal compromise to improve the different relationships inside the classroom and the environment. After having the compromise, I took some seeds to the class and I explained to them the symbolic representation of their compromise through an environmental contribution. First we had the chance to analyze the environmental affection generated due to the expansion and creation of residential areas in the middle of the countryside, I opened spaces for students meaning making practices through a before and after representation. As a second moment we had the chance to observe the ways in which people damage the Environment and how to change that affection through an image representation.

Finally, we had the chance to discuss the best ways to solve a problem, the main characters in their creations. To close these moments for students' empowerment and presentation of ideas, we got into the forest to plant a seed next to the secret compromise, as a way to help the environment in some way and to plant the seed of their future behaviors as conscious beings (See Figure 13).

Figure 13

Student's Environmental and Personal Compromise



To conclude this chapter, I was able to find interesting implications for teachers in terms of making MCC part of my classes. In our culture, teachers have taken a main role and classes in general tend to be centered on what this subject proposes. Throughout the interventions, I had to break out that conception. In that process I made mistakes which obligated me to go back into the theoretical bases of MCC and question my own beliefs. In the same way, I was faced by school administrative who considered the use of the language book as something mandatory and fundamental, an aspect that contradicted my idea of MCC as praxis and the connection between classrooms as mirrors of society. That matter encouraged me to (in the middle of my learning process) look for ways and topics connected with the school requirements but with that touch of reality to make this learning process something relevant for students' critical development. Important opportunities for raising students' voices and positioning them as the main characters emerged. The result, the proof of how children have the ability to present deep analysis of reality among them. The simple opportunity to avoid molding and imposing curricula instead of

connecting life with their learning processes made this experience something worth attempting.

Not everything was perfect, my lack of knowledge and the experimentation process trying to implement MCC as praxis, the blind views from my students towards topics which seem to be obvious, school requirements and the research intentions, the connections between demanded school contents and the possibility to conceive curricula as something amorphous worth to be connected with culture. It was good to challenge educational perspectives with real life parameters taking place, not sure if our Colombian educational contexts is ready to conceive such a change but the real learning of moving towards new conceptions of L2 classes for my context.

Chapter Five

Disclosures and Contribution of MCC as Praxis to Make Bridges across Classrooms and Society

I developed this study as a way to present a more accurate and objective way to perceive educational contexts considering our reality in Medellin. Besides, the intention to promote literacy practices out of the traditional perspectives which in some way show their limitations considering the demands the current societies and generations are placing for teachers and educational institutions. This qualitative study described the opportunities emerged to implement MCC as stances to make bridges between society and classrooms. Analyzing our positions and behaviors making use of student's multimodal productions. Different discussions and the need to express opinions emerged. Consequently, deeper analysis about the units promoted by the school and real life situations drew the path to question power structures and provide students with a more equal and objective perception of their reality.

In this chapter, I will discuss the findings obtained in the study, taking as reference the literature analyzed. Next to that, I will revisit the three categories considered for the study to present more precise information about the implications of MCC inside a first grade primary classroom. Then I will describe the moments of critical analysis.

I knew I had to find the way to make my classes, spaces where MCC could take place. It required a new conception of reading and writing processes or literacy practices, in that sense the studies developed by Kalantzis and Cope (2012) and Lankshear and Knobel (2011) reinforce the need to broaden our views about the different semiotic forms of texts influencing learning beyond classroom practices. Being conscious of this ideal educational context, the challenge for me as a teacher was how to find ways to connect classroom contents and school requirements

with multimodality and critical consciousness. I started analyzing some social issues taking place in the classroom and I moved to the contents, looking for the way to find the connection with the educational perspectives (Teacher journal, July 31st and August 1st)

Daily life has normalized some issues as part of human development, at the first beginning it was difficult to make students realize how the creation of residential areas around the school was in fact an environmental destruction. As they lived in similar places, students perceived these issues with a normal lens. After having the sensitization intervention (Check video and audio 2019-08-13_124928_125639_130825) students started to feel engaged with the topic and before arriving at the multimodal production (Before and After activity) students were analyzing the topic with a different perception. According to that, I could perceive it as a teacher choice, the opportunity to just be passive and use the classes to promote linguistic development or simply use the language as a mediator to analyze social issues affecting our lives and students' lives making use of questioning and acting.

From a broader perspective, it was necessary to implement moments of analysis and discussion through real life situations inside the school context (Check audios 2019-08-13_103355 and 2019-08-13_104413. Those moments of questioning even with children, help the class to be enriched with real appreciations made by the students to challenge world structures. The base were topics that made them learn in the classes and more important to make the students willing to participate. Studies from authors such as Vásquez (2017), Bacon (2017), Comber (2015), Bishop (2014), or Janks (2014) exemplify how critical literacy studies seek to change the role of students from what Freire called “banking education” to non-malleable objects.

Teacher Choices: Considering the Directions and Approaches to Topics

When I analyzed students' multimodal productions (The spelling and grammar mistakes seen in those messages could be used to emphasize in the correct use of grammar structures and the accent, the third or first person and an endless number of structures needed to express well elaborated ideas. Nevertheless, this qualitative study and a deeper knowledge about MCC (Mora, 2018) helped me understand the difference between focusing on the usage of language and to use language for questioning the status quo in which our structured world called society simply seeks for. Studies from Leu and colleagues (2017), Lankshear and Knobel (2011), or Kalantzis and Cope (2012) reinforce this idea, inviting us teachers at all levels, to recognize the current position for literacy independently of the traditional approaches to this concept (literacy). Being conscious of this matter, I was able to start promoting the school topics oriented to foster student analysis and responses beyond the language structure to precisely debate about social stances, which required deeper analysis (Check videos and audios 20190821_090215_090856-20190813_104413) to observe students' critical responses.

Traditional Approaches to Teaching Versus New Teaching Practices

How difficult is it for a person to stop doing something that they are already used to? (Teacher Journal, August 28th) Most of my colleagues were interested in my study and listened carefully but they did not realize the implications of MCC to awaken students' position towards social issues and the change in the way to plan classes. Rahimi & Askari Bigdeli (2015) showed similar difficulties present in the development stage, due to limited teacher knowledge about critical literacy and lack of attention to critical literacy inside the classrooms. Making an analysis, the lack of knowledge or interest about the course to give to classes is directly connected with the teacher position towards his role. Rather to open or close the doors towards

discussion, equality and expression of ideas and analysis of real social issues.

Students' Response Towards the Implementation of MCC

The study proposed an implementation model for MCC in the new ways in which students started to analyze the environmental reality in their school and the personal compromises each of them made. The intention with the compromise was to move towards the improvement of daily relationships inside the classroom. This issue is supported for different studies in early education which aim for more realistic perceptions of students' daily experiences and critical analysis regarding specific topics affecting in some way the literacy development students confront with. Studies like Cooper & White (2012), Gregg and colleagues (2012), Vasquez (2016), the teacher Journal (August 1st) and the comments after Intervention II and III (August 21st and September 2nd) also reinforce this try to make of daily classes real chances to empower learners, using the topics promoted by educational institutions (check Table. 5) making use of questions (Check table 6 and 7) and placing the topics in real life contexts using particular opportunities to open spaces to learn. Using discussions and helping students go beyond what they say, it is a process to question your own perceptions. These can become chances to deconstruct and expand conceptions (Check class recordings. 20190528_040607 and Audio 2019-08-21_090856).

Student's Multimodal Productions as Moments of Engagement and Response to Raise in Critical Consciousness

Opening and offering spaces for discussion brought to the classes an amazing opportunity to enrich topics and the paths the classes took. In addition, I had the chance to perceive some messages expressed through different modes. The multimodal productions (Cloonan, 2008; Kress, 2000; Vasudevan, 2015) helped them feel more comfortable in the process to express their

ideas.

Those opportunities broke down with the limitation and structures the educational institution placed upon them. In that way, different ways to read and write started to be promoted and the levels of student's participation and engagement increased towards the classes (Teacher Journal, Comments September 10th). The different images spread in chapter IV (Images 1 to 13), present the way students perceive their reality making use of drawings as ways to present their messages from their own lens. In the same regard, class audios (2019-08-13_124928-125639_130825) presented student's voices. The work with artifactual literacies (Pahl & Rowsell, 2014) is also an example of how multimodality increases moments of student's engagement and participation, presenting their meaning making productions to express their view and stand points.

Social Issues as Chances for Discussion and Multimodal Productions

Discussions, behaviors, intolerance and possible ways to act according to situations that come up when humans co-exist (independently of their age) were part of the sensitization process (Check Table 8 for moments of student engagement), which showed the moments and feelings emerged from the analysis of issues generated in daily life and inside the classrooms (Hernández, et al. 2005). This study made me reflect about how the different educational institutions in not only Medellin but also the different cities around Colombia as well as all the Latin American landscape, from the kindergarten to the primary, high school and higher education scenarios, needs reconsidering. Because it is only through education where we can start questioning power structures and invisible imposed hierarchies, trying to homogenize and eliminate any perception that goes against the hands of the oppressor. Our social realities in Medellin, Colombia and Latin America are moving in such a way that all individuals taking part

of this surviving game called life, must recognize the importance of their role for the society to awaken from the normalized behaviors and standards that are forced upon us.

Expanding and Complementing the Field, MCC Across Educational Scenarios

Using MCC in my class brought new perspectives, opening the door to new dialogues and teaching opportunities. Besides, MCC positioned my students as active and empowered participants in their own language learning processes, questioning student's views through the same analysis of their productions. Some emerging research related to MCC (e.g., Mora, Cañas, Ocampo, Rodríguez, & López-Ladino, 2017) has reinforced children's multimodal ways of meaning making practices, trying to connect in and out of the school environments and literacies. In such a way, inviting teachers all over the world to make bridges to connect learning processes at school and provides an opportunity to re-think the teacher position seeking for new approaches and the potential in novice learners.

Understanding differently to conscious behaviors

MCC and students' multimodal productions, their discourses and actions helped me find some connections between how strategic can students be about the words and actions they say and make. When they are requesting something to the teacher or when expressing viewpoints to their own convenience, they have the power to manipulate language according to what is socially expected for them to answer. Nonetheless, there is a huge gap between saying or recognizing things and the way one really acts.

Multimodal Critical Consciousness (MCC) as praxis (Tobón-Gallego, 2020) allowed teachers to understand the singularity as one of an endless number of possibilities to perceive the world. MCC as praxis was a tool to learn how to deal and co-exist with the difference. Difference not to criticize it but to enrich and expand the learning process. From my students' lens, it was

the opportunity to create a better environment inside the different classes, where ideologies and convictions are not judged but discussed, looking for the most convenient solution. This last thought, recognizing the difference between understanding and consciously behaving.

Multimodal Critical Consciousness was a chance to question the status quo in which our reality moves. Understanding Multimodality as the key piece that novice learners have to raise their voices.

Limitations of the Study

The lack of interest given by our Educational System to promote conscious subjects and proactive beings able to provide thoughts and effort for the society improvement. This aspect has turned educational institutions, teachers and students into assembly lines where, sadly, in some cases there is no particular interest to questions (at least for the sense to understand) the specific reasons about the reality we face. Getting used to a specific course of life can be worse than quick changes generating specific movements. Being immersed into a constant unequal reality turns off any effort to fight with conscious tools against the hands of the oppressor and of course to perceive those things (education, health, economic facilitates, well-being, leisure time) are just the result of political choices and particular interests with specific purposes.

When searching for literature, the access to some information related to critical consciousness with small learners was limited. For this reason, some studies that took place at high school level or other fields of study such as nursing, psychology, social sciences with different populations were taken into consideration so that it was possible to find out aspects in common which could help to orient the course of this study. In that sense, it was a process to observe the different results obtained as well as the methodology implemented to achieve specific objectives. That was the way in which the information reinforced the development of

this study.

Advice and Recommendations for Future Research

Considering the specific contexts in which MCC has taken place, some notions about how to put it into practice start to be developed. Nevertheless, it would be important to recognize the impact of this approach to teaching (MCC) in public education. First, allow yourselves teachers to really listen and take into consideration students' voices, from simple situations before, during, after and out of classes. That issue offers teachers the opportunity to permeate classes. I am a real example of a teacher who found different opportunities inside my English classes, using student's real matters of interest. A factor that in the end generated a higher level of motivation engagement and participation. In future studies, the implication of Multimodal Critical Consciousness in higher education at the public sector draw the horizons for coming research in the field, the need to observe the implications along educational perspectives independently of their private or public orientation with young and novice learners (Mora. 2017a), represent opportunities to make of student's and teacher's roles inside classrooms (Tobón- Gallego. 2020), real spaces of empowerment, to learn how to read the word, as a mediator to understand the world around us (Freire & Macedo, 1987)

Personal experience working with MCC.

MCC as praxis was the chance for me as a language teacher to consider the real value and the important role teachers have for the society. The educational reality in Colombia confronted me with the sad reality that I was not able to change the world as I thought I could do it when I graduated from my bachelor degree. Nevertheless, this master's thesis gave me the hope to understand classes, topics and materials implemented as well as my student's multimodal productions as chances to mix contents at school with the influence of real life issues covering

our students' perspectives. I was able to develop a standpoint to promote critical positions, empowering my students to go beyond their appreciations through questioning, explanations, discussions, analysis and representation of thoughts, feeling and perceptions, meaning making production using different modes, sounds, written words, role plays, drawings, sounds, behaviors assumed, real scenarios around the school and their experience out of it. This research challenged me to re-think my role as teacher from a limited perspective of the structure of languages and develop an active role to direct contents where memorization was not enough. Instead, the classroom became a space to understand and question some real life matters affecting our ways to coexist with people and with the world surrounding us.

Our social, political and economic background determine a big part of our thought. Nonetheless, education molds and shapes the world perception of an autonomous individual. Multimodal Critical Consciousness is a weapon that helps teachers break down the invisible walls of indifference emerged from social structures. MCC gave me the chance to position myself as an activist, who fights with endless effort to provide real and reasonable perspectives about life, as well as committed individuals towards that equitable society which everyday looks to be more distant.

Conclusions

The implementation of MCC as praxis, through the understanding of classrooms as small representation of society, the theory analyzed and the data collected making use of student's artifacts, interviews, discussions, teacher journal and class videos and audios showed that the teacher role is modified everyday due to the methodology and the focus given to the classes and contents. Students' multimodal texts according to situations of analysis helped as bridges to generate moments of questioning and analysis. In that way the use of the second language can be

avored even in simple words or expressions; and the acquisition of simple vocabulary “before and after, houses, school, etc.” to make critical analysis find the connection with the requirements at the school.

This qualitative study is the result of a language teacher who has the certainty that education is the only tool and way to go against an oppressive society. MCC as praxis is a good strategy to make use of simple contents promoted by educational institutions' doors to understand daily situations affecting the environment or the lack of capacity to share a living place with others. MCC can come to analyze situations into classes to permeate school contents with real conceptions of learning and respect for the students, in terms of the kind of being I have the power to educate and to prepare for the society challenges.

References

- Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447.
<https://doi.org/10.1080/09518390902736512>
- Agray, N. (2007). Currículo emancipatorio y enseñanza de lenguas extranjeras. ¿Ficción o realidad? *GIST: Education and Learning Research Journal*, 1, 115-124.
<http://dx.doi.org/10.11144/Javeriana>.
- Agray, N. (2010). La construcción del currículo desde perspectivas críticas: una producción cultural. *Signo y Pensamiento*, 29(56), 420-427.
<https://doi.org/10.11144/Javeriana.syp29-56.ccdp>
- Agudelo, J. J. (2009). An Intercultural Approach for Language Teaching: Developing Critical Cultural Awareness. *Íkala*, 12(1), 185-217.
<https://revistas.udea.edu.co/index.php/ikala/article/view/2718>
- Ajayi, L. (2015). Critical multimodal literacy: How Nigerian female students critique texts and reconstruct unequal social structures. *Journal of Literacy Research*, 47(2), 216- 244.
<https://doi.org/10.1177/1086296X15618478>
- Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (2012). *Principles and Practices for Teaching English as an International Language*. Routledge.
- Álvarez Valencia, J. A. (2016). Language views on social networking sites for language learning: The case of Busuu. *Computer Assisted Language Learning*, 29(5), 853-867.
<https://doi.org/10.1080/09588221.2015.1069361>
- Álvarez Valencia, J. A., & Bonilla Medina, X. (2009). Addressing culture in the EFL classroom:

- A dialogic proposal. *Profile Issues in Teachers` Professional Development*, 11(2), 151-170. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-
- Appleman, D. (2014). *Critical Encounters in Secondary English: Teaching Literacy Theory to Adolescents*. Teachers College Press.
- Arghode, V. (2012). Qualitative and Quantitative Research: Paradigmatic Differences. *Global Education Journal*, 4, 155-163. <https://doi.org/10.1023/A:1014301607592>
- Aziz, J., Wilder, P., & Mora, R. A. (2019). YAL as a tool for healing and critical consciousness: An international perspective. *The ALAN Review*, 46(2), 71-78. <https://doi.org/10.1007/s11422-018-9896-7>.
- Bacon, C. K. (2017). Multilanguage, Multipurpose: A Literature Review, Synthesis, and Framework for Critical Literacies in English Language Teaching. *Journal of Literacy Research* 49(3). <https://doi.org/10.1177/1086296X17718324>
- Barnawi, O. Z. (2010). Pedagogical tasks for fostering critical transformative EFL teachers: pre-service EFL teacher-educators. *The Journal of International Social Research*, 3(4), 107-119. <https://doi.org/10.17533/udea.ikala.v24n03a06>.
- Barros-del Río, M. A. (2016). Promoting critical awareness in Spanish pre- service ELT training: A chance to change the world. *International Journal of English and Education*, 4(3), 252-263. http://ijee.org/yahoo_site_admin/assets/docs/22.19700239.pdf
- Bernardo, C. G., Mori, A., Orlandi, T. R. C., & Duque, C. G. (2016, December). Multimodality by electronic games as assistive technology for visual disabilities. In *2016 1st International Conference on Technology and Innovation in Sports, Health and Wellbeing (TISHW)* (pp. 1-8). IEEE. <https://doi.org/10.1109/TISHW.2016.7847790>

- Bishop, E. (2014). Critical literacy: Bringing theory to praxis. *JCT (Online)*, 30(1), 51-63.
<https://journal.jctonline.org/index.php/jct/article/view/457/0>
- Kress, G. (2011). 'Partnerships in research': multimodality and ethnography. *Qualitative Research*, 11(3), 239-260. <https://doi.org/10.1177/1468794111399836>
- Boutte, G. (1999). *Multicultural education: Raising consciousness*. Cengage Learning.
- Bowen, G. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Calle, G., & Gómez, M. (2018). Propuesta didáctica crítica para promover el comportamiento lector de textos multimodales digitales en la básica primaria. *RHS: Revista Humanismo y Sociedad*, 6(2), 49-68. <https://dialnet.unirioja.es/servlet/articulo?codigo=7083528>
- Campbell, C., & MacPhail, C. (2002). Peer education, gender and the development of critical consciousness: participatory HIV prevention by South African youth. *Social science & medicine*, 55(2), 331-345. [https://doi.org/10.1016/S0277-9536\(01\)00289-1](https://doi.org/10.1016/S0277-9536(01)00289-1)
- Cañas, C., & Ocampo, A. (2015). Children's personal literacies. *LSLP Micro-papers*, 31.
<https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-31-childrens-personal-literacies.pdf>
- Cañas, C., Ocampo, A. P., Rodríguez, A. K., López-Ladino, M., & Mora, R. A. (2018). Toward a participatory view of early literacies in second language contexts: a reflection on research from Colombia. In G. Onchwari & J. Keengwe (Eds.), *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* (pp. 300-324). IGI Global. <https://doi.org/10.4018/978-1-5225-3955-1.ch015>
- Cappello, M., Wiseman, A., & Turner, J. (2019). Framing Equitable Classroom Practices: Potentials of Critical Multimodal Literacy Research. *Literacy Research: Theory, Method,*

- and Practice*. <https://doi.org/10.1177/2381336919870274>
- Cloonan, A. (2008). Multimodality pedagogies: a multiliteracies approach. *International journal of learning*, 15(9), 159-168. <http://dro.deakin.edu.au/view/DU:30017615>
- Comber, B. (2015). Critical literacy and social justice. *Journal of Adolescent & Adult Literacy*, 58(5), 362-367. <https://doi.org/10.1002/jaal.370>
- Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. Psychology Press.
- Cope, B., & Kalantzis, M. (1999). Designs for social futures. In B. Cope, & M. Kalantzis (Eds.), *Multiliteracies: Literacy Learning and the Design of Social Futures* (pp. 201-232). Routledge. <https://doi.org/10.4324/9780203979402-19>
- Cooper, K., & White, R. E. (2012). The recursive process in and of critical literacy: Action research in an urban elementary school. *Canadian Journal of Education*, 35(2), 41-57. : <https://www.jstor.org/stable/10.2307/canajeducrevucan.35.2.41>
- da Silva, M. Z. V., & Araújo, A. D. (2018). The relation between an English language textbook and a teacher's practice in a Brazilian public school: A multimodal literacy analysis. In A. August (Ed.), *Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum* (pp. 183-199). IGI Global. <https://doi.org/10.4018/978-1-5225-2808-1.ch010>
- Davis, S. (1985). Pop lyrics: A mirror and a mold of society. *Et cetera*, 42, 167. <https://www.jstor.org/stable/i40095673>
- De Mejía, A. M. (2012). English language as intruder: The effects of English language education in Colombia and South America—a critical perspective. In V. Rapatahan, & P. Bunce, *English language as hydra: Its impacts on non-English language cultures* (pp. 244-254). Multilingual Matters. <https://doi.org/10.21832/9781847697516-020>

- De Oliveira Andreotti, V. (2014). Critical literacy: Theories and practices in development education. In S. McCloskey (Ed.), *Policy & Practice: A Development Education Review* (pp. 12-32). Centre for Global Education.
- De Zubiria, J. (1999). *Los modelos pedagógicos*. Fondo de publicaciones Fundación Alberto Merani.
- Díaz, F., & Hernández, G. (2002). *Estrategias docentes para un aprendizaje significativo* (Vol. 2). McGraw-Hill.
- Didriksson, A., & Medina, E. (2008). Contexto global y regional de la educación superior en América Latina y el Caribe. *Tendencias de la educación superior en América Latina y el Caribe, 1*, 21-54. <https://doi.org/10.1590/S1414-40772008000200003>
- Diemer, M. A., & Blustein, D. L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behavior, 68*(2), 220-232. <https://doi.org/10.1016/j.jvb.2005.07.001>
- Diemer, M. A., & Li, C. H. (2011). Critical consciousness development and political participation among marginalized youth. *Child Development, 82*(6), 1815- 1833. <https://doi.org/10.1111/j.1467-8624.2011.01650.x>
- Enciso, P. (2011). Storytelling in critical literacy pedagogy: Removing the walls between immigrant and non-immigrant youth. *English Teaching, 10*(1), 21-40. <https://eric.ed.gov/?id=EJ935561>
- Fairclough, N. (1999). Global capitalism and critical awareness of language. *Language Awareness, 8*(2), 71-83. <https://doi.org/10.1080/09658419908667119>
- Farías, M. (2005). Multimodalidad, lenguajes y aprendizajes. *Revista Contribuciones, 133*(205), 26-31. <http://www.revistas.usach.cl/ojs/index.php/contribuciones/article/view/851>

- Farías, M., & Acevedo, I. (2008). El rol de los gestos en el discurso multimodal de aprendices de inglés como lengua extranjera. In Farías, M. y Obilinovic, K. (Eds), *Aprendizaje Multimodal/Multimodal Learning* (pp. 97-110). Ediciones FAHU USACH
- Farías, M., Obilinovic, K., & Orrego, R. (2010). Modelos de aprendizaje multimodal y enseñanza-aprendizaje de lenguas extranjeras. *Universitas Tarraconensis. Revista de Ciències de l'Educació*, 1(2), 55-74. <https://doi.org/10.17345/ute.2010.2.631>
- Fink, A. S. (2000). The role of the researcher in the qualitative research process: A potential barrier to archiving qualitative data. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(3), Art. 4, <http://nbn-resolving.de/urn:nbn:de:0114-fqs000344>.
- Flick, U. (2014). *An Introduction to Qualitative Research (5th Ed.)*. SAGE.
- Flores, L. (2005). Lessons from La Maestra Miriam: Developing literate identities through early critical literacy teaching. *Journal of Latinos and Education*, 4(4), 237-251. https://doi.org/10.1207/s1532771xjle0404_3
- Freebody, P., & Luke, A. (1990). Literacies programs: Debates and demands in cultural context. *Prospect: An Australian Journal of TESOL*, 5(3), 7-16. <https://eprints.qut.edu.au/49099/>
- Freire, P. (1970). *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos. New York: Continuum.
- Freire, P. (1973). *Education for critical consciousness (vol. 1)*. Bloomsbury Publishing.
- Freire, P., & Macedo, D. (1987). *Literacy. Reading the word and the world*. Bergin and Garvey.
- Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self- reflection in preservice teacher education. *Theory into practice*, 42(3), 181-187. https://doi.org/10.1207/s15430421tip4203_3

- Ghosal, T. (2019). At Hand: Handwriting as a Device for Spatial Orientation in JJ Abrams and Doug Dorst's *S*. *Poetics Today*, 40(2), 189-213.
<https://doi.org/10.1215/03335372-7298508>
- Gómez, M. C., & Gutiérrez, C. P. (2019). Engaging English as a Foreign Language Students in Critical Literacy Practices: The Case of a Teacher at a Private University. *Profile Issues in Teachers Professional Development*, 21(1), 91-105.
<https://doi.org/10.15446/profile.v21n1.71378>
- Gómez, N., & Zuluaga, A. (2014). Critical literacy. *LSP Micro-Papers*, 6.
<https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-6-critical-literacy.pdf>
- González Moncada, A. (2009). Professional Development of EFL Teachers in Colombia: Between Colonial and Local Practices. *Íkala*, 12(1), 309-332.
<https://revistas.udea.edu.co/index.php/ikala/article/view/2722>
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112. <https://doi.org/10.1016/j.nedt.2003.10.001>
- Gregg, N., Chang, Y., & Todd, R. (2012). Social media, avatars, and virtual worlds: re-imagine an inclusive learning environment for adolescents and adults with literacy barriers. *Procedia Computer Science*, 14, 336-342. <https://doi.org/10.1016/j.procs.2012.10.038>
- Gutiérrez, K. D. (2008). Developing a socio-critical literacy in the third space. *Reading research quarterly*, 43(2), 148-164. <https://doi.org/10.1598/RRQ.43.2.3>
- Ha, P. L. (2008). *Teaching English as an international language: Identity, resistance, and negotiation*. Multilingual Matters.

- Hernández, P., Almeida, R., & Dolan-Del Vecchio, K. (2005). Critical consciousness, accountability, and empowerment: Key processes for helping families heal. *Family Process, 44*(1), 105-119. <https://doi.org/10.1111/j.1545-5300.2005.00045.x>
- Hernández-Zamora, G. (2010). *Decolonizing literacy: Mexican lives in the era of global capitalism*. Multilingual Matters.
- Higgins, C. (2009). *English as a local language: Post-colonial identities and multilingual practices*. Multilingual Matters.
- Huang, S.-y. (2017), "Critical multimodal literacy with moving-image texts", *English Teaching: Practice & Critique*, Vol. 16 No. 2, pp. 194-206. <https://doi.org/10.1108/ETPC-02-2017-0018>
- Janks, H. (2014). Critical literacy's ongoing importance for education. *Journal of Adolescent & Adult Literacy, 57*(5), 349-356.
<https://doi.org/10.1002/jaal.260>
- Janks, H., & Vasquez, V. (2011). Critical literacy revisited: writing as critique. *English Teaching, 10*(1), 1.
<https://edlinked.soe.waikato.ac.nz/journal/files/etpc/files/2011v10n1ed.pdf>
- Jordan, E. (2011). Regional international Englishes – The future of English as a Lingua Franca? *The International Journal – Language Society and Culture, 33*, 30-36. [https://risweb.st-andrews.ac.uk/portal/en/researchoutput/regional-international-englishesthe-future-of-english-as-a-lingua-franca\(a314ffc4-42a9-47cd-95cc-5ce929445e50\)/export.html](https://risweb.st-andrews.ac.uk/portal/en/researchoutput/regional-international-englishesthe-future-of-english-as-a-lingua-franca(a314ffc4-42a9-47cd-95cc-5ce929445e50)/export.html)
- Kalantzis, M., & Cope, B. (2012). *New learning: Elements of a science of education*. Cambridge University Press.
- Krefting, L. (1991). The culture concept in the everyday practice of occupational and physical

- therapy. *Physical and Occupational Therapy in Practice*, 11, 1–16.
https://doi.org/10.1080/J006v11n04_01
- Kress, G. (2009). *Multimodality: a social semiotic approach to contemporary communication*. Routledge.
- Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse: the modes and media of contemporary communication*. Edward Arnold.
- Kress, G. R., Franks, A., Jewitt, C., & Bourne, J. (2005). *English in urban classrooms: A multimodal perspective on teaching and learning*. Psychology Press.
- Kumagai, A. K., & Lypton, M. L. (2009). Beyond cultural competence: Critical consciousness, social justice, and multicultural education. *Academic Medicine*, 84(6), 782-787.
<https://doi.org/10.1097/ACM.0b013e3181a42398>
- Lankshear, C., & Knobel, M. (2011). *New Literacies*. UK: McGraw Hill Education.
- Lau, S. M. (2012). Re-conceptualizing critical literacy teaching in ESL classrooms. *The Reading Teacher*, 65(5), 325-329. <https://doi.org/10.1002/TRTR.01050>
- Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2017). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. *Journal of Education*, 197(2), 1-18. <https://doi.org/10.1177/002205741719700202>
- López Ladino, M. M. (2017). *Multimodal storytelling as moments of critical literacy and multimodal composing in the ESL preschool classroom*. Master's Thesis, Universidad Pontificia Bolivariana, Sede Central Medellín. Repositorio Institucional UPB. <https://repository.upb.edu.co/handle/20.500.11912/3737>
- Lorenzo, A. (2014). Literature is powerful: Literature defines humanity. *Thought Catalog*, 5.
<https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature->

defines-humanity/

- Luke, C. (2003). Pedagogy, Connectivity, Multimodality, and Interdisciplinarity. *Reading Research Quarterly*, 38(3), 397-403. <http://www.jstor.org/stable/4151827>
- Luke, A. (2013). Regrounding critical literacy: Representation, facts and reality. In M. R. Hawkins (Ed.), *Framing Languages and Literacies: Socially Situated Views and Perspectives* (pp. 146-158). Routledge.
- Luke, A. (2018). No grand narrative in sight: On double consciousness and critical literacy. In A. Luke (Ed.), *Critical literacy, schooling, and social justice: The selected works of Allan Luke*. Routledge. (pp. 1-27). Routledge.
- Mackey, M., & Shane, M. (2013). *Critical multimodal literacies. International Handbook of Research on Children's Literacy, Learning, and Culture*. Wiley-Blackwell.
- McCarty, T. (2009). Empowering indigenous languages – What can be learned from Native American experiences? In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, & M. Panda (Eds.), *Social Justice Through Multilingual Education* (pp. 125-139). Multilingual Matters.
- McDonough, K. (2009). Pathways to critical consciousness: A first-year teacher's engagement with issues of race and equity. *Journal of Teacher Education*, 60(5), 528- 537. <https://doi.org/10.1177/0022487109348594>
- McDonough, K. A. (2015). Performing critical consciousness in teaching: Entanglements of knowing, feeling and relating. *Doctoral Dissertations*, 383. https://scholarworks.umass.edu/dissertations_2/383
- Mejía-Vélez, M. C., & Salazar Patiño, T. (2014). Multimodality. *LSLP Micro-Papers*, 4. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-4->

[multimodality.pdf](#)

Meurer, José Luiz, & Ramos Machado, Fernanda (2009). Context, genre and multimodality: An analysis of an on-line news article. *Nonada: Letras em Revista*, 1(12).

<https://www.redalyc.org/articulo.oa?id=5124/512451678007>

Mihas, P. (2019). *Qualitative data analysis*. Oxford Research Encyclopedia of Education.

Ministerio de Educación Nacional. (2018). *Estandares curriculares*. Author.

Montero, M. (2009). Methods for liberation: Critical consciousness in action. In *Psychology of liberation* (pp. 73-91). Springer.

Mora, R. A. (2011, August). *ESL/EFL: Still a viable binary?* [Paper presentation] 2nd Colloquia on Research and Innovation in Foreign Language Education, Bogotá, Colombia.

Mora, R. A. (2012, October-a). *Not “foreign” but “second” language: Implications for Englisteaching today*. [Keynote Address] Academic Sessions IV, Fundación Universitaria Luis Amigó, Medellín, Colombia.

Mora, R. A. (2012, October-b). *Rethinking the Second/Foreign Language Dichotomy: Can we Still Talk about Foreign Languages in Today’s Language Ecologies?* [Keynote address] 47th ASOCOPI Annual Conference, Tuluá, Colombia.

Mora, R. A. (2014a). Counter-narrative. *Key Concepts in Intercultural Dialogue*, 36.

<http://centerforinterculturaldialogue.files.wordpress.com/2014/05/key-concept-counter-narrative.pdf>

Mora, R. A. (2014b). Critical literacy as policy and advocacy: Lessons from Colombia. *Journal of Adolescent & Adult Literacy*, 58(1). 16-18. <https://doi:10.1002/jaal.329>

Mora, R. A. (2017a). Design. *LSLP Micro-Papers*, 59.

<https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-59->

design.pdf

Mora, R. A. (2017b). Multimodal Critical Consciousness. *LSLP Micro-Papers*, 51.

<https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-51-multimodal-critical-consciousness.pdf>

Mora, R. A., Cañas, C., Ocampo, A. P., Rodríguez, A. K., & López-Ladino, M. (2017, November). *Early literacies in second languages in Colombia: Multimodal critical consciousness in K-5 English education*. [Paper presentation] Literacy Research Association 67th Annual Conference, Tampa, FL, USA.

Moreno, E., & Soares, L. R. (2019). Current Issues, Opportunities, and Horizons in Literacy Studies in Latin America. *Íkala, Revista de Lenguaje y Cultura*, 24(2), 219-229.

<https://doi.org/10.17533/udea.ikala.v24n02a02>

Morrell, E. (2015). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. Routledge.

Molina, M., Uribe-Tirado, A., Gómez-Díaz, R. and Cerdón García, J. (2011), *La Producción Científica Internacional Sobre Competencias Informacionales E Informáticas:*

Tendencias E Interrelaciones. <https://doi.org/10.2139/ssrn.2761053>

Nouri, J. (2018). Students Multimodal Literacy and Design of Learning During Self-Studies in Higher Education. *Technology, Knowledge and Learning*, (4), 1-16.

<https://doi.org/10.1007/s10758-018-9360-5>

Öman, A., Sofkova Hashemi, S. (2015). Design and redesign of a multimodal classroom task – Implications for teaching and learning. *Journal of Information Technology Education: Research*, 14, 139-159. [http://www.jite.org/documents/Vol14/JITEv14ResearchP139-](http://www.jite.org/documents/Vol14/JITEv14ResearchP139-159Oman0743.pdf)

[159Oman0743.pdf](http://www.jite.org/documents/Vol14/JITEv14ResearchP139-159Oman0743.pdf)

- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93-96. <https://doi.org/10.1111/j.1547-5069.2001.00093.x>
- Pahl, K., & Rowsell, J. (2014). Artifactual literacies. In P. Albers, T. Holbrook, & A. S. Flint (Eds.), *New Methods of Literacy Research* (pp. 163- 176). Routledge.
- Paugh, P., Carey, J., King-Jackson, V., & Russell, S. (2007). Negotiating the literacy block: Constructing spaces for critical literacy in a high-stakes setting. *Language Arts*, 85(1), 31-42.
- Paul, A., & Miguel, F. (2017). Reading with eyes wide open: reflections on the impact of multimodal texts on second language reading. *Íkala, revista del lenguaje y cultura*, 22(1), 57-69. <https://doi.org/10.17533/udea.ikala.v22n01a04>.
- Prins, E. (2001). Critical perspectives on women's literacy education in Latin America. *Adult Education Quarterly*, 52(1), 55-69. <https://doi.org/10.1177/07417130122087395>
- Pyo, J. (2016). Bridging In-School and Out-of-School Literacies. *Journal of Adolescent & Adult Literacy*, 59(4), 421-430. <https://doi.org/10.1002/jaal.467>
- Rahimi, A., & Askari Bigdeli, R. (2015). Why does critical literacy hit a snag in the Iranian EFL setting? *Colombian Applied Linguistics Journal*, 17(1), 53-63. <https://doi.org/10.14483/udistrital.jour.calj.2015.1.a04>.
- Rajagopalan, K. (2004). The concept of ‘world English’ and its implications for ELT. *ELT Journal*, 58(2), 111-117. <https://doi.org/10.1093/elt/58.2.111>
- Rasmussen, L. (2005). The narrative aspect of scenario building - How story telling may give people a memory of the future. *AI & Society*, 19(3), 229-249. <https://doi.org/10.1007/s00146-005-0337-2>
- Reid, J. (2011). We don't twitter, We Facebook. An Alternative pedagogical space that enables

- critical practices in relation to writing. *English teaching: practice and critique*, 10(1), 58-80. http://education.waikato.ac.nz/journal/english_journal/index.php
- Riley, K. (2015). Enacting critical literacy in English classrooms: How a teacher learning community supported critical inquiry. *Journal of Adolescent & Adult Literacy*, 58(5), 417-425. <https://doi.org/10.1002/jaal.371>
- Rodríguez, A. K. (2016). Critical Literacy Read-Alouds. *LSLP Micro-Papers*, 41. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-41-clra.pdf>
- Rodríguez Martínez, A. K. (2017). An exploration of young English learners' reading experiences in response to critical literacy read-alouds. Master's Thesis, Universidad Pontificia Bolivariana, Sede Central Medellín. <https://repository.upb.edu.co/handle/20.500.11912/3747>
- Rodríguez Cuervo, A. J., & Torres Quintero, C. D. (2018). *Critical literacy development with the use of narratives*. Master's Thesis, Universidad Distrital Francisco José de Caldas. <http://repository.udistrital.edu.co/handle/11349/15184>
- Rodriguez-Brown, F. V., & Mulhern, M. M. (1993). Fostering Critical Literacy through Family Literacy: A Study of Families in a Mexican-Immigrant Community. *Bilingual Research Journal*, 17, 1-16. <https://eric.ed.gov/?id=EJ507288>
- Rogers, R., Mosley Wetzel, M., & O'Daniels, K. (2016). Learning to teach, learning to act: becoming a critical literacy teacher. *Pedagogies*, 11(4), 292-310. <https://doi.org/10.1080/1554480X.2016.1229620>
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.

- Serafini, F. (2011). Expanding perspectives for comprehending visual images in multimodal texts. *Journal of Adolescent & Adult Literacy*, 54(5), 342-350.
<https://doi.org/10.1598/JAAL.54.5.4>
- Serafini, F. (2014). *Reading the visual: An introduction to teaching multimodal literacy*. Teachers College Press.
- Sharifan, F. (2009). *English as an international language: perspectives and pedagogical issues*. Multilingual Matters.
- Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- Simpson, A. (1996). Critical questions: Whose questions? *The Reading Teacher*, 50(2), 118-127. <https://www.jstor.org/stable/20201726>
- Soter, A. O., & Phelan, J. (1999). *Young adult literature and the new literary theories: Developing critical readers in middle school*. Teachers College Press.
- Souto-Manning, M. (2006). A Latina teacher's journal: Reflections on language, culture, literacy, and discourse practices. *Journal of Latinos and Education*, 5(4), 293-304.
https://doi.org/10.1207/s1532771xjle0504_5
- Souto-Manning, M. (2010). *Freire, Teaching, and Learning: Culture Circles Across Contexts*. Peter Lang.
- Souto-Manning, M., & Hermann-Wilmarth, J. (2008). Teacher inquiries into gay and lesbian families in early childhood classrooms. *Journal of Early Childhood Research*, 6(3), 263-280. <https://doi.org/10.1177/1476718X08094450>
- Stojković, N., & Živković, S. (2012). *English for Students of Information and Communication Technologies, Elektronski fakultet: Niš*.

- Street, B. V. (2014). *Social literacies: Critical approaches to literacy in development, ethnography and education*. Routledge.
- Tanggaard, L. (2009). The research interview as a dialogical context for the production of social life and personal narratives. *Qualitative inquiry*, 15(9), 1498-1515.
<https://doi.org/10.1177/1077800409343063>
- Thiel, J. J. (2015a). Shrinking In, Spilling Out, and Living Through: Affective Energy as Multimodal Literacies. In G. Enriquez, E. Johnson, S. Kontovourki, & C. A. Mallozzi, (Eds.). *Literacies, learning, and the body: Putting theory and research into pedagogical practice* (pp. 106-120). Routledge.
- Thiel, J. J. (2015b). Vibrant matter: The intra-active role of objects in the construction of young children's literacies. *Literacy Research: Theory, Method, and Practice*, 64(1), 112-131.
<https://doi.org/10.1177/2381336915617618>
- Tobón-Gallego, A. E. (2020). Multimodal Critical Consciousness as praxis. *LSLP Micro-Papers*, 71. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-71-mcc-as-praxis.pdf>
- Trigos-Carrillo, L., & Rogers, R. (2017). Latin American influences on multiliteracies: From epistemological diversity to cognitive justice. *Literacy Research: Theory, Method, and Practice*, 66(1), 373-388. <https://doi.org/10.1177/2381336917718500>
- Tygel, A., & Kirsch, R. (2016). Contributions of Paulo Freire for a critical data literacy: A popular education approach. *The Journal of Community Informatics*, 12(3).
<http://www.ci-journal.net/index.php/ciej/article/view/1296>
- Uribe, A., & Machett's, L. (2011). *Information Literacy State-of-the Art Report-Colombia*. University Center for Library Science Research of the National Autonomous University

of Mexico.

- Uribe-Tirado, A. and Penagos, L. (2011). Informe-Estado del arte de la alfabetización informacional en Colombia. <https://doi.org/10.2139/ssrn.3482110>
- Uribe Tirado, Alejandro. (2011). La alfabetización informacional en las universidades cubanas y la visualización de los niveles de incorporación a partir de la información publicada en los sitios Web de sus bibliotecas. *ACIMED*, 22(4), 337-350.
http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1024-94352011000400005&lng=es&tlng=es.
- Valério, K. M., & Mattos, A. M. d. (2018). Critical Literacy and the Communicative Approach: gaps and intersections. *Revista Brasileira de Linguística Aplicada*, 18(2), 313-338.
<https://doi.org/10.1590/1984-6398201812252>
- Vasquez, V. M. (2014). *Negotiating critical literacies with young children*. Routledge.
- Vasquez, V. M. (2016). *Critical literacy across the K-6 curriculum*. Routledge.
- Vasudevan, L. (2015). Multimodal Play and Adolescents: Notes on Noticing Laughter. *Journal of Language and Literacy Education*, 11(1), 1-12. <https://eric.ed.gov/?id=EJ1061108>
- Vilkuna, J., & Vuorinen, P. (2017). Museums as mirrors of society: a case study of Finnish museums. *Museum Review*, 2.
- Wessel-Powell, C., Kargin, T., & Wohlwend, K. E. (2016). Enriching and assessing young children's multimodal storytelling. *Reading Teacher*, 70(2), 167-178.
<https://doi.org/10.1002/trtr.1491>
- Willis, A. I., Montavon, M., Hall, H., Hunter, C., Burke, L., & Herrera, A. (2008). *On critically conscious research: Approaches to language and literacy research*. Teachers College Press.

- Yamada-Rice, D. (2011). New media, involving multimodal literacy practice and the potential impact of increased use of the visual mode in the urban environment on young children's learning. *Literacy*, 45(1), 32-43. <https://doi.org/10.1111/j.1741-4369.2011.00578.x>
- Zacchi, V. J. (2016). Multimodality, mass migration and English language teaching. *Revista Brasileira de Lingüística Aplicada*, 16(4), 595-622. <https://doi.org/10.1590/1984-639820169877>

Appendix A: Consent letter for Parents

Universidad Pontificia Bolivariana Sistema de formación avanzada Escuela de Educación y pedagogía

MAESTRÍA EN PROCESOS DE ENSEÑANZA APRENDIZAJE DE SEGUNDAS LENGUAS CONSENTIMIENTO PARA PARTICIPACIÓN DE SU HIJO (A) EN INVESTIGACIÓN PARA TESIS DE MAESTRÍA

Señor (a) Padre de familia

Cordial Saludo por parte del Colegio Hontanares Estimado acudiente:

Yo Andrés Esteban Tobón Gallego, me he venido desempeñando como docente en el área de Inglés en escuela inicial durante este año académico 2019. En este momento, me encuentro cursando mi cuarto y último semestre de la Maestría en Procesos de aprendizaje y enseñanza de segundas lenguas en la Universidad Pontificia Bolivariana y como parte de los requisitos fundamentales para acceder al título de

Magíster, es necesario ejecutar un proyecto de investigación, para el cual he pensado este grado como el más apropiado por las características del grupo en particular.

Durante mi proceso de maestría, he llegado a la siguiente propuesta que será la base fundamental que dirigirá mi proyecto: “Multimodal Critical Consciousness as an opportunity in today's second language primary classrooms”. Esta investigación busca por objeto principal, hacer uso de las diferentes producciones multimodales de los estudiantes, generadas desde las experiencias dentro y fuera del aula de clase, como formas de educar y hacer una transición a la conciencia crítica. De esta forma, rompe con la concepción de literacidad, entendida como el desarrollo de los procesos lectores y escritos convencionales.

Abriendo las puertas a una concepción más amplia de la forma en que se pueden adoptar posturas, leer, percibir y entender el mundo en el que nosotros y nuestros hijos se mueven de acuerdo a las necesidades contemporáneas.

Éste consentimiento, pretende darle a conocer la propuesta investigativa que se busca ejecutar, sin embargo, usted como padre de familia y acudiente está en toda la libertad de aceptar o no la participación de su hijo (a) en esta investigación sin recibir ningún tipo de represalia por parte del colegio Hontanares.

En caso de aceptar, podrá tener acceso al producto final, al igual que el diferente material recopilado (trabajos de clase, grabaciones de clase, entrevistas, debates, opiniones referentes al tema). También se clarifica que los nombres de los estudiantes serán cambiados y en ningún momento será revelada su identidad real.

En caso de cualquier duda se puede comunicar con Andrés Esteban Tobón Gallego al correo andrestobon@hontanares.edu.co o con el Doctor Raul Alberto Mora , docente vinculado a la universidad Pontificia Bolivariana, asesor de esta investigación

y director del grupo de investigación en literacidades en segundas lenguas al correo raul.mora@upb.edu.co. Los resultados obtenidos, serán usados para el desarrollo del proyecto investigativo (tesis), al igual que para posibles futuras ponencias o publicaciones en artículos académicos, de antemano agradezco su tiempo y colaboración en el desarrollo y mejora de mi proceso formativo.

Nota:

La rectora como ente a cargo del colegio, cuenta con total conocimiento de lo que se pretende en la investigación y al igual que ustedes, el consentimiento informado fue firmado y aprobado por ella.

Mil Gracias.

Yo, _____ padre de familia y acudiente del (la)

estudiante _____ del grado _____

acepto ___ no acepto _____ la participación de mi hijo

(a) _____ en la investigación “ Multimodal Critical Consciousness as an opportunity in today's second language classrooms”.

Appendix B: Consent letter for School principal

Universidad Pontificia Bolivariana Sistema de formación avanzada Escuela de Educación y pedagogía

MAESTRÍA EN PROCESOS DE ENSEÑANZA APRENDIZAJE DE SEGUNDAS LENGUAS CONSENTIMIENTO PARA PARTICIPACIÓN DE SU HIJO (A) EN INVESTIGACIÓN PARA TESIS DE MAESTRÍA

Señor (a) rector (a):

Cordial Saludo de parte de la Universidad Pontificia Bolivariana y de AndresTobòn Estimado (a) rector (a):

Yo Andrés Esteban Tobón Gallego, me he venido desempeñando como docente en el área de Inglés en escuela inicial durante este año académico 2019. En este momento, me encuentro cursando mi cuarto y último semestre de la Maestría en Procesos de aprendizaje y enseñanza de segundas lenguas en la Universidad Pontificia Bolivariana y como parte de los requisitos fundamentales para acceder al título de Magíster, es necesario ejecutar un proyecto de investigación, para el cual he pensado este grado como el más apropiado por las características del grupo en particular.

Durante mi proceso de maestría, he llegado a la siguiente propuesta que será la base fundamental que dirigirá mi proyecto: “Multimodal Critical Consciousness as an opportunity in today's second language primary classrooms”. Esta investigación busca por objeto principal, hacer uso de las diferentes producciones multimodales de los estudiantes generados desde las experiencias dentro y fuera del aula de clase, como formas de educar y hacer una transición a la conciencia

crítica. De esta forma, rompe con la concepción de literacidad, entendida como el desarrollo de los procesos lectores y escritos convencionales. Abriendo las puertas a una concepción más amplia de la forma en que se pueden adoptar posturas, leer, percibir y entender el mundo en el que nosotros y nuestros hijos se mueven de acuerdo a las necesidades contemporáneas.

Éste consentimiento, pretende darle a conocer la propuesta investigativa que se busca ejecutar, sin embargo, usted como rector responsable de la institución está en toda la libertad de aceptar o no la investigación por parte del docente Andrés Tobòn sin recibir ningún tipo de represalia por parte de la Universidad Pontificia Bolivariana UPB. En caso de aceptar, podrá tener acceso al producto final, al igual que el diferente material recopilado (trabajos de clase, grabaciones de clase, entrevistas, debates, opiniones referente al tema). También se clarifica que los nombres de los estudiantes serán cambiados y en ningún momento será revelada su identidad real.

En caso de cualquier duda se puede comunicar con Andrés Esteban Tobón Gallego al correo andrestobon@hontanares.edu.co o con el Doctor Raul Alberto Mora , docente vinculado a la universidad Pontificia Bolivariana, asesor de esta investigación y director del grupo de investigación en literacidades en segundas lenguas al correo raul.mora@upb.edu.co. Los resultados obtenidos, serán usados para el desarrollo del proyecto investigativo (tesis), al igual que para posibles futuras ponencias o publicaciones en artículos académicos, de antemano agradezco su tiempo y colaboración en el desarrollo y mejora de mi proceso formativo.

Atentamente,

Andrés Esteban Tobòn Gallego

Candidato a Magister en procesos de aprendizaje y enseñanza de segundas lenguas Universidad Pontificia Bolivariana UPB

He leído esta información y estoy de acuerdo con que el docente Andrés Esteban Tobòn Gallego lleve a cabo esta investigación dentro del colegio Hontanares, al igual que el uso de notas, observaciones de clases, audios y voces de los estudiantes para el desarrollo de este proceso.

Nombre

Cargo

Firma

Fecha

Author's Biography:

Andrés Esteban Tobón Gallego holds a Bachelor degree in Language teaching from Universidad Católica Luís Amigó (2014). He is finishing his MA in Learning and Teaching Processes in Second Languages at Universidad Pontificia Bolivariana (UPB). He is a language instructor at Universidad Nacional de Colombia, Sede Medellín.

Andrés is also a researcher in the Literacies in Second Languages Project research lab at UPB, currently interested in the topics of Multimodality and critical literacies in the second language scenarios. He has already had the chance to present his research in national and international events and is at present working on publications based on his thesis research.