

# Critical Literacies and ELT in Colombia: Creating frameworks for social justice in our classrooms

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3rd International Symposium on Research in Foreign Language Teaching  
November 27th, 2020

**LITERACIES  
IN SECOND  
LANGUAGES  
PROJECT**

revisiting space  
rethinking language  
reinventing education

# Agenda

1

Introduction

2

Context - Methodology

3

Analysis

4

Colombian framework for critical literacies



# Introduction

# The Team Behind the Project

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Raúl Alberto Mora

Polina Golovátina-Mora

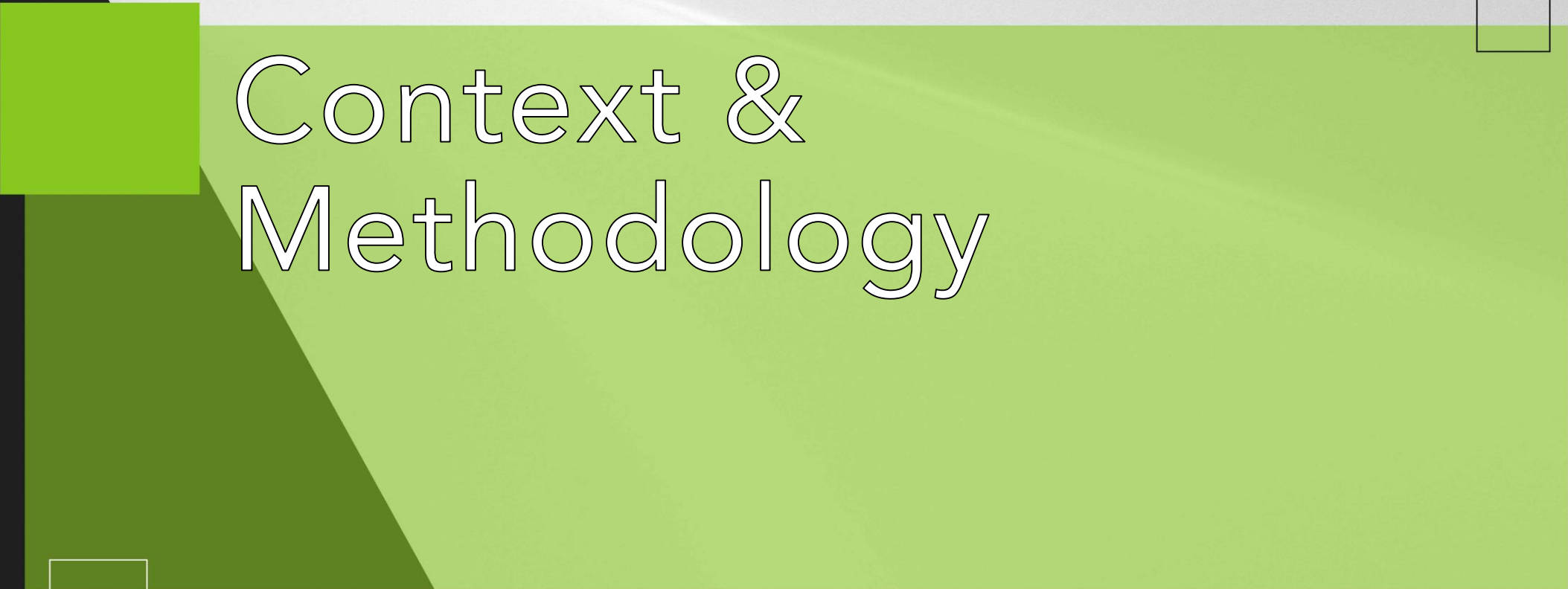
Claudia Cañas

Gloria Gutiérrez-Arismendy

Natalia Andrea Ramírez

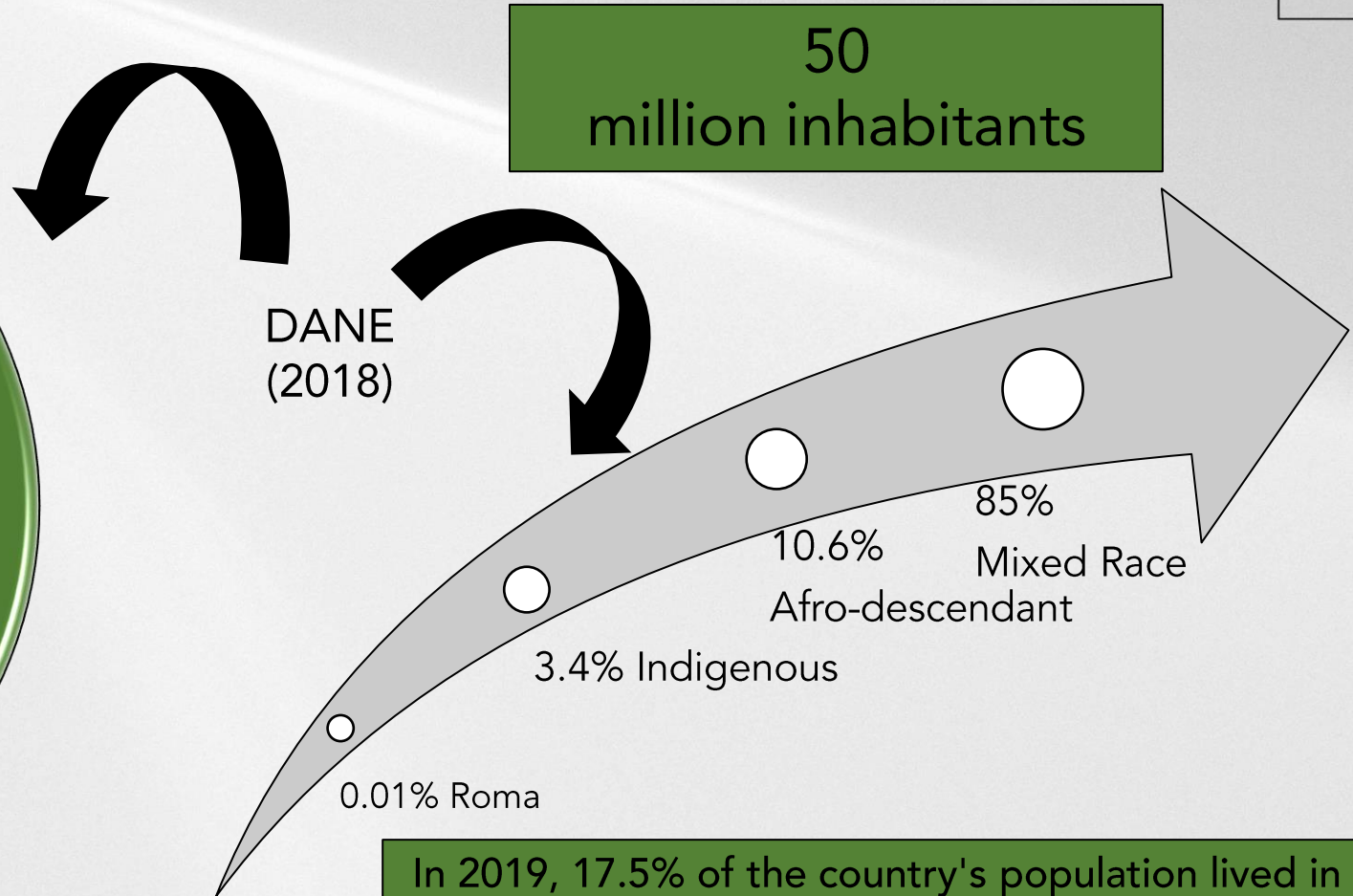
Carlos Andrés Gaviria





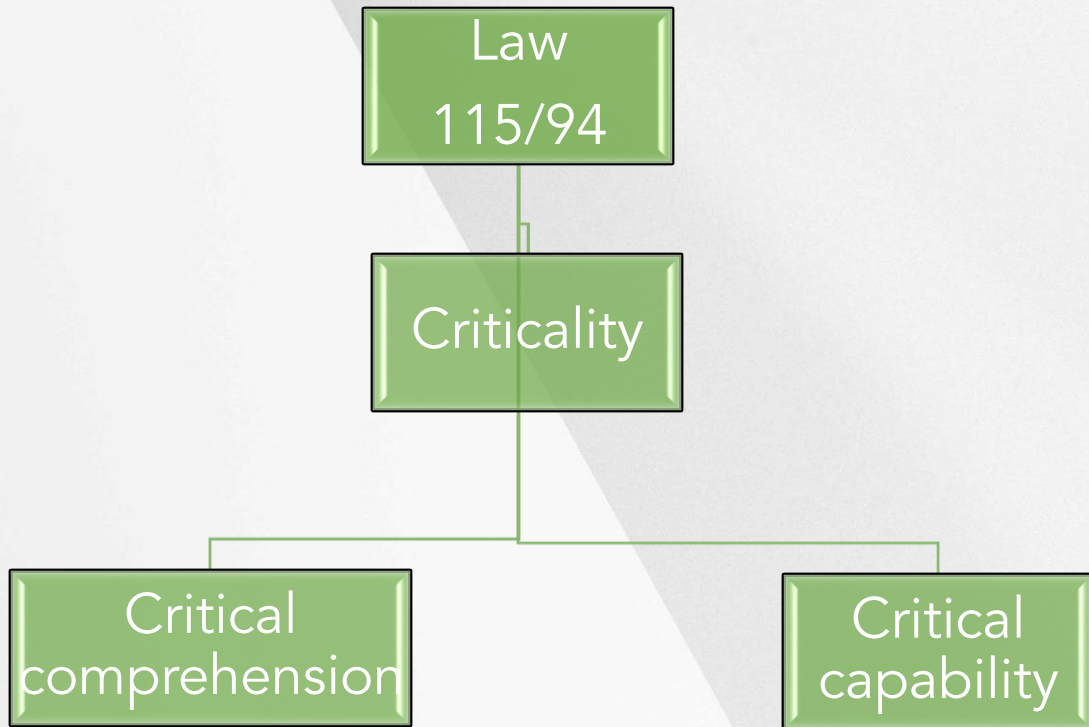
# Context & Methodology

# Sociopolitical Context



In 2019, 17.5% of the country's population lived in a situation of multidimensional poverty. (DANE, 2020, )

# Educational Context

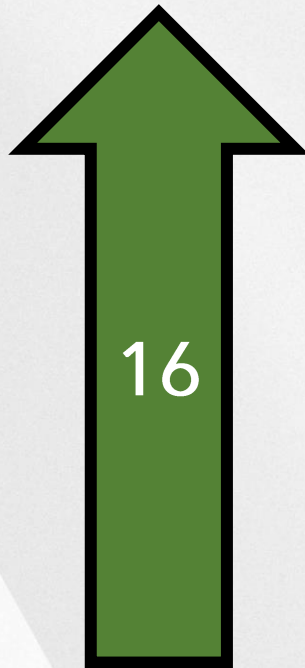


# Methodology

## Critical Literacy Scholarship: Contexts for Inquiry

A Meta-analysis about Critical Literacy and ELT in Colombia. Most studies were empirical.

Tertiary  
education



Secondary  
education



Policy  
analysis



Critical literature  
review



### DATABASES:

- JSTOR
- ESBCO
- GOOGLE SCHOLAR
- SCOPUS
- SCIELO
- REDALYC



# Analysis

# Consciousness-Raising

01

Conceptual and practical features of CL (Aguirre Morales & Ramos Holguín, 2011; Gutiérrez, 2015; Gómez Jiménez & Gutiérrez, 2019; Mora, 2014)

Criticality and language use (Echeverri Sucerquia & Pérez Restrepo, 2014; Kern, 2017)

02

03

The need for criticality in research (Granados Beltrán, 2018; Piñeros Pedraza & Quintero Polo, 2006)

# Critical Reading

Academic and canonical texts  
(Arce, 2013; Vargas Franco, 2015;  
Trigos-Carrillo, 2019a; Giraldo,  
2018)

01

Deeper societal issues (Chapetón,  
2004; Chavez Barrera & Chapetón,  
2015; Esteban Núñez, 2015)

02

Transmedial and alternative texts  
(Domínguez, 2009; Gómez Rodríguez,  
2017; Lara Páez, 2017; Mojica, 2007)

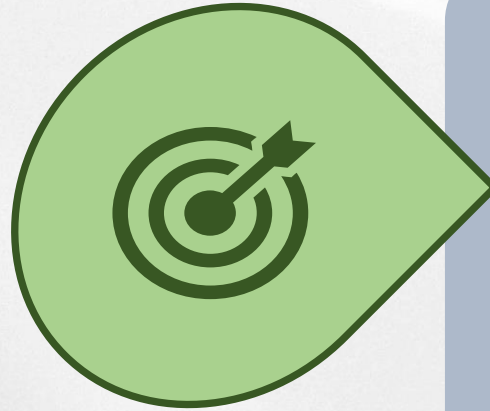
03

# Social Transformation of our Classrooms



## Larger social transformation

(Calle Díaz, 2017; Samacá Bohórquez, 2012)



## Serving our communities

(Hernández Varona & Gutiérrez Álvarez, 2017; Rincón & Clavijo-Olarte, 2016; Trigos-Carrillo, 2019b)



## Societal issues in class

- Social Justice (Contreras León & Chapetón Castro, 2016; Ortega, 2019)
- Gender (Mojica & Castañeda-Peña, 2017)
- Othering (Moncada Linares, 2016)
- Socio-economical status (Cañas, et al, 2018)



# A Colombian Framework for Critical Literacies

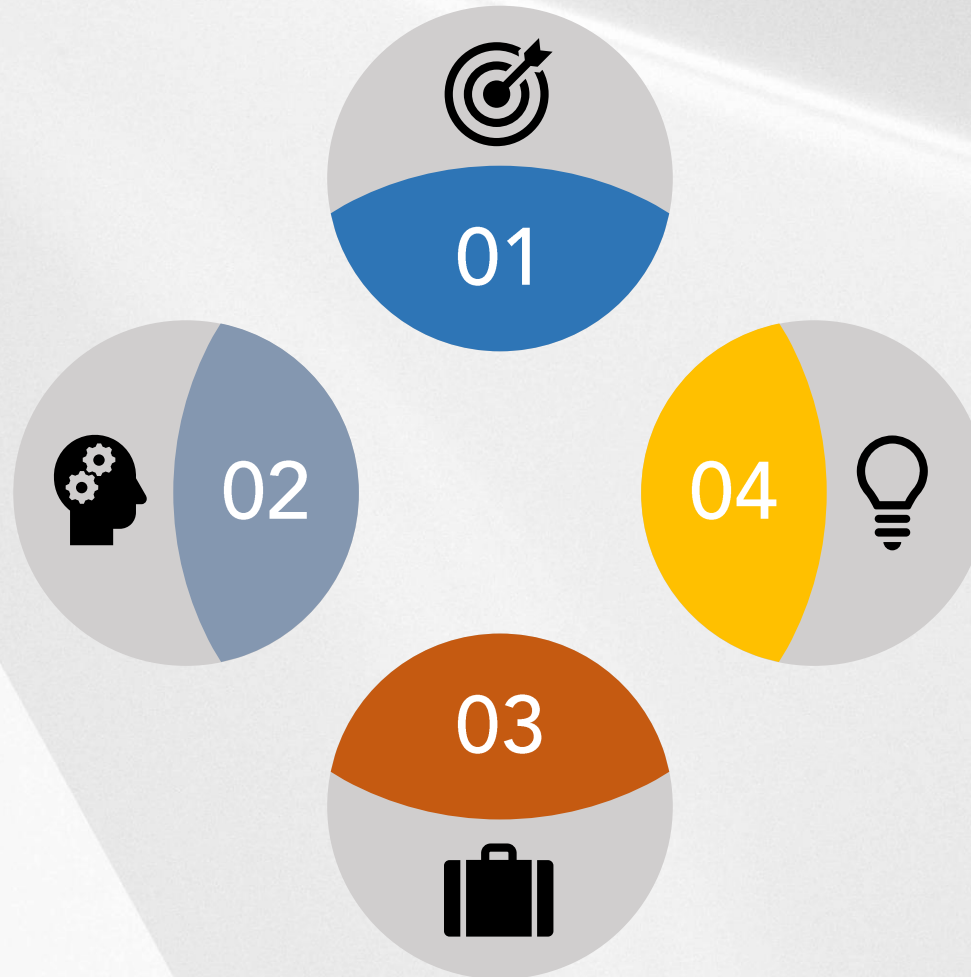
# Expanded vision – authors and citations

## Earlier work

Few authors cited  
(usu. Shor & Freire)

## Recent work

Expanded frameworks  
References to minority  
scholars  
Local scholarship



## Challenges (II)

Co-authoring and co-creating  
Multilingual voices in CL  
research

## Challenges (I)

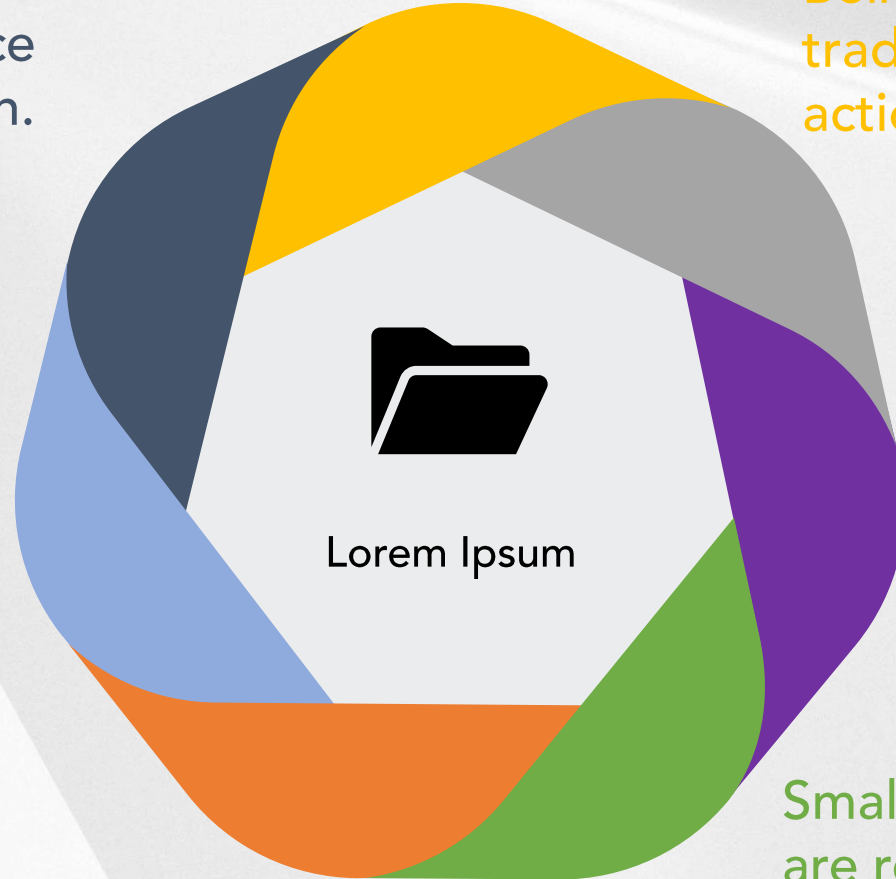
Decenter & decentralize  
research  
Open spaces for marginalized  
voices in publications

# Critical Literacy in Colombia as an Ongoing Social Imperative

Critical Literacy to promote social justice and transformation.

Critical Literacy has no age or educational level restrictions.

Political transformations and social changes means lot of work to be done.



Being "critical" beyond the traditional ideas, promoting social actions in search of justice.

Students and their families not only read the world but also the world behind their textual construction.

The fight against injustice and inequality always requires a critical reflection.

Small and large groups of students are receiving the benefits of including Critical Literacy in our classrooms.

# Thank You!

## LITERACIES IN SECOND LANGUAGES PROJECT

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This analysis to appear in...

