

Development of Early Critical
Literacy Skills in fifth-graders
through the use of Interactive E-
Books.

Innovative Pedagogical Proposal

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Abstract

This pedagogical proposal seeks to enhance a sensitization process intended to support fifth graders in an early development, growth, and expansion of their early critical skills in English by means of the critical literacy approach. For this purpose, interactive e-books appear to motivate learners in the improvement of both productive and receptive skills and to foster a new way to learn and practice a language. These interactive e-books are digital books designed to include active reader participation through multimodal features and a dynamic flow of information. All these characteristics will help to promote the decoding of texts, reflective processes, critical thinking, and vocabulary acquisition going beyond the traditional reading comprehension methods. Therefore, the critical literacy approach framework is taken and adapted into five sensitization phases composed of twelve lessons, to be presented along with an interactive web page in which students can find the materials and activities intended to be carried out during the complete process.

Key Words: Early critical literacy, EFL classroom, interactive e-books, material design, sensitization process.

Resumen

Esta propuesta pedagógica busca potenciar un proceso de sensibilización destinado a apoyar a los estudiantes de quinto grado en un desarrollo temprano, crecimiento y expansión de sus habilidades críticas tempranas en inglés a través del enfoque de alfabetización crítica. Siendo así, los libros electrónicos interactivos son utilizados para motivar a los estudiantes en la mejora de las habilidades productivas y receptoras y fomentar una nueva forma de aprender y practicar un idioma. Estos libros electrónicos interactivos son libros digitales diseñados para incluir la participación activa del lector a través de características multimodales y un flujo dinámico de información. Todas estas características ayudarán a promover la decodificación de textos, los procesos reflexivos, el pensamiento crítico y la adquisición de vocabulario más allá de los métodos tradicionales de comprensión lectora. Por lo tanto, se toma y adapta el marco del enfoque de alfabetización crítica en cinco fases de sensibilización compuestas por doce lecciones, para ser presentadas junto con una página web interactiva en la que los estudiantes pueden encontrar los materiales y actividades a realizar durante todo el proceso.

Palabras clave: alfabetización crítica temprana, aula de inglés como lengua extranjera, libros electrónicos interactivos, diseño de materiales, proceso de sensibilización.

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CHAPTER I: Contextualization and Approach of the Issue

This chapter registers a general contextualization of education in Colombia as well as the statement of the problem. First, a characterization of the national and local educative context where this proposal can be applied is given along with a description of the participants to whom it could be addressed. Moreover, the issue is approached and the objectives that support this proposal are provided.

General Context

This proposal aims to take place in Colombia, a country located in northwestern South America. According to Ministerio de Educación Nacional - MEN (2019), Colombian education is defined as a constant formative, personal, cultural, and social process. Its purpose is to achieve an integral conception of the human being taking into account their dignity, rights, and duties. Moreover, education is a constitutional right of every person in the country, this is why educational service must be guaranteed and students must obtain the necessary conditions for their access and stability in its system.

Moreover, it is possible to find two different types of educational institutions in the country: public and private. Since public schools are supported by the state everyone can apply to them, and they usually devote approximately one hour to foreign language teaching per week. On the other side, to apply to private schools it is necessary to do initial and monthly payments. The amount of money they ask for varies depending on factors such as social strata, location, number of students, additional courses, and foreign language teaching. Some private schools can be bilingual since they teach both Spanish and English or some others add more languages to their curriculum. Then, some private non-bilingual schools can provide one or two hours for

English classes while bilingual schools have intensive foreign language teaching programs (Sánchez & Obando, 2008).

Additionally, according to Ley 115 de 1994, the educational scheme in Colombian schools is divided into three sections: preschool, elementary school, and high school (p. 1). Preschool requires a minimum of one mandatory grade in public schools, but private schools usually offer two or three grades. Elementary or primary education is composed of five mandatory grades. Finally, high school is divided into two parts: secondary education is composed of four grades, and media education requires two grades that can have an academic, vocational, or technical emphasis to prepare students for higher education and labor life.

According to Secretaría de Educación Bogotá (2020), education in the city has improved over the last years as the general inscriptions and permanence of students from all grades in most schools across the city have increased. Besides that, the dropout rates from educational organizations have decreased in the past years. Then, this means that most schools in Bogotá can guarantee the essential conditions for their access and stability in the system and for the execution of this pedagogical proposal, which intends to be applied with fifth graders in public and private non-bilingual elementary schools in the city.

Description of Population

In this section, a description of the population will be provided based on what fifth-graders are supposed to know and do in each receptive and productive skill regarding their English level, as stated by the current national standards. In this sense, the receptive skills are listening and reading and the productive skills are writing and speaking in both monologue and conversational forms. Additionally, this portrayal of participants is also supported by the

milestones of cognitive and emotional development enlightened by Tassoni (2016). All this information is given taking into account fifth graders' expected qualities and their ages, which usually range between nine and twelve years old.

Firstly, according to the Estándares Básicos de Competencias en Lenguas Extranjeras: inglés (2006), students from 4th and 5th grades are a population with a basic English level: A 2.1, and they are supposed to have determined abilities in the English language. The following paragraphs expose the abilities these students must have in each receptive and productive English language skill that is related to the proposal. This supports the fact that fifth-graders are an accurate population to develop an acquisition process of early critical literacy skills since it will give them the means to be critical readers when they finish this grade and start high school.

Hence, regarding the receptive skills, in the listening skills, students must identify characters' names and main events of a story read by the teacher. Moreover, if the reading is supported with images or any kind of audiovisual aid, children must be able to identify actions that are known to them in short texts or stories. Also, in terms of reading skills, they are supposed to associate drawings with their written narrative and understand brief descriptions of people, places, and actions. Furthermore, kids must be able to recognize aspects such as: *what*, *who*, *where*, and *when* in a short sequence of actions, and read and understand easy texts about concrete events associated with cultural traditions they know.

Moreover, regarding the productive skills, in the writing skills, children are supposed to write short narrations and descriptions based on illustrations. Also, they must be able to write short texts describing their moods, preferences, and features of their environment. In terms of speaking skills, they must use short sentences to express what they can and cannot do and express with words or phrases how they feel. Further, they are supposed to be able to describe

themselves, other people, or activities they do using what they know in English. Finally, regarding conversational skills, students must be able to answer questions about their likes and dislikes, ask for explanations, and maintain simple conversations in English with their partners while doing a class activity.

Secondly, according to Tassoni (2016), regarding language and communication skills, children from eight years onwards are fluent speakers, readers, and writers in their mother tongue (p. 18). This is key because Castaño (2016) states that L1 skills may be transferred to foreign language learning (p. 12). Also, in terms of cognitive development, the chosen population can reason, apply logic to problems, and transfer information from one situation to another (Tassoni, 2016, p.20). This is crucial for this proposal, since students would need to establish relationships between real-life situations and socio-cultural issues. Finally, regarding social and emotional development, students can establish friendships, which is major as socialization is an important feature of the development of this pedagogical proposal (Tassoni, 2016, p. 15).

Statement of the Problem

Since the last decade, there has been a lack of critical literacy skills development. According to Clavijo (2006), critical skills are not widely developed in Colombian schools. Therefore, the National Plan of Bilingualism in Colombia has been affected because the preparation of future teachers “focuses mainly on delivering theoretical perspectives of English grammar, traditional approaches to EFL teaching, and second language acquisition theories” (Clavijo, 2006, p.7). Then, most teachers follow translation methods and grammar content to be lectured in schools. But, besides the methodological issue in the EFL classroom, there are two

other key problems to be taken into account: the number of hours assigned to English classes in Colombian schools and students' lack of interest in the English language.

Firstly, the number of hours given to developing an English class is an issue to be considered. According to Sánchez & Obando (2008) “the government acknowledges the fact that in some schools only one or two hours a week is devoted to foreign language classes” (p. 191). This is a significant problem when it comes to carrying out pedagogical proposals in schools, since English class hours would focus on developing them, but must also work on grammar topics and development of the other skills. Moreover, it is important to mention that one or two hours of English classes a week – even for high school students – will not produce very advanced foreign language learners and speakers (Lightbown & Spada, 2021).

Secondly, another key challenge to be taken into account is students' lack of interest in the English language. According to Contreras & Chapetón (2017) “in many English as a foreign language (EFL) classrooms in public schools, students' interaction is often disregarded or neglected because there is a strong focus on the teaching of the linguistic components of the language and a palpable lack of interest from the students to learn the foreign language since it is not used for authentic communicative purposes in their social surroundings” (p. 136). This is one considerable dilemma, since it is substantial to enhance motivation and boost students' interaction in the classroom to develop any kind of activity with them.

In addition, according to the National Standards of Education given by MEN (2006), high school students from 6th and 7th grades must be able to understand texts written in a simple language, in 8th and 9th grades they are supposed to establish contrasts and relation between texts and situations they know, while in 10th and 11th grades, they must assume critical positions towards a text. Then, it is important to mention that, although there have been meaningful

attempts to enhance critical literacy in Colombian schools, the major issue is that these have been developed mostly in high schools. For instance, during the development of Torres' (2018) action research in a high school institution, it was noted that students' abilities in the target language "were not as good as they are estimated to be by the MEN in the National Standards of Education (2006)" (p. 14) Also, Torres (2018) states that, even though the school provided the required supplies, students had "not motivation because of the decontextualized contents, strategies, materials, and practices that were implemented" (p. 17). So, it is conceivable to assert that research attempted to develop critical literacy in high schools does not tend to work as there is no interest from students in developing activities in the foreign language since, probably, they did not receive accurate literacy motivation when they were younger at the intermediate childhood age.

In conclusion, considering what has been exposed in this excerpt, it is possible to assume that the main issues in the EFL Colombian classrooms are: the methodological component, the number of hours assigned to English classes and, students' lack of interest in the English language. Regarding these dilemmas, it was mentioned that in studies approaching critical literacy in high school, students had not received the accurate means to understand a text in English or talk about it. In this sense, it is possible to assume that the main issues in the Colombian education context regarding English language teaching are the decontextualized and traditional methodologies that are implemented, students' lack of interest in learning English, and the number of hours devoted to English classes in Colombian schools. Therefore, aiming at contributing to the improvement of these issues, this proposal intends to accomplish an early development of fifth-graders critical literacy skills in English, all through a sensitization process by means of interactive e-books.

Rationale

After analyzing the issues just presented, it is critical to mention that Cárdenas (2009) claims how some educational models beyond the traditional ones started emerging, since nowadays students are seen as social individuals. Thus, for teachers, it is fundamental to take advantage of young learners' communicative and interactive skills in the classroom. For this reason, this proposal intends to set and evolve a sensitization process aiming at improving their critical literacy skills through the use of interactive e-books. Moreover, with this kind of intervention students can enhance the improvement of both receptive and productive English language skills to take advantage of the little time that public and private non-bilingual schools provide for English language learning.

Also, it is key to consider what the Colombian National Standards for English language teaching (2006) state and what fifth-graders must be able to do with the foreign language. Furthermore, it is main to consider that according to MEN (2006), fifth-graders are supposed to perform certain actions, and that some of their emotional and cognitive facets can contribute to the development of this proposal since they enhance and promote the progress of communication and interaction skills that students are supposed to mature. Besides, as claimed by MEN (2016), students from elementary schools demonstrate advances in reading and start to think logically and understand their world. Then, it is possible to affirm that fifth-graders are supposed to fulfill those tasks; therefore, they are a precise population to receive an early development of critical literacy skills since they are finishing elementary school. Thus, this process will provide them with enough tools to be articulate readers when they start their high school stage.

Additionally, Craig (1997, quoted by MEN, 2016) claims that at the intermediate childhood stage, "children are more flexible with their thoughts (...) furthermore, they learn how

to analyze different situations, objects or problems from several perspectives" (p. 18). Therefore, by evolving this proposal with fifth graders, they will receive enough tools to be critical readers in English because they are in the accurate stage to scrutinize circumstances and settings presented in class materials to give opinions about them while enhancing the receptive and productive English language skills. Also, according to MEN (1998), it is critical to use interactive methodologies, such as the interactive e-books presented in this proposal, since they allow students to learn, as the main objective is not related to grammar but to develop actions, such as reading and reflecting upon a text (p. 15).

Under these considerations, this proposal endeavors the purpose of developing a sensitization process with fifth-graders to enhance the development of early critical literacy skills boosting text comprehension, reflective processes, and critical thinking. Also, it attempts to contribute to the use and management of English through initial reflective reading processes regarding socio-cultural issues and enhancing communicative competence by integrating the four English language skills in one single project. Moreover, as interactive e-books are a new form to present literacy but with various forms of interaction, this proposal also aims at helping students to leave behind their lack of interest in the English language, since the use of this proposal's material attempts to engage readers in English learning and developing activities in the foreign language.

Objectives

General objective

The main objective of this proposal is to accomplish an early development and growth of fifth-graders critical literacy skills in English through a sensitization process using interactive e-books.

Specific objectives

- To design interactive e-books aiming at carrying out a sensitization process intended to support an early development of young learners' critical literacy skills in English.
- To enhance communicative competence by integrating both productive and receptive English language skills.
- To boost children's social empowerment in the EFL classroom through comments and reflections upon interactive texts.

CHAPTER II: Literature Review and Theoretical Framework

This chapter presents the literature review, as well as the theoretical foundations that support this proposal. The literature review includes eight undergraduate studies and research articles that introduce multiple connections with critical literacy and interactive tools in the EFL classroom. The pieces of research were sought in the university's repositories from Universidad Pedagógica Nacional and some other local and international institutions. Additionally, the theoretical framework is assembled with four main constructs: literacy, critical literacy, early critical literacy skills, and sensitization process. These studies and concepts are the basis for the insight into the proposal's construction and development.

Literature Review

The literature review of this study was approached in two paths to establish and give a proper theoretical background to the proposal. First, it was important to determine and choose theses and studies based on critical literacy implementation through different tools in elementary and high school environments inside the local and national context. Second, it was essential to check theses and research articles from both national and international contexts that use similar artifacts attempting to a critical thinking approach in different kinds of populations: university students and adults. Therefore, eight research studies that followed these two paths are exposed in the following paragraphs. This is a summary of the collected studies for this literature review:

Table 1. Literature Review Studies

Literature Review		
TITLE	AUTHOR (S), YEAR	INSTITUTION / SCOPE
Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom	Herrera, I. D. (2020)	Universidad Pedagógica Nacional / Local - Bogotá
Co-constructing realities: Fostering Literacy in EFL 11th Graders as a Situated Social Practice	Torres, N. A. (2018)	Universidad Pedagógica Nacional / Local - Bogotá
Second Grader's Vocabulary Ability within Interactive Stories	Calderón, O. F. (2017)	Universidad Pedagógica Nacional / Local - Bogotá
Literacy rich environments: a tool to foster reading comprehension in EFL	Castañó, J. A. (2016)	Universidad Pedagógica Nacional / Local - Bogotá
Ninth graders' critical literacy awareness through creative problem solving	Sandoval, D. V., & Cuan, S. M. (2018).	Universidad Distrital Francisco José de Caldas / National
Critical Literacy Development with the use of Narratives	Rodríguez, A. J., & Torres, C. D. (2018).	Universidad Distrital Francisco José de Caldas / National
Instructional Model of Critical Literacy in an EFL Context: Balancing Conventional and Critical Literacy	Huh, S. (2016)	Woosong University / International - South Korea
EFL Learners' Multiple Documents Literacy: Effects of a Strategy-Directed Intervention Program	Karimi, M. N. (2015)	Kharazmi University / International - Iran

The first relevant qualitative action research for this proposal is entitled *Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom* developed by Herrera (2020) from Universidad Pedagógica Nacional. Here, the researcher ascertained the effects of implementing reading along with pictures and questions to develop productive and reflective skills in third-graders. The researcher read short stories with students using pictures along with the reading. She also asked Yes / No questions and promoted writing answers to short questions. The result of this research confirmed how students started writing sentences without copying what they saw in the stories, as it happened at the beginning since throughout the process, they expressed their own thoughts and shared these reflections with the class. This project is helpful for this proposal because it confirms that it is possible for kids in elementary school to reflect upon short stories in the foreign language and to use their language skills as tools for empowerment, reflection, communication, and interaction.

The second important qualitative action research is *Co-constructing realities: Fostering Literacy in EFL 11th Graders as a Situated Social Practice* written by Torres (2018) from Universidad Pedagógica Nacional. Here, the researcher set a co-constructed environment through collaborative learning for reading and writing practices aimed at students in 11th grade to reflect upon their real-life situations. During this process, students had to develop reading and writing entries with the task-based approach. This research proved that students' literacy skills can progress from basic levels of comprehension and expression to more complex ones, despite low English language levels. Thus, this research is helpful for my proposal since it supports that it is possible to carry out a project with a critical literacy approach in a population with low English levels, for students to find out ways to speak and express themselves through a contextualized practice.

The third pertinent investigation is entitled *Second Grader's Vocabulary Ability within Interactive Stories*. This qualitative action research carried out by Calderón (2017) from Universidad Pedagógica Nacional addressed vocabulary skills issues and metacognitive abilities beyond language switching in second-graders, while generating knowledge regarding the topics covered in interactive storytelling with task-based learning. The researcher used tools such as memoirs, surveys, and vocabulary tests through tasks of information-gap, reasoning-gap, and opinion-gap. This study concluded that these tasks strengthen metacognitive strategies, and that interactive storytelling is a suitable tool to enhance the development of strategies for vocabulary used in context, but it requires complementary tools and activities to obtain good outcomes. Then, this study is essential since it provides background information about the importance of additional interactive tools to develop any ability or skill in the English language, especially if it is addressed to young learners.

The fourth useful thesis: *Literacy rich environments: a tool to foster reading comprehension in EFL* is a qualitative action research written by Castaño (2016) from Universidad Pedagógica Nacional. This research studies the influence of a literacy environment to boost reading and imagery comprehension along with interactive skills in EFL. During this research, first-graders transferred their reading comprehension skills in Spanish to develop these skills in English as well. For the development of this research, field notes, surveys, handouts, and videotaping were used. This research showed that the processes of literacy and reading comprehension must be backed by several resources and opportunities for students to interact. So, this supports the fact that to develop early literacy skills it is necessary to use innovative and meaningful resources as interactive e-books.

The fifth fundamental qualitative action research is *Ninth graders' critical literacy awareness through creative problem solving* written by Cuan & Sandoval (2018) from Universidad Distrital Francisco José de Caldas. For this project, the researcher used field notes, surveys, observations, and interviews. This study aimed to raise consciousness of critical literacy, for 9th-grade students to reflect upon their reality proposing ingenious solutions to problems in the Colombian context. It was concluded that critical literacy awareness is developed by motivating students to reflect and talk about their decisions and possible solutions. This project contributes to this study since it demonstrates that a critical literacy approach is viable in an EFL environment given in schools and producing a good outcome of students reading, speaking, and reflecting in English.

The sixth important investigation for the background of this proposal is *Critical Literacy Development with the use of Narratives*, written by Rodríguez & Torres (2018) from Universidad Distrital Francisco José de Caldas. This qualitative action research purpose was to trace the growth of Critical Literacy with the use of narratives at basic-level English students from the second semester of the Bachelor's in Arts at the same university. During the development of this project, it was crucial to plan, design, and implement units about socially relevant topics such as feminism, environment, and social justice to enhance students' participation. Moreover, this was relevant to help them to establish relationships with the content and their social contexts. It was concluded that students were able to identify statements in the narratives and link them to their real-life situations, since they had tools for analyzing, reflecting, and proposing solutions. Therefore, the research is crucial for this proposal because it shows the importance of narrative to support students to become critical readers and citizens.

The seventh main research study is an article entitled *Instructional Model of Critical Literacy in an EFL Context: Balancing Conventional and Critical Literacy*, written by Huh (2016) at the Woosong University in South Korea. This research was developed with university students and had the purpose of analyzing patterns of interactions during conventional skill-based reading and critical literacy in an EFL context. This investigation applied a combination of case study and practitioner action research and integrated the two literacy approaches just mentioned. This research had students reflect on how different cultures, social norms, values, morals, and laws have a truly significant influence. It was concluded that the critical literacy approach provides more opportunities for students to reflect, discuss, participate, and understand texts in an active method. Then, this research article contributes to the development of this proposal because it proves that critical literacy provides more benefits than conventional or traditional reading methods.

The last essential research investigation to support this proposal is the article *EFL Learners' Multiple Documents Literacy: Effects of a Strategy-Directed Intervention Program* written by Karimi (2015) in the Kharazmi University in Iran. This investigation was developed with L1-Farsi learners of English between the age range of 17 and 31, in a private language center. It attempted to study reading instruction through the use of multiple documents and how significant the promotion of reading comprehension ability in EFL is. For this project, thirty texts with topics ranging from semi-technical to general interest, including cybercrime, global warming, alternative medicine, gender, etc., were selected. Additionally, the strategies used during the course involved comprehension monitoring, elaborative and coherence inferencing, prediction, planning, concept mapping, and summarizing. It was concluded that students continue to be fixated on single text reading literacy rather than on multiple documents.

However, the writer suggests that reading programs should consider the use to encourage intertextual comprehension. Thus, this research is helpful for my proposal since it provides useful information about literacy strategies and the promotion of English reading understanding in an EFL classroom.

Theoretical Framework

This excerpt is compiled with four main constructs: literacy, critical literacy, early critical literacy skills, and sensitization process. The first definition is the current perspective of literacy from the considerations of different authors such as Gee (1998), Edelsky (2006), Goodman (2003), and Brewer (2007). Then, the notion of Critical Literacy is approached from Vasquez's (2017) perspective. Also, the idea of early critical literacy skills is attempted along with the conception and importance that a sensitization process has for this proposal. All these constructs are discussed considering their application and function in the progress of this proposal.

Literacy

Nowadays, it is possible to find several designations of what literacy means. For example, according to Gee (1998), literacy, at its most simple level, is "the ability to read and write" (p. 55). Nevertheless, in today's modern world, this construct is attached to new ways of finding written information, due to the arrival of technology and the understanding of social, political, and cultural matters. Then, taking this into account, it is possible to adhere to Brewer's (2007) idea that "in today's world literacy means the ability to read and write well enough to solve one's problems, meet one's needs, learn new information, and find pleasure in the written

world” (p. 304). This implies that, currently, reading information not only from print but also from digital resources requires skills to reach an understanding and enjoyment of written media.

Consequently, is it crucial to consider that with the arrival of a variety of technological devices for mass media and communication, the notion of literacy has changed. Thus, the concept of *multiple literacies* explained by Edelsky (2006) appears to recognize more than a few ways of literacy that go beyond printed resources, accepting non-printed sources as forms of literacy as well. Moreover, Brewer (2007) mentions that if some studies claim that people read fewer books nowadays in comparison with other times in history, no one claims that people read less (p. 304). So, getting information from any kind of written material disposed to be read by people, entails the requirement of more reading skills than ever before, as now readers need to be able to understand literacy that follows various global and national beliefs and ideas.

Moreover, literacy nowadays also covers social, political, and cultural features. In that sense, using media resources as a literacy medium can be beneficial for children since Goodman (2003), states that they have been acquiring the language of mass media culture since babyhood and that “the media is now competing with the family and school to become their master storyteller and teacher” (p. 1). Then, this backs up how literacy can come from diverse materials that are related to Edelsky’s (2006) conception of multiple literacies. So, a person with the capacity to decode information from multiple literacies and consider cultural, political, and social aspects, can be able to read and interpret the truth in numerous ways, leading to reflections and possible transformational ideas in real-life situations.

Hence, literacy goes beyond just reading and writing as nowadays it carries a socio-cultural aspect that is undeniable. Also, literacy is now presented in multiple ways and this multiplicity supports that texts can be composed not only by written text, but also by elements

found in mass media communication such as audio-visual aids. These new and additional features have the intention of complementing a text, surpassing printed materials, and establishing connections with a type of language that children have been in touch with since they were born. Then, this construct is vital to move on to the next notion of these theoretical foundations.

Critical Literacy

Now that the concept of literacy has been explored, it is essential to approach the meaning of critical literacy. Considering the evidence and data mentioned in the previous construct, it is possible to sustain that critical literacy would be the ability to establish relationships between what people read and decode from multiple literacies and real-life situations while taking into account cultural, political, and social characteristics and making comments and reflections upon all these features. In this sense, Janks (2000) defined critical literacy as a skill and social practice that is both, since it focuses mainly on learning and embodying identity and the constitution of subjectivities through multimodal social constructed spaces. Additionally, the author highlights this notion as both a skill collection and embodied social practices that function through the negotiation of pedagogical diversity, access, and design.

Moreover, critical literacy becomes a means to empower students with the opportunity to give opinions, claim their positions about a topic, and discuss their own experiences and the relationship between them and what they read. Thus, to amplify this idea and to fully appreciate critical literacy, it is significant to explore the ideas presented by Vásquez (2017) regarding this subject matter. To begin with, the author defines this construct as a “theoretical and practical

framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world” (p. 1). Then, critical literacy is a bold and exciting practice that allows students to become aware of their situations and social contexts thanks to the content they read. Moreover, critical literacy encourages students to get informed about current situations and to take on transformational actions to change them.

Additionally, it is relevant to enlighten that “critical literacy should not be a topic to be covered or a unit to be studied. Instead, it should be looked on as a lens, frame, or perspective for teaching throughout the day, across the curriculum, and perhaps beyond” (Vásquez, 2007, p. 7). Hence, the relevance of critical literacy in EFL classrooms is huge as it is a teaching approach throughout all content in the class rather than a single subject. Applying critical literacy is fundamental since it allows students to be socio-political beings that can understand and question the context in which they live. Moreover, critical literacy involves both reading and writing practices that lead students to be aware not only of their social contexts, but also of themselves.

Early Critical Literacy Skills

This conception emerges from the notion of critical literacy and its core is to strengthen all English language skills, especially the reading and writing processes, through social empowerment in the classroom. The notion of literacy skills is traditionally assumed as the ability to read and write. However, Hamilton (2010) recognizes literacy skills as “information-processing skills that enable people to recognize different kinds of texts” (p. 7). Thus, the development of critical literacy skills provides students with the necessary and appropriate tools for them to use words, or in this case, the English language, to decode texts, acquire vocabulary, and carry out reflective processes upon texts and the issues exposed in them.

Therefore, the concept of early critical literacy skills in foreign language learning refers to preparation during early childhood to start understanding the world by means of learners' foreign language: English. It is important to develop this process since "work in early childhood and elementary settings focused on critically reading and deconstructing texts is a way to help students question versions of reality in the world around them" (Vásquez, 2017, p. 4). Then, here reflective processes toward literacy start appearing in the EFL elementary classroom in form of comments, views, and conversations about relatable social and cultural issues that can be present in students' lives.

Finally, this idea is completely important for EFL teaching since MEN (2006) views critical thinking as a constraint for students to learn a second language. Moreover, this is a way to prepare kids to be socially and communicatively empowered to talk about their context using the English language. Then, it is major to integrate the four English language skills in order to enhance communicative competence. Plus, the development of these skills has the purpose to assist and provide students with tools to understand, acquire useful knowledge about their everyday context, and communicate to have a successful performance while communicating and stating their points of view.

Sensitization process

The notion of a sensitization process is critical for this pedagogical proposal, since the principal objective of the proposal is to accomplish an early development of fifth-graders' critical literacy skills in English through a sensitization process by means of interactive e-books. In fact, *sensitization* is a scientific term that refers to "the process that occurs after neurogenic inflammation when neurons become more responsive to both nociceptive and non-nociceptive

stimuli, namely (...) increase in magnitude of response, expansion of receptive field, and emergence of spontaneous activity” (Ruthirago, Julayanont & Kim, 2016). This means that after a sensitization or application of stimuli, the brain’s receptive field increases in activity and response towards the specific stimuli.

Then, this term has been taken for this proposal to adapt the concept to an educative environment aiming at developing a sensitization process in an EFL classroom. Therefore, in the sensitization process for this proposal’s advancement, the stimuli would be the input attempting to work on critical literacy with fifth graders, which is, interactive e-books. The material designed in this proposal has the purpose of helping fifth graders to get used to reading in multiple literacies and be critical about them, so they can be eloquent and critical readers when they face more complex literacy in the high school stage. In this sense, the sensitization process has the purpose to support students by utilizing a stimulus, interactive e-books, to increase their response and activity towards critical literacy and the specific topics presented throughout the material.

Additionally, according to Cambridge Dictionary (n.d) *sensitize* means “to make someone sensitive to something”. Also, considering what is stated by Longman Dictionary (n.d) this concept can also denote “to give someone some experience or knowledge of a particular problem or situation so that they can notice it and understand it easily”. Therefore, as this proposal intends to develop thoughtful socio-cultural issues in the EFL classroom, the main purpose of the sensitization process is to raise awareness on real-life situations and problems that can be present in young learners’ lives, so they can recognize and understand them smoothly while they also learn and practice the English language.

CHAPTER III: Methodological Design

This chapter displays the theoretical support that backs up the methodology of this proposal. The theoretical support is assembled with: the vision of language, vision of learning, vision of the classroom, and the approach utilized for the instructional design of the proposal which is the critical literacy approach. Moreover, the conceptions of material design and the explanation of this material, that is interactive e-books, are also attempted at the end of this chapter.

Vision of Language

In this proposal, language is a means to socially empower students in an EFL context. Freire (1985) implies that language is a source of power that engages the structure of our thinking to solve problems and for being self and socially empowered. Hence, language becomes a vehicle to design accurate social-critical content for fifth graders through interactive e-books, integrating the four English language skills to be critical, reflect upon the texts and express their beliefs by attempting social problem-solving. Then, it is relevant to provide them with essential tools to start thinking and communicating in the foreign language about social and cultural issues.

Vision of Learning

Learning is conceived under the basis of the critical pedagogy proposed by Freire (2013) which attempts to “an agentive of meaning” and to an ideology critique that involves exposing, deconstructing, and reconstructing dominant versions of the world. These literacy practices can allow the learner to enhance the decoding of texts, reflective processes, critical

thinking, and vocabulary acquisition using interactive e-books that address social and cultural issues relatable to students' everyday lives. Then, as claimed by Luke & Dooley (2011), critical paradigms in pedagogy have a focus on community relations or social events, always moving towards potential analyses and empowerment about the use of language to approach issues.

Vision of the Classroom

This proposal endeavors two possible classrooms: a face-to-face environment and a remote learning environment in virtual education. First, a face-to-face classroom would provide a multiplicity of visual aids or literacy on walls, so kids can get used to reading and can get engaged in this activity. On the other hand, virtual education offers the possibility for a blended learning classroom where sessions would be developed to interact with students and get to know their thoughts while sharing the interactive e-books during the class. Moreover, interactive e-books can be downloaded and listened to from any device in case of connectivity issues. Both possible classrooms are thought to provide an environment full of literacy where children can interact confidently and give their opinions about the issues approached in the e-books.

Critical Literacy Approach

A decisive section for this proposal is the theory of learning that supports its design, that is to say, the critical literacy approach. In this sense, Luke & Dooley (2011) define critical literacy as “the use of texts to analyze and transform relations of cultural, social and political power” (p. 1). Additionally, following the ideas from Freire & Macedo (1987), the central purpose and role of critical literacy inside the classroom have always been correlated to a text

review to understand and discover relationships of power and domination both inside and outside of formal educational contexts.

Then, this methodological approach strengthens the understanding of ideas from different curricular areas such as politics, social environment, health, economics, science, etc., all through the use of language in multiple forms of literacy. Taking this into account, it is possible to say that the critical literacy approach is an emotional or intellectual perspective, posture, or attitude that readers of multiple literacies bring to the table when they interact with the material (Luke & Dooley, 2011). Thus, it is crucial to mention that critical literacy is an approach that focuses on academic skill development while engaging students in the analysis of social issues to seek their transformation (Luke, 2000).

To accurately develop this approach and to achieve its purposes, it is necessary to establish an acquaintance with the stages that Luke (2000) determines that critical literacy must follow. The stages for critical literacy, which are explicitly going to be developed in terms of the proposal in the instructional design, are:

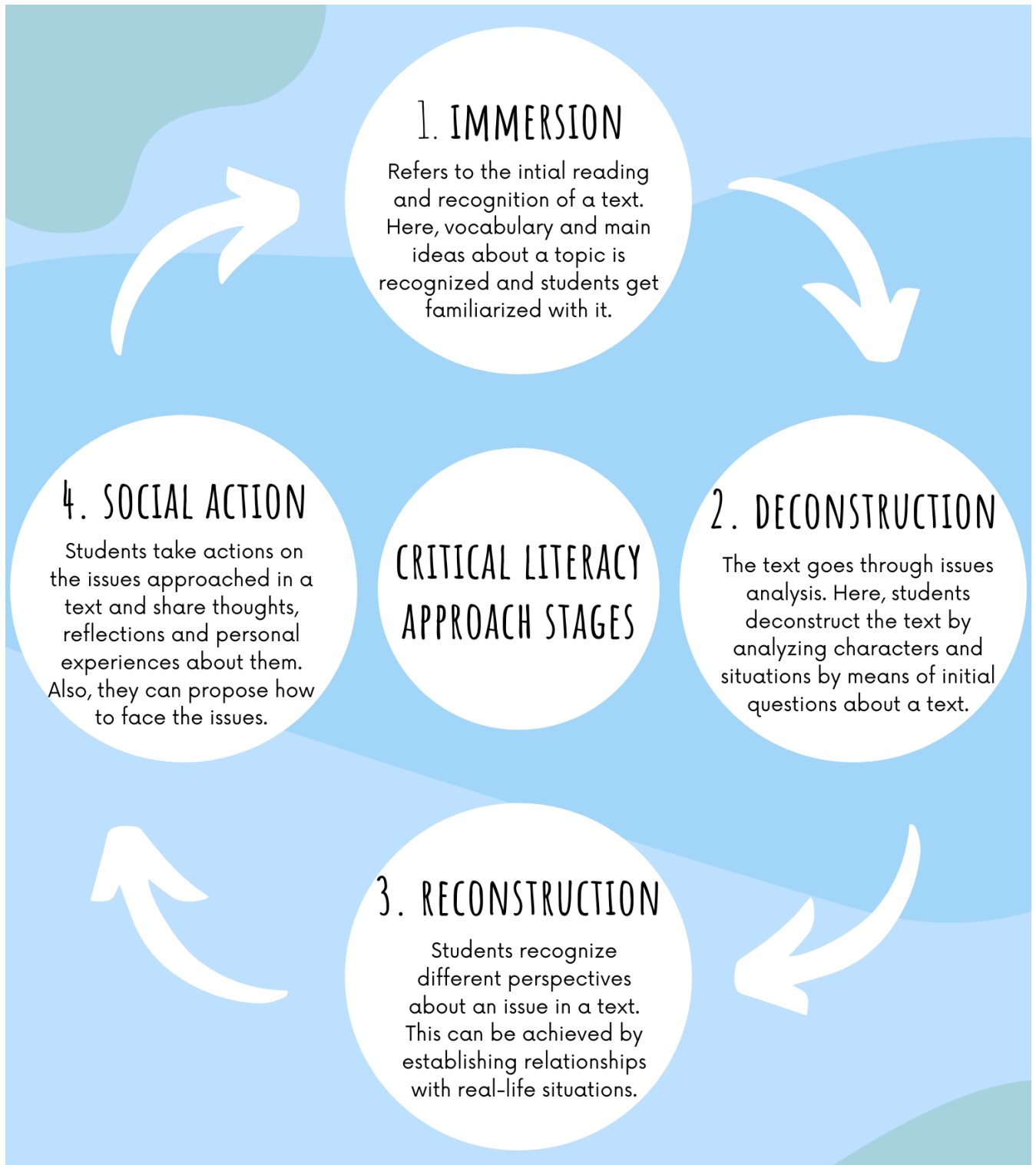


Figure 1. Visual representation of the stages for Critical Literacy Approach.

Source: Own elaboration

Additionally, Behrman (2006) compiled a list of six categories for common practices in critical literacy learning tasks. This is when critical literacy is taken from theory into practice. The following list is useful to comprehend what students are expected to do throughout the phases determined by Luke (2000). The categories proposed by Behrman (2006) are:

- a) Reading supplementary texts
- b) Reading multiple texts
- c) Reading from a resistant perspective
- d) Producing counter-texts
- e) Conducting student-choice projects
- f) Taking social action

These categories will be developed throughout the proposal since students will read two interactive e-books, which are the main material, as well as supplementary and additional texts or material. Also, they will be in touch with socio-cultural issues that might not be part of their usual curriculum content, then they could present a resistant perspective to the topics that are approached. Nevertheless, after implementing the stages of the critical literacy approach, they will have tools to produce guided and student-choice literacy while taking action on the issues that are presented in the material. Therefore, the categories on the list are included in an implicit manner inside the instructional design of this proposal.

Besides, critical literacy has certain goals for the reader to fulfill throughout the whole process. According to Kempe (1993), the following list shows what students should do and develop during the critical literacy stages:

- a) It is key to build awareness of how a text is constructed and how these constructions position the reader inside both the literacy and its context.

- b) It is important to relate what is new and familiar regarding the use of language.
- c) Additionally, readers would need to establish a bond between literacy and students' interests and needs according to the context in which they live.
- d) Also, readers have to identify the values immersed in the literacy and, be able to tell whose interests they serve.
- e) It is crucial to challenge them with taken-for-granted topics or socio-cultural issues.
- f) Finally, readers would have to discuss roles, relations, and stereotypes that they could identify in the text along with their expectations, proposals, or alternatives to make difference regarding the topic read.

Thus, this pedagogical approach vests students, in Freirian terms, to “use language to name and ‘problematicise’ the world” (Luke & Dooley, 2011, p. 6). This means that learners can take real-life situations or constructions of social class and cultural relations, to make them problematic through dialogue, comments, and opinions about them.

Material Design

The creation of material is another main construct for this proposal, since appealing and attractive designs are key to catching students' attention. As claimed by Tomlinson (2011), the role of materials is “to facilitate the learning of a language” (p. 2). So, this proposal has the objective to design interactive e-books to engage fifth-graders and assist them in the development and experience of their early critical literacy skills. Moreover, material creation “refers to anything which is done by writers, teachers, or learners to provide sources of language input, to exploit those sources in ways which (...) stimulate purposeful output” (Tomlinson,

2011, p. 2). Then, the material must include multiple dynamic characteristics or elements to promote good language learning outcomes.

Also, according to Vera, Chapetón, & Buitrago (2018), when it comes to designing material, it is crucial to make it meaningful and applicable for students. Then, these authors state that “materials should make learners feel comfortable with the texts and pictures, which can then be related to their L1 culture” (p. 126). Moreover, the material must also attempt to eloquent learning. In this sense, the authors claim that “materials should demand and promote investment on behalf of learners by giving them the possibility to choose what to focus on and which activities to carry out, by providing them with control of the topic” (p. 126). This statement highlights the importance of content and the role of the student in interacting with the material. So, this is critical for the assembling of the interactive e-books in this proposal.

Interactive E-Books

Interactive e-books are the tool to develop this proposal and the planned material to be designed. As stated by IGI Global Dictionary (n.d), interactive e-books are “electronic or digital books designed to include active reader participation via links or embedded reader-enacted functions”. Also, according to Schugar, Smith, & Schugar (2013), “although traditional picture books might include words, pictures, and graphics; interactive e-books may also include multimodal features such as sounds, animations, videos, and narrations” (p. 615). These features can lead to getting better reader engagement. Hence, this tool provides dynamic characteristics that can help students to appreciate and enjoy literacy since it is presented in a pleasant way for them.

Additionally, it is possible to claim that with interactive e-books true communication can truly happen in a potentially dialogical way that involves a two-way flow of information between the student and the e-book. According to Burrell & Trushell (1997), the term “interactive” denotes the manner of access to information that is “under the control of the user rather than following a single sequence predetermined by the information supplier” (p. 3). Then, students can have control over the book, how they read it, and the way they interrelate with the given text. So, fifth-graders can actually cooperate and interact with the electronic material including their thoughts in it, following a two-way flow of communication while using their early critical literacy skills.

CHAPTER IV: Pedagogical Proposal

This pedagogical proposal revolves around the development of a sensitization process with fifth-graders using interactive e-books to achieve an early development and growth of fifth-graders' critical literacy skills in English. These interactive e-books will be designed in the online software Book Creator and will be shared on the same web page to work with them in synchronous classes or can be downloaded for a virtual environment. Moreover, the e-books will be used as a tool to support an early development of their critical literacy skills in English while enhancing communicative competence through the integration of both productive and receptive English language skills.

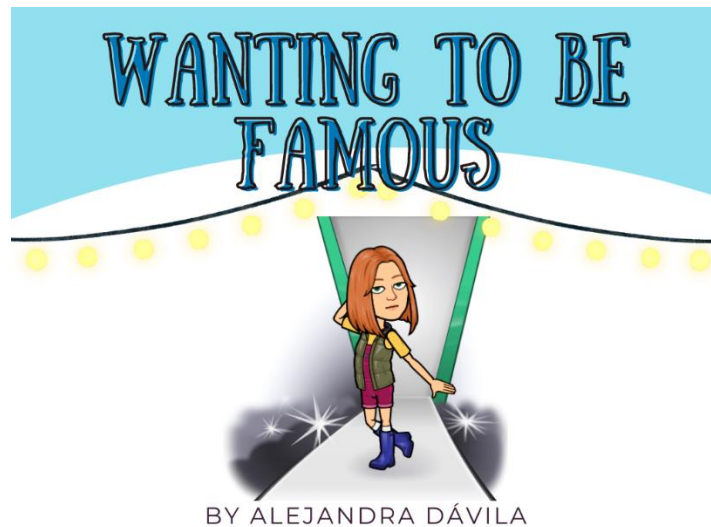
The current proposal is designed to be applied in both remote and face-to-face learning environments, and these two possibilities will be explained throughout the Instructional Design excerpt. Furthermore, it is composed of five phases with a total of twelve (12) sessions of one hour each. This proposal aims at reaching children's social empowerment in the EFL classroom through comments and reflections on an interactive text about self-confidence, bullying, and self-esteem.

The interactive e-books designed and proposed to be used during these two stages are called 'The day I grew up' and 'Wanting to be famous.' Teachers can check them out, use them, and download them at the software Book Creator by clicking the title of each book.

[The day I grew up](#)





[Wanting to be famous](#)



The following chart displays how this proposal phases are structured along with their objectives, resources, and some expected interactions between students and the materials in terms of their communicative competence and language roles. Then, students and teachers will be able to access the material and multimodal resources to be used in the following link:

<https://sites.google.com/view/critical-literacy-e-books/home>


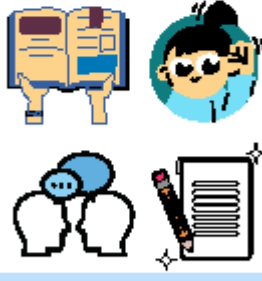

Table 2. Phases of intervention

Phases of the Pedagogical Proposal			
PHASE OF SENSITIZATION 1: ME AND MY SURROUNDINGS			
<p>Main aim for students: By the end of the phase, students will have shared information about themselves and people from their surroundings inside and outside the school. Therefore, they will recognize and start valuing their environment through drawing, listening, and reading activities.</p> <p>Main aim for teachers: By the end of the phase, teachers will have offered an introductory process for students by presenting society and surroundings as the main topic to be developed during the following sensitization phases.</p>			
PHASE OVERVIEW	MATERIALS	LANGUAGE SKILLS	LANGUAGE ROLES
<p>Lesson 01:</p> <p>Getting to know yourself and your classroom</p>	<p>Multimodal resources:</p> <ul style="list-style-type: none"> • Self-portrait example. • Key vocabulary to talk about personalities. 		<p>Students will use language to:</p> <ul style="list-style-type: none"> • Learn key vocabulary about personality traits. • Write about their personalities.
<p>Lesson 02:</p> <p>Getting to know you outside the school</p>	<p>Kids have to bring to the class:</p> <ul style="list-style-type: none"> • Photos of their family members. • Cardboard. • Markers or color pencils. 		<p>Students will use language to:</p> <ul style="list-style-type: none"> • Talk about their classmates personal features. • Share information about their families.

PHASE OF SENSITIZATION 2: TALKING ABOUT SELF-CONFIDENCE

Main aim for students: During this phase, students will have read the first interactive e-book called "The day I grew up". By the end of this sensitization phase, they will acknowledge the importance of self-confidence and how it looks like.



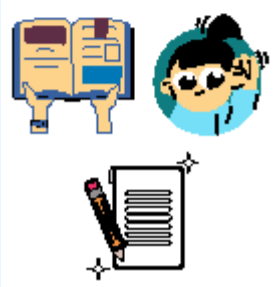
Main aim for teachers: By the end of the phase, teachers will have displayed meaningful content by means of the interactive e-book, and questions aiming at helping students to start commenting upon self-confidence.

PHASE OVERVIEW	MATERIALS	LANGUAGE SKILLS	LANGUAGE ROLES
<p>Lesson 03:</p> <p>The day I grew up</p>	<ul style="list-style-type: none"> • Cardboard. • Markers or color pencils. <p>Multimodal resources:</p> <ul style="list-style-type: none"> • Interactive e-book "The day I grew up". • Flashcards about personality traits. 		<p>Students will use language to:</p> <ul style="list-style-type: none"> • Recognize self-confidence traits. • Identify characters' personality development. • Analyze self-confidence and its opposite. • Earn awareness of their own strengths and weaknesses.
<p>Lesson 04:</p> <p>The day I grew up</p>	<p>Nick's self-portrait (this one is made on lesson 03).</p> <p>Multimodal resources:</p> <ul style="list-style-type: none"> • Interactive e-book "The day I grew up". • Collaborative board: Padlet. 		
<p>Lesson 05:</p> <p>Believing in yourself</p>	<ul style="list-style-type: none"> • Markers or color pencils. • Colored pieces of paper. • Glue. • Transcription of the interactive e-book (this is given by the teacher). <p>Multimodal resource: Interactive e-book "The day I grew up".</p>		

PHASE OF SENSITIZATION 3: FACING TROUBLES

Main aim for students: During this phase, students will become aware of how bullying occurs in their surroundings employing the interactive e-book "The day I grew up" and reflecting upon how this issue is present in real life.


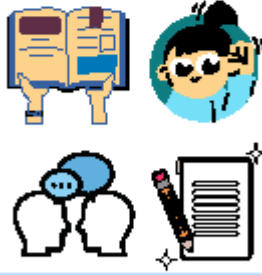

Main aim for teachers: By the end of the phase, teachers will have raised awareness through the content and reflections of the interactive e-book "The day I grew up" for recognizing how bullying appears and how to talk about it.

PHASE OVERVIEW	MATERIALS	LANGUAGE SKILLS	LANGUAGE ROLES
<p>Lesson 06:</p> <p>The day I grew up Vol. 2</p>	<ul style="list-style-type: none"> Cardboard. Markers or color pencils. <p>Multimodal resources:</p> <ul style="list-style-type: none"> Interactive e-book "The day I grew up". Flashcards about personality traits and bullying. 		<p>Students will use language to:</p> <ul style="list-style-type: none"> Establish relationships between self-confidence and bullying. Answer "yes" and "no" questions for reading comprehension. Evidence associations between the interactive e-book and real-life situations. Write their own experiences regarding the bullying issue.
<p>Lesson 07:</p> <p>Bullying in real life</p>	<ul style="list-style-type: none"> A paper sheet. Markers or color pencils. Transcription of the e-book (given by the teacher). <p>Multimodal resource: Interactive e-book "The day I grew up"</p>		
<p>Lesson 08:</p> <p>Bullying in real life</p>	<ul style="list-style-type: none"> A pen or a pencil. Guided-writing worksheet (this is given by the teacher). Transcription of the interactive e-book (this is given by the teacher). <p>Multimodal resource: Interactive e-book "The day I grew up"</p>		

PHASE OF SENSITIZATION 4: EVERYONE MATTERS

Main aim for students: During this phase, students will have understood and discerned the importance self-esteem has for today's society by reflecting on the content of the interactive e-book.

Main aim for teachers: By the end of the phase, teachers will have aided students to recognize the relevance that self-esteem has, encouraging them to embrace differences and accept themselves as they are.

PHASE OVERVIEW	MATERIALS	LANGUAGE SKILLS	LANGUAGE ROLES
<p>Lesson 09:</p> <p>Talking about self-esteem</p>	<ul style="list-style-type: none"> Cardboard. Color pencils. <p>Multimodal resources:</p> <ul style="list-style-type: none"> Interactive e-book "Wishing to be famous". Flashcards about self-esteem. Storyline about self-confidence and bullying. 		<p>Students will use language to:</p> <ul style="list-style-type: none"> Establish comparisons between self-esteem, self-confidence, and bullying. Answer questions for reading comprehension. Create alternative endings for the e-book. Write about their uniqueness, strengths, and weaknesses.
<p>Lesson 10:</p> <p>Tie-up with self-esteem and self-confidence</p>	<p>The result from the previous class activity.</p> <p>Multimodal resources:</p> <ul style="list-style-type: none"> Interactive e-book "Wishing to be famous". Collaborative board: Padlet. 		
<p>Lesson 11:</p> <p>You are important and powerful</p>	<ul style="list-style-type: none"> Markers or color pencils. Cardboard. Transcription of interactive e-book. The self-portraits from previous lessons. Free writing worksheet. <p>Multimodal resource:</p> <p>Interactive e-book "Wishing to be famous".</p>		

PHASE OF SENSITIZATION 5: GENERAL REFLECTIONS AND THOUGHTS

Main aim for students: During this phase, students will have expressed their thoughts on the three social issues approached during this process as well as on the activities developed during this sensitization process.

Main aim for teachers: By the end of this phase, teachers will have perceived and appreciated the results of the sensitization process that aimed at the development of early critical literacy skills.

PHASE OVERVIEW

Lesson 12:
Closure of the
sensitization
process

MATERIALS

- Cardboard.
- Markers or color pencils.
- Activities developed in the previous lessons.

Multimodal resources:

- Interactive e-book "The day I grew up"
- Interactive e-book "Wishing to be famous"

LANGUAGE SKILLS



LANGUAGE ROLES

Students will use language to:

- Recognize their own evolution throughout the process.
- Express what they think about self-confidence, bullying, and self-esteem in themselves.
- Share their own experiences about working with these three issues.

Phase 1: Me and my surroundings

The first phase is an introductory step called *Me and my surroundings* and it deals with an initial self-recognition exercise where students can value the context in which they live and their place in it. This first phase includes two lesson plans for two sessions of one hour each and it is focused on learning key vocabulary and information to develop the sensitization process easily. Then, this first part of the process aims at covering topics such as personality and family for students to recognize and start valuing their environment through drawing, listening, and reading activities. The first lesson is named *Getting to know yourself and your classroom* and its purpose is for students to share information about themselves and get to know their classmates' personalities. Moreover, the second lesson is called *Getting to know you outside the school* and it has an emphasis on identifying what the most common behaviors are of family members and people in the class, in order to recognize characteristics of people that are part of their surroundings in society.

Phase 2: Talking about self-confidence

The second phase discusses self-confidence, it is called *Talking about self-confidence*, and it starts approaching the first interactive e-book named "The day I grew up." This phase includes three lesson plans for three sessions of one hour each and it develops the self-confidence issue. From now on, the phases will be focused on the critical literacy approach stages: immersion, deconstruction, reconstruction, and social action. The first and second lessons of this phase and the third and fourth of the whole process respectively are both named *The day I grew up* as the interactive e-book and carry out the immersion and deconstruction stages. Their purpose is to display interactive content about self-confidence and for students to recognize how

this issue is presented in the main character of the e-book. Besides, the third lesson of the phase and fifth of the complete process is called *Believing in yourself* and it deals with the reconstruction and social action parts of the phase. Here, students will reconstruct the text with alternative perspectives and will embrace their own strengths and weaknesses regarding self-confidence.

Phase 3: Facing troubles

The third phase called *Facing troubles* covers the bullying issue through the same interactive e-book. The purpose of this phase is to raise awareness in the classroom about bullying and how it appears and help students to avoid this issue. The first lesson of this phase and the sixth of the complete process is called *The day I grew up Vol.2* and carries out the immersion and deconstruction stages. The purpose of this lesson is to provide meaningful content about the bullying issue and for students to deconstruct the text through initial questions about the issue in the interactive e-book, so students can identify a bully or someone who is being bullied. The second and third lessons of this phase and the seventh and eighth of the whole process are both named *Bullying in real life* and each one develops the reconstruction and social action stage respectively. Then, their aim is for students to establish relationships between bullying in the interactive e-book and real or fictional situations, and to express thoughts on how they have seen or faced bullying in their real lives by means of a guided-writing exercise.

Phase 4: Everyone matters

The fourth phase called *Everyone matters* deals with the self-esteem issue in students' lives through the second interactive e-book named "Wanting to be famous." The purpose of this

phase is to understand and discern the relevance self-esteem has for today's society by reflecting on the content of the interactive e-book. The first lesson of this phase and the ninth of the complete process is called *Talking about self-esteem* and develops the immersion of the second interactive e-book that displays content about self-esteem. The second lesson of this phase and tenth of the sensitization process is named *Tie-up with self-esteem and self-confidence* and it carries out a reconstruction of the issues approach, especially between self-esteem and self-confidence through questions about the main character of the second interactive e-book and how is her self-esteem journey throughout the story. Finally, the third lesson of this phase and eleventh of the sensitization process is called *You are important and powerful*, and it deals with the reconstruction and social action stages. Here, students will create alternative endings for the story and earn and embrace what makes them powerful and unique.

Phase 5: General reflections and thoughts




Finally, the fifth phase is called *General reflections and thoughts* and is the closure of the sensitization process. The principal purpose of this last phase is for students to express their thoughts and reflections on the three social issues approached during this process, as well as on the activities developed during the sensitization process. This phase includes one lesson plan for a closure session of one hour called *Closure of the sensitization process*. As a final result of this lesson, students will express in a free and original way a final reflection on the complete process.

Instructional Design

In this section, the lesson plans for all the phases are presented with their respective materials for each class. These materials are available by clicking the following link to the web

page: [Welcome to your sensitization process](#). This instructional design has the objective of providing students with a meaningful content in the EFL classroom to promote early critical literacy skills by enhancing communicative competence and social empowerment. The interactive e-books will encourage students to make comments and share ideas about social issues both inside and outside the classroom. The visualization of self-confidence, bullying, self-esteem, and gender equality is key since these are relatable topics for children from nine to twelve years old. Therefore, the material designed for this sensitization process aims to cover these issues so kids can have a better understanding of them. As these topics can be relatable for them, they can start being critical by commenting and reflecting upon the content from the e-books.

Table 3. Lesson plans sequence

PHASE OF SENSITIZATION I: ME AND MY SURROUNDINGS			
LESSON 01: GETTING TO KNOW YOURSELF AND YOUR CLASSROOM			
Time: 60 minutes Grade: 5th		Approach: Critical Literacy	
Content: Introduction to the sensitization process: personalities.			
Multimodal resources:			
<ul style="list-style-type: none"> ▪ Self-portrait example. ▪ Key vocabulary to talk about personalities. 			
Stage time	Stage aim	Procedures	Stage skills
Warm-up and demonstration activity 10 minutes	To activate previous knowledge about personality traits and self-recognition. 	First, the teacher will present a chart with vocabulary about personality traits. Then, the teacher will show a paragraph along with his/her voice, describing his/her own personality using the vocabulary from the list. <div style="border: 1px solid black; padding: 5px; background-color: #e0f2f1;"> At home: The teacher will give examples sharing their screen with visuals and sound in the designated platform by the school. </div>	 

Guided practice: drawing your self-portrait

20 minutes

To start using vocabulary in context by practicing both reading and writing. By incorporating these two skills from now on, they will comprehend literacy easily.

After that, students will draw their self-portraits. In the screen where the text about the teacher's personality is being shown, the teacher will show his/her self-portrait as an example along with the paragraph. Then, children will draw themselves and will try to write, as much as they can, about their personality. Here, they can follow the teacher's example and write a short text, or they can write just sentences with the following structure:

Subject + verb to be + their characteristics.



At home: Students can develop the same activities through a shared board or simply do it with the same materials and send a picture of their activities.



Independent practice: talking about my personality

10 minutes

To let children cooperate with others and work in teams while giving relevance to speaking, phonetics, and non-verbal skills while sharing information.

For this activity, the teacher will instruct students to create groups maximum of 5 people. Now, they will share their self-portraits with their group partners and will also talk about their personalities taking into account what they wrote and the key vocabulary from this session.

At home: Students will be gathered in different group meetings from the main session so they can talk and share information confidently with their classmates. Groups will be arranged at random.



Independent practice: talking about myself and my classmates

10 minutes

To share information about themselves as well as about their partners showing they are knowing and understanding the society in which they live in.

Now, kids must remember their classmates' personality traits. Then, they must choose a partner to work in couples, it would be ideal if it were someone who was not in the previous group. Here, they will share their own personality traits as well as the ones they just learned from their classmates in the previous group activity. In this sense, each student can learn more information about their classmates.

At home: Here, couples would be chosen randomly. Students will be also gathered in different meetings so they can share all the information with their partners.



Wrap-up (activity)

10 minutes

To recognize themselves and their classmates' personality characteristics.

Finally, in an organized way, children must go to one side of the classroom. Now, they will paste their self-portraits on the wall so literacy can be available all the time. Also, here they can recognize the works of their partners whom they have already talked with. To finish the lesson, the teacher will ask students to show what they remember or what they learned about their classmates.

For example:

"Henry please show the class one of your partners that you remember as cheerful" and Henry must point out his classmate's portrait.

At home: Self-portraits will be saved in a shared folder on Google Drive with the name and date of the lesson and they will be available for students and the teacher all the time.

For the final activity, the teacher will ask each student for one key personality characteristic, and students will mention who in the class is like it (just as in the previous example).



LESSON 02: GETTING TO KNOW YOU OUTSIDE THE SCHOOL

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

Introduction to the sensitization process: the family.

Materials:

- For this lesson, kids have to bring:
- Photos of their family members.
 - Cardboard.
 - Markers or color pencils.

Stage time

Warm-up activity

10 minutes

Stage aim

To activate previous knowledge about personality traits, self-recognition, their nearest society and their classmates.

Procedures

To begin with, students will say one personality trait about themselves and one they remember about any of their partners. Now, it is key to mention the classmate's name and then their personal feature.

At home: The teacher will share the screen with the result of the previous activity, or students can look at it individually.



Stage skills



Demonstration activity: presenting my family

10 minutes

To show students an easy and organized way to present their families in order to talk about them later on.



For this activity, the teacher will take the lead and will show how to build a family tree. First, the teacher will take his/her cardboard and draw an example of a family tree with his/her family members' names. Later, the teacher will paste pictures of them, just by their names, in the cardboard and write at least two personality traits for each person.

At home: The teacher will share his/her own example of a family tree both by sharing the screen and sending the file to each student.



Guided practice: talking about my personality

20 minutes

To build a family tree that includes pictures, names, and characteristics about family members' personalities.



Taking into account the example previously provided by the teacher, students will now have the time to build their own family tree. Here they must use the materials they brought and will use the vocabulary they already have worked with about personal characteristics. The teacher will be around the classroom helping every student and giving the necessary guidelines for each one.

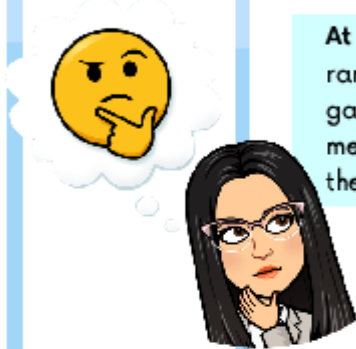
At home: It would be ideal for students to share their screens throughout the activity so the teacher can check and provide specific guidelines. They can take turns to share their screens.



Independent practice: talking about my family.

10 minutes

To share information about their family members showing that they know and are trying to understand people in their surroundings.



The class will be divided into groups of five people each. Inside the group, each student will have a maximum of two minutes to show their family tree to their classmates, present their family and say little things about their personalities. This activity will show what students wrote and what characteristics they mainly identify from their families.

At home: Groups will be chosen randomly. Students will be gathered in different online meetings so they all can share their family trees.



Wrap-up activity

10 minutes

To recognize one main part of their surroundings: family and their personality traits.

To end up the lesson, students must go to the part of the classroom where their self-portraits are pasted and paste their family trees in a new section of the wall devoted to this activity's results.

Now, they will have the opportunity of recognizing not only their own family but also the ones of their classmates. Therefore, students can identify what are the most common behaviors and characteristics of people that are part of their surroundings in society. They will have five minutes to observe, identify these features, and ask questions if they need to.

At home: Family trees will be saved in a new shared folder with the name and date of the lesson. These activities will be available for students and the teacher all the time.



PHASE OF SENSITIZATION 2: TALKING ABOUT SELF-CONFIDENCE

LESSON 03: THE DAY I GREW UP

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

- Reading of the interactive e-book.
- Self-confidence.

Materials:

- Cardboard.
- Markers or color pencils.

Multimodal resources:

- Interactive e-book "The day I grew up"
- Flashcards about personality traits.

Stage time

Warm-up activity: what is self-confidence?

15 minutes

Stage aim

To activate previous knowledge about personality traits related to self-confidence for kids to identify what self-confidence means.

Procedures

First, the teacher will show an interactive image showing some personality traits that were practiced during the previous phase and another image with characteristics that would mean the opposite to the first ones. This would help students realize some features that a self-confident person has and, what could be a possible opposite for self-confidence.

At home: The teacher will share the screen with the interactive image.

Stage skills



Immersion:
reading of the
interactive e-
book

30 minutes

To provide
meaningful
content about
an everyday
life social issue
for kids: self-
confidence.



The teacher will show the interactive e-book on the TV/video beam in front of the whole class. This includes the reading, images, and audio of the reading aloud of the story. It will have some underlined words that help to understand the character's personality. The book can be read twice. After each reading, the teacher will show a set of flashcards with vocabulary about self-confidence that will provide a better understanding of the e-book.

At home: The reading of the book will be done at an online meeting and the material will be available for individual reading as well.



Wrap-up
activity: Nick's
self-confidence

15 minutes

To recognize
how the book's
main character
is self-
confident.

Finally, students will have time to check their understanding of the book, mainly regarding the self-confidence issue. Here, the interactive images from the warm-up activity will be used along with the interactive e-book to identify what characteristics Nick has. Now, they will use the materials they brought and draw the character's portrait in the middle of the cardboard.

On the left side, they will write the title "**At the beginning Nick was**" and on the right side the title "**At the end Nick is**".

Then, along with the teacher, they will have to identify how this character was at the beginning of the story and how he changed throughout the plot, to finally write it in the spaces they left next to Nick's drawing.

At home: Students can develop the same activities through a shared board or simply do it with the same materials and send a picture of their activities.



LESSON 04: THE DAY I GREW UP

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

Deconstruction about self-confidence in the e-book.

Materials:

- Nick's self-portrait (the one made in the previous lesson)

Multimodal resources:

- Interactive e-book "The day I grew up"
- Collaborative board: Padlet "Nick's self-confidence"

Stage time

Immersion: re-reading of the interactive e-book

25 minutes

Stage aim

To display relevant content about self-confidence one more time.



Procedures

The teacher will show the interactive e-book in the TV/video beam in front of the whole class again. It can be read once or twice depending on the students' needs. Here, students can take elements from the previous class, raise their hands and mention Nick's personality traits throughout the book.

At home: The reading of the book will be done at an online meeting and the material will be available for individual reading as well.

Stage skills



Deconstruction:
talking about
the main
character

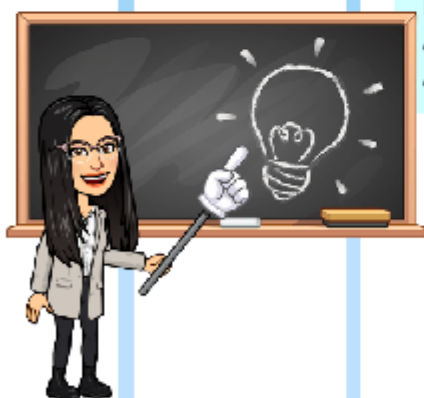
35 minutes

To ask initial
questions
about the main
character of
the book and
how self-
confidence can
be seen in his
personality.

After reading and listening to the interactive e-book, students will be asked some questions aiming at the analysis of the character's self-confidence. For this, teachers will have to check List 1 with questions about Nick's self-confidence and students will need the character's portrait from the previous class to remember Nick's personality traits related to self-confidence. Now, there is a Padlet designed to share in the class so students can add their answers to the questions. They can do this at school if technological resources are available. or at home. If the school cannot provide them, students will use class time to write a draft of their answers so they can upload them to the Padlet from home. They can upload images, words, phrases, and sentences as their answers.



At home: The list of questions will be sent to students and they can add their answers to the collaborative board on Padlet.



LESSON 05: BELIEVING IN YOURSELF

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

Awareness of strenghts and weaknesses.

Materials:

- Markers or color pencils.
- Colored pieces of paper.
- Glue.
- Transcription of the interactive e-book (this is given by the teacher).

Multimodal resources:

- Interactive e-book "The day I grew up"

Stage time

Reconstruction:
possible
perspectives

30 minutes

Stage aim

To create alternative perspectives to the story's plot and see the importance of self-confidence.

Procedures

First, students will work in groups of three people. They will receive the transcript of the interactive e-book on a piece of paper with some underlined words. These are mainly personal characteristics about self-confidence that are found in the book. Here, students will have to change those words for personality traits that they think would be accurate if Nick had never earned self-confidence, which would be the opposite of what Nick is at the end of the story. For this, they will use the list of personality traits from Lesson 1.

At home: This activity can be developed individually. Students will receive the transcription and will also be available along with all the materials.

Stage skills



Immersion:
reading of the
transcription

10 minutes

To recognize
Nick's self-
confidence
trajectory and
what would
have
happened to
him without it.

Now, kids will hand their modified transcriptions to the teacher. Then, the teacher will write on the board a list of the words students added or identified as unrelated to self-confidence. Here students can participate and try to say the words they added and the teacher can also take some from the transcriptions in case students do not remember everything they wrote. This way students can notice and identify the possible outcomes for Nick if he had never earned self-confidence traits.



Social action:
earning self-
awareness

25 minutes

To embrace
strengths and
weaknesses
regarding self-
confidence.

After recognizing what could have happened to Nick without self-confidence, kids will start becoming aware of their own strengths and weaknesses regarding the self-confidence issue.

So, kids will take their colored pieces of paper, cut them into little squares or any shape they like, and write the title

"Self-confidence"

in the pieces of paper along with their own strengths and weaknesses. Finally, they will use the glue and paste those shapes in the self-portrait they made during the first lesson.

At home: Students will develop this activity on any platform they like, for example, paint, canva, etc., or they can do it by hand and then upload the picture in the same folder where their self-portraits are. It would be great if they can join both activities (self-portrait and what they did regarding their strengths and weaknesses).



PHASE OF SENSITIZATION 3: FACING TROUBLES

LESSON 06: THE DAY I GREW UP VOL. 2

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

- Reading of the interactive e-book.
- Bullying.

Materials:

- Cardboard.
- Markers or color pencils.

Multimodal resources:

- Interactive e-book "The day I grew up"
- Flashcards about personality traits and bullying.

Stage time

Immersion: re-reading of the interactive e-book

Warm-up activity: comparison between self-confidence and bullying traits.

30 minutes

Stage aim

To provide meaningful content about an everyday life social issue for kids: bullying.



Procedures

The teacher will show the interactive e-book one more time. The book already has some underlined words about the characters' personality traits. After reading the book, the teacher will show two sets of flashcards: the one students already know about self-confidence features and a new set about bullying. Here, they will start recognizing the relationship between traits they forecast and how they can be related to someone who is being bullied or who is a bully. It is key for them to take notes of the vocabulary and relationships found.

Stage skills



Deconstruction: how is bullying presented throughout the e-book.

30 minutes

To ask initial questions about how personality traits worked in previous lessons can help identify a bully or someone who is being bullied.

After a first approach of how bullying is presented in the short story, the teacher will ask some questions about it through Quizizz.

There will be yes / no questions about the e-book characters such as:

- "Is this person a bully?"
- "Is this person being bullied?"

Students will answer "yes" or "no" on the platform. Then, they will use the materials they have for this lesson to draw two portraits: one of a bully character and one about someone who is bullied. They can create the characters or choose people from TV shows, movies, or any environment they would like. Here, they will write and identify the personality traits related to these two types of characters and paste their works in a new place on the wall that will be devoted for this activity.

At home: For this lesson, the flashcards will be shared on the teacher's screen and will be available along with the other materials. For the second activity, students will develop this activity on any digital platform they like, or they can do it by hand and then upload the picture in a new Google Drive folder with the name and date of the activity.



LESSON 07: BULLYING IN REAL LIFE

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

Deconstruction about bullying in real life.

Materials:

- Markers or color pencils.
- A paper sheet.
- Transcription of the e-book (this is given by the teacher).

Multimodal resources:

- Interactive e-book "The day I grew up" just in case it is needed.

Stage time

Reconstruction:
how is bullying
presented in
real life

60 minutes

Stage aim

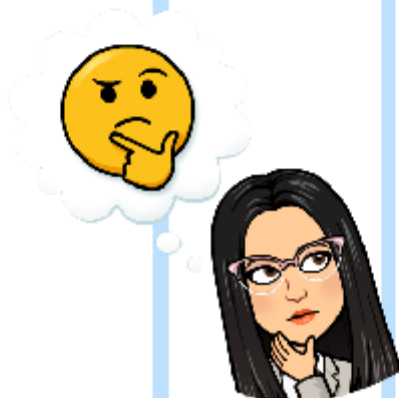
To approach
how the e-
book's main
character
faces bullying
issues
establishing
relationships
with real or
fictional
situations.

Procedures

Students will establish relationships between the e-book they have already read and real-life situations. Here, they will have the transcription of the interactive e-book so they can underline or circle important parts or vocabulary from the story. After this, individually, they will write on a sheet of paper a similar situation regarding bullying that they have seen. They can use names, physical descriptions, and personality traits. It is not necessary to write a whole paragraph, they can write as many words or sentences as they can. Then, students must gather into groups of three or four people to share these stories with their classmates and paste their paper sheets in a part of the classroom's wall selected by the teacher.

At home: Students can choose their partners and create meetings in the designated platform to share their works. They will upload this to a Google Drive folder for the lesson.

Stage skills



LESSON 08: BULLYING IN REAL LIFE

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

Narrative writing

Materials:

- Markers or color pencils.
- Guided-writing sheet (this is given by the teacher).

Multimodal resources:

- Interactive e-book "The day I grew up" just in case it is needed.

Stage time

Social action:
writing about
bullying.

60 minutes

Stage aim

To express thoughts on how students have seen or faced bullying in their real lives through a short guided-writing exercise.



Procedures

For this activity, students will receive a guided-writing worksheet with instructions to develop an exercise. They will work individually here and also have access to the flashcards they have already seen during this sensitization phase. The worksheet displays some clues of how to write narrative paragraphs so kids can share their thoughts and experiences easily as they will have flashcards with vocabulary to be used anytime.

At home: Students will receive the worksheet and as soon as they finish, they will take a picture of their writing exercise and upload it to a new Google Drive folder that will have the name and date of the lesson.

Stage skills



PHASE OF SENSITIZATION 4: EVERYONE MATTERS

LESSON 09: TALKING ABOUT SELF-ESTEEM

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

- Reading of the interactive e-book.
- Comparison between self-esteem, self-confidence, and bullying.

Materials:

- Cardboard.
- Markers or color pencils.

Multimodal resources:

- Interactive e-book "Wishing to be famous"
- Flashcards about self-esteem.
- Storyline about self-confidence and bullying.

Stage time

Warm-up activity: let's talk about self-esteem.

20 minutes

Stage aim

To activate previous knowledge about self-confidence, bullying, and self-esteem.






Procedures

First, the teacher will show a storyline, created on Storyboard, that will help students remember what self-confidence and bullying are and look like to society's eyes. The teacher will read the storyline out loud and students will watch and listen carefully. They can ask questions or talk about features or personality traits if they feel like it. After this little reading, the teacher will share a new set of flashcards about self-esteem with the students so they can identify personality traits related to this characteristic. They will recognize if

Stage skills



		<p>these are related to self-confidence or bullying.</p> <p>At home: The teacher will share the screen with the storyline and flashcards.</p>	
<p>Immersion: reading of the second interactive e-book</p> <p>30 minutes</p>	<p>To provide meaningful content about an everyday life social issue for kids: self-confidence.</p>	<p>The teacher will show the second interactive e-book on the TV/video beam in front of the whole class. This includes the reading, images, and audio of the reading aloud of the book. The book will have some underlined words that help to depict personality traits related to self-esteem. The book can be read twice according to the class development and needs. After each reading, the teacher will again the set of flashcards with vocabulary about self-confidence from the previous activity to provide a better understanding of the interactive e-book.</p>	 
<p>Wrap-up activity: Charlotte's self-esteem</p> <p>15 minutes</p>	<p>To recognize how the book's main character achieves and embraces self-esteem.</p>	<p>Finally, students will show their understanding of the relationship or the comparison between those issues. Here, the set of flashcards from the warm-up activity will be used along with the interactive e-book to identify what characteristics Charlotte has. Now, on the cardboard, they will depict relationships between the three issues that have been approached during the sensitization process: self-confidence, bullying, and self-esteem. Students will draw the characters from both e-books and write what they noticed between the characters and the approached issues. As the interactive e-book has underlined words and students have access to the activities they did about the first interactive e-book, they can compare those with the personality traits that they learned in the previous phase.</p> <p>At home: Students can develop the same activity using the materials, take a picture of the results, and send the picture or upload it to a Google Drive folder with the date and name of the lesson.</p>	



LESSON 10: TIE-UP WITH SELF-ESTEEM AND SELF-CONFIDENCE

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

Deconstruction of a character's self-esteem.

Materials:

- The result from the previous class activity.

Multimodal resources:

- Interactive e-book "Wishing to be famous"
- Collaborative board: Padlet "Charlotte's self-esteem"

Stage time

Immersion: re-reading of the second interactive e-book

25 minutes

Stage aim

To display relevant content about self-esteem one more time.



Procedures

The teacher will show the interactive e-book in the TV/video beam in front of the whole class again. It will only be read once, maybe twice if the teacher thinks it is needed.

After the reading, each student will be asked to mention one of Charlotte's personality traits throughout the book. When all of these had been said, students will be asked to say if they think this character is also related to self-confidence and bullying.

At home: The teacher will share the screen and show the e-book in an online meeting. The material will also be available for individual work. The questions will be asked in the same meeting.

Stage skills



Deconstruction:
depicting the
main character's
self-esteem

35 minutes

To ask initial
questions
about the main
character of
the book and
how is her self-
esteem journey
throughout the
story-



After a first approach to how self-esteem is presented in the e-book along with self-confidence and bullying, the teacher will ask some questions about it. For this, teachers will have to check List 2 with questions about the three issues approached throughout the process. Students will need their results from the previous class to remember what they understood from the comparison between these issues. Now, there will be a new collaborative board on Padlet designed to share in the class so students can add their answers to the questions. They can do this at school if technological resources are available. or at home. If the school cannot provide them, students will use class time to write a draft of their answers so they can upload them to the Padlet from home. They can upload images, words, phrases, and sentences as their answers.

When they finish answering the questions, students will choose a classmate to talk with during the last five minutes of the class and share their answers. The teacher will be attentive to how the conversations go.

At home: The list of questions will be sent to students and they can add their answers to the collaborative board on Padlet. In the last 15 minutes of the class, each student will be asked to choose one of their answers and share it with the class. It does not matter if they have not answered all the questions since they can have a little more time at home to upload them.



LESSON 11: YOU ARE IMPORTANT AND POWERFUL

Time: 60 minutes

Grade: 5th

Approach:

Critical Literacy

Content:

- Alternative endings.
- Free-writing activity.

Materials:

- Markers or color pencils.
- Cardboard.
- Transcription of the interactive e-book (this is given by the teacher).
- The self-portraits they completed in the previous lessons.
- Freewriting worksheet (this is given by the teacher).

Multimodal resources:

- Interactive e-book "Wanting to be famous" just in case it is needed.

Stage time

Reconstruction:
alternative
perspectives

30 minutes

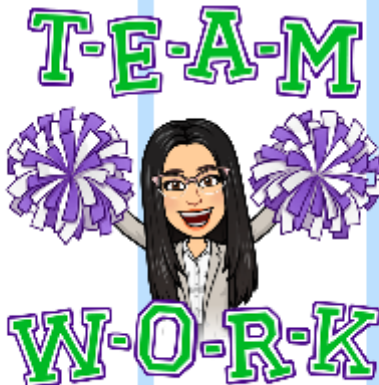
Stage aim

To create
alternative
endings to the
story's plot and
identify the
relevance of
self-esteem.

Procedures

Here students will have to work in couples, they can choose their partner from the previous class. They will receive the transcript of the interactive e-book on a piece of paper. This transcription has its ending underlined, this is the part where the main character becomes self-aware of her power. Here, students will have to change that ending and try to guess how the story would have ended without the character's self-esteem. For this, they will use the vocabulary they have learned about the three key issues of this sensitization process.

Stage skills



At home: This activity can be developed individually. Students will receive the transcription and will also be available along with all the materials.



Social action:
you are
important and
powerful

30 minutes

To earn and
embrace what
make students
powerful and
unique.

Finally, after recognizing Charlotte's self-esteem journey and what made her realize her uniqueness and strength, students will embrace their own features, strengths, and weaknesses, to become self-aware of what they can do with them!

Here, students will take cardboard of their favorite color, take their self-portraits from the classroom wall and focus on what they wrote about themselves during the previous classes. Then, they will receive the following free writing sheet and write how capable and impressive they are and what they would like to achieve in the future. They will add this writing piece to their self-portraits and paste them on the wall again.

At home: Students will receive the free writing sheet, will complete it, and will upload the final result to a Google Drive folder for this lesson's activity.



PHASE OF SENSITIZATION 5: GENERAL REFLECTIONS AND THOUGHTS

LESSON 12: CLOSURE OF THE SENSITAZION PROCESS

Time: 60 minutes
but it can take more time
from next session if needed.

Grade: 5th

Approach:

Critical Literacy

Content:

Closure of the
sensitization process.

Materials:

- Cardboard.
- Markers or color pencils.
- Materials from the previous lessons
- Activities from the previous lessons.

Multimodal resources:

- Interactive e-book "The day I grew up"
- Interactive e-book "Wishing to be famous"

Stage time

Warm-up
activity: initial
questions

20 minutes

Stage aim

To activate
previous
knowledge
about
everything that
was worked in
the
sensitization
process.




Procedures

Here, students will reflect upon their sensitization process. First, they will take the self-portraits they made during the introductory phase. Then, they will use the cardboard and the rest of their materials to answer the questions presented in List 3. Finally, they will paste this cardboard into the self-portraits.



Stage skills



		<p>At home: Students will answer the questions through a digital image that they will add to the self-portraits they have also made digitally.</p>	
<p>Independent practice: expressing what I think</p> <p>20 minutes</p>	<p>To share thoughts and reflections on the approached issues.</p>	<p>Now, it is the moment for students to form a round table in the classroom to share the finished self-portraits. Here, students will freely share their comments, thoughts, and reflections on self-confidence, bullying, and self-esteem all through their self-portraits. For this activity, each student will have to talk for at least one or two minutes.</p> <p>At home: Students will have the same quantity of time to share the information in an online meeting.</p>	
<p>Wrap-up activity: closure of the sensitization process</p> <p>20 minutes</p>  <p>Well Done!</p>	<p>To express in a free and original way a final reflection about the sensitization process.</p>	<p>Finally, students will have the chance to create a visual aid that will gather the main results from this sensitization process. In a complete wall of the classroom, everyone will paste the finished self-portraits and build a framework with them. Then, in the middle, they will organize all of their other works that were made through the phases.</p> <p>At home: Students will create the framework or a different kind of visual aid on a collaborative board. The rest of their works will be available online for all the class.</p>	

CHAPTER V: Pedagogical Expectations, Implications, and Limitations

This chapter unveils the expectations for the advancement of this proposal along with the pedagogical implications in terms of the use of language in the classroom, where the proposal may be applied, and student and teacher engagement. Additionally, anticipated limitations and their possible solutions during the development of the proposal in terms of use of technological resources and student's participation and English levels are addressed.

Expectations

The main pedagogical expectation for this proposal is that fifth-graders successfully develop their early critical literacy skills in English throughout the reading and use of the interactive e-books during the sensitization phases. It is expected that through the sensitization process and the activities explained above, students acquire speaking and writing abilities to comment on their thoughts or express their opinions about crucial social issues that can be present in their surroundings both outside and inside the classroom. Moreover, carrying out this proposal intends for students to realize some problems in society and to start calling for change through their social actions and practices in the school, their homes, and their neighborhood.

Also, it is expected to enhance communicative competence by integrating the four English language skills. In this proposal, all the English language skills are key to developing early critical literacy skills in students since reading and listening allow a proper interaction with the material designed in order to generate writing and speaking outcomes to actually materialize those critical literacy skills. So, even though most results from the activities and discussions carried out in class will show the advancement of the speaking and writing skills; reading and

listening will be the ones that provide the initial tools for students to communicate their thoughts and let the actual knowledge of social issues be shown.

Moreover, it is assumed that this sensitization process will boost children's social empowerment in the classroom through comments and reflections upon texts in the foreign language. As it was stated all over in the presentation of the pedagogical proposal, socially important issues will be approached throughout all the lessons and students will show their early critical skills by talking about these issues and giving their opinions on them and on how they are present in their lives. Then, this proposal also seeks for students to be socially empowered in the EFL classrooms to talk and share views with their partners about topics that will be decisive for them not only during early childhood but for the rest of their socio-cultural and political development.

Finally, as this pedagogical proposal aims at enhancing a sensitization process intended to support an early development, growth, and expansion of early critical skills in English, here is one consideration. It is suggested to apply this proposal as an action research project to observe and share the experience and the results of working on self-confidence, bullying, and self-esteem with fifth-graders. This with the purpose of assessing how students see and deal with these issues as well as how they compare them with their context. Additionally, it would be important to notice the results in terms of the use of English regarding students' critical reflections and comments on those issues. Also, it would be key to notice the influences and effects of the interactive e-books and multimodal resources in language learning and decoding of texts, reflective and critical processes, and vocabulary acquisition.

Implications

To begin with, the first implication revolves around the use of the English language in the classroom. Here, it is key to consider that this proposal follows Freire's (1985) idea about language being a source of power. Then, language is a means to socially empower students to deal with real-life situations in an EFL context, instead of using it for decontextualized exercises that lack a connection with their daily lives. Consequently, for a remarkable development of this proposal teachers need to go beyond only grammatical exercises and enhance both the reception and production of the four English language skills. So, the English language must be utilized to address and solve real-life issues that are present in the student's context.

Therefore, it is major to provide students with tools and interactive materials to start thinking and producing the foreign language to comment on social and cultural issues around them. Additionally, since students will learn vocabulary through the interactive e-books and other materials and then will try to produce their discourse, both the process and results regarding language should be taken into account as they will improve their English level while they carry out the sensitization process.

As was just mentioned, it is crucial for schools to facilitate the use of various technological devices and printed materials that are necessary for the development of the proposal for both face-to-face and virtual lessons. The required materials for in-person classes include a device for the whole class to see and access the interactive e-books and other didactic resources that are found on the website, printed materials that are required according to the lesson plans in this document and spaces to share the final results of the sensitization process. In the case of remote learning, the institutions must guarantee that students can access all the material on the website without any inconveniences. For this, it would be ideal for institutions to

enable access to platforms with educative purposes so students can join the classes easily and use the designed materials.

The second implication deals with teachers' and students' engagement with the development of the proposal. First, regarding the teacher's position, it is necessary for them to always encourage students to use the target language to communicate their thoughts. Here, the teacher is not the only person with a voice, and it is their mission to make sure students feel safe and free to talk in the EFL classroom. Also, the teacher should be ready to listen, understand, and respect each student's experiences and comments, and create a secure setting where everyone in the class does the same. Now, regarding students' involvement with the proposal, they will necessarily have an active role during the whole process. So, they will work on the four English language skills so they will receive and, consequently, produce language with their ideas. For this, they should collaborate with their classmates as they need to work in couples or groups during some activities, and they should be willing to share their opinions using the target language and value and respect their classmates' opinions and processes with the English language.

The third implication is regarding where this proposal might be applied. Thus, institutions should be willing to open their English curriculum and go beyond grammatical and lexical focuses in order to provide the best possible setting to carry out the first implication just mentioned in this excerpt. All in all, institutions must provide not only the materials given throughout this proposal, but also a safe and comfortable educational environment where students can work on socio-cultural topics and freely share their experiences and comments about them.

Limitations

Now, at the time of implementing this proposal, there are four main issues to consider. Also, some possible solutions are provided at the end of this excerpt aiming at achieving the best outcomes for the proposal. That being said, first, it is pertinent to take into account the current situation and new possibilities that were left by the latest pandemic known as COVID-19. Next, students' lack of participation and vocabulary in the target language are approached as well as the use of technology inside the educational environment. Finally, it is important to consider that the time devoted to each lesson according to the instructional design, might need to be changed and adapted to the needs of a specific population.

Then, regarding the first issue, the COVID-19 pandemic changed many environments and circumstances in everyone's lives including the educational context. Even though currently all educative institutions in Colombia are having face-to-face encounters, the pandemic also left the possibility for a remote learning situation to be presented again. Then, as this proposal also provides the alternative of being applied within this modality, this might limit the development of activities in real-time and it could decrease students' participation, especially in the activities that require producing answers, comments, and opinions using the English language.

Then, due to each population's needs and management of time in each institution, students likely require more time than the approximate one for each activity to be completed. Then, the time and quantity of lessons established to complete the process may need to be expanded so students can finish all the activities with good outcomes and without pressure. Also, as some of the socio-cultural issues of this proposal are not usually thrived during foreign language classes, students might take more time than expected to understand the vocabulary and to use it. Therefore, when the time comes to apply the proposal in real-time, teachers and

institutions should be willing to adapt the amount of time devoted to each activity, always following their students' own processes and particular needs in both face to face and remote lessons.

Also, students' lack of participation may also be presented during face-to-face classes. For this proposal's accurate development, students should contribute by giving their judgments and sharing their beliefs and points of view and being critical of the issues addressed in the sensitization process. However, it is possible that they feel overwhelmed by the use of the English language as they may not be used to it. Even though all activities provide a key vocabulary to be explained and used by them, students' English levels might limit the development of the activities presented in this proposal. Nonetheless, each phase of this process is designed to provide the tools for students to carry out all the activities in the best possible way, as well as to improve their decoding of texts, reflective processes, critical thinking, and vocabulary acquisition while practicing and learning the language in a dynamic and contextualized manner.

Moreover, for the application of this proposal, it is fundamental to have access to an internet connection and technological devices to show materials and apply activities. If students are working from their homes, it will be imperative to have network access to join the classes and to use the materials, as well as the use of any technological device such as computers, cellphones, or tablets to carry out the process. If it is not possible, they would not be able to interact properly with the teacher and classmates nor with the materials. Further, if students have access to lessons at the school but they do not have access to all the materials, the final outcome may not be the best, since it is crucial to take into account that, even though this proposal can be developed without the ideal conditions and resources, results will be greater if students have

more interaction with their teacher, classmates, classroom, and the resources displayed for this sensitization process.

Finally, the following possible solutions are delivered aiming at achieving the best outcomes for the proposal's development:

Table 4. Limitations and possible solutions

ANTICIPATED PROBLEMS WITH MATERIALS, ACTIVITIES, AND TASKS	POSSIBLE SOLUTIONS
<p>Students might require more time than the estimated one for each activity to be completed.</p>	<p>Here, teachers and institutions must be willing to adapt the amount of time devoted to each activity. This proposal is composed of five phases and twelve lessons of one hour each. However, some classes may need to be extended so students can complete the activities correctly. This will not happen with every lesson, but the institutions could consider having an additional quantity of time to be devoted to the proposal.</p>
<p>Lack of students' participations and interest towards the activities.</p>	<p>Perform the activities with them.</p>
<p>Students may not understand the vocabulary or may not have the expected English level.</p>	<p>All the activities are designed to provide a key vocabulary and to be developed calmly and progressively according to the students' needs. However, it may be required to refresh that vocabulary during the whole lesson through the examples or guided activities presented in the instructional design.</p>
<p>Not having access to internet connection and technological devices.</p>	<p>In the case of face-to-face sessions, interactive e-books and other multimodal materials can be downloaded or printed and the teacher can decide how to use the material in the classroom. For remote learning, these can be sent and downloaded by students but they might need network access for at least a moment to download the material. These can be opened and used from any device such as a cellphone or a computer.</p>

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ANNEXES









Annex 1. Guided-writing worksheet

GUIDED-WRITING

A STORY ABOUT BULLYING

Write a short paragraph (from 5 to 10 lines) sharing an experience you or someone you know have had.

KEY VOCABULARY

 Impulsive	 Disrespectful	 Violent	 Mocking
 Non-confident	 Insecure	 Fearful	 Different

You can add drawings, illustrations, or any visual aid to complement your writing! You can also share your ideas and paragraph with your partners after finishing the activity.

After reading the example and taking a look at the words you can use for your writing, write here your short paragraph.

You will find some guiding sentences at the beginning, the middle, and the end of the paragraph structure. Fill in the rest with your story or with what you want to share. You can also choose from the underlined words the option that best suits your paragraph.

YOUR PARAGRAPH:

One day I felt fearful and insecure because someone _____.

_____ . This person was _____ and _____.

To try and solve this problem I _____.

Today I feel _____ and _____ about this situation. Sometimes it still affects / don't affect me, but I am trying to overcome it / try not to think of it.

DRAWINGS OR VISUAL AIDS HERE

Annex 2. Free-writing worksheet

FREE-WRITING ACTIVITY

Now you are the protagonist of your own story.

Take a look at all the information you have added to your self-portrait. Let's start!

Write your strengths and everything that makes you powerful!

Write the traits you have in your self-portrait. How do they make you unique?

The worksheet is presented as a smartphone screen with a purple header and footer. The header contains a person icon, and the footer contains a back arrow. The screen is decorated with illustrations of books and a pencil. The background of the screen is a light purple grid.