

Exploring EFL Teachers' Understanding of the Pedagogy of the Multiliteracies

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Maestría en Enseñanza de Lenguas Extranjeras

Análisis y Programación de la Comunicación Didáctica

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2. Descripción
<p>Esta tesis de Maestría en Enseñanza de Lenguas Extranjeras presenta una investigación cualitativa de estudio de caso cuyo objetivo principal fue examinar cómo las reflexiones de los profesores de inglés como lengua extranjera evidencian la comprensión de la pedagogía de las multiliteracidades en el marco de un curso de formación profesoral. Como segundo objetivo se buscó entender cómo estos participantes percibieron las potenciales utilidades y desafíos que esta pedagogía puede entrañar. Los participantes fueron 4 profesores en ejercicio del Politécnico Internacional IES (Bogotá, Colombia). Los datos se recolectaron a través de diarios, artefactos (participaciones en los</p>

foros y un diseño de clase), así como de notas de campo apoyadas por la transcripción de audio de un taller.

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4. Contenidos

El cuerpo de este documento consta de 5 capítulos que refieren los siguientes contenidos:

En el capítulo 1 se presenta una introducción, se plantea el problema de investigación, su

justificación y se definen la pregunta y los objetivos de investigación.

En el capítulo 2 se da cuenta de los referentes teóricos de la investigación, se discuten investigaciones previas y su relevancia para este proyecto.

En el capítulo 3 se desarrolla el marco metodológico de la investigación. Se relaciona el paradigma y enfoque de investigación, el contexto, los participantes, el rol del investigador, los instrumentos utilizados y procedimientos efectuados.

En el capítulo 4 se evidencia el análisis de los datos. También, se discuten los hallazgos y resultados de la investigación.

En el capítulo 5 se muestran las conclusiones, implicaciones, limitaciones, recomendaciones y posibles rutas para continuar investigaciones asociadas con este proyecto.

5. Metodología

Este proyecto se inscribe en el paradigma de investigación cualitativa. Siguió un estudio de caso que recoge las reflexiones de 4 profesores en ejercicio del Politécnico Internacional IES. Se desarrolló un análisis mediante la lectura línea a línea y se usó codificación en colores. Del análisis sistemático de los datos emergieron dos categorías que fueron explicadas y soportadas con evidencia de la información recolectada.

6. Conclusiones

Las reflexiones de los participantes evidencian diferentes niveles de comprensión de la pedagogía de las multiliteracidades en función de su complejidad y riqueza. Los aportes de un participante revelan una comprensión reflexiva y crítica de la adaptación de esta pedagogía en el aula y en sus prácticas pedagógicas, toda vez que problematiza el papel del profesor como diseñador reflexivo, reconoce la importancia de los aportes teóricos, y los sitúa en los contextos propios de enseñanza y aprendizaje. Otras reflexiones sugieren una utilidad más pragmática del marco pedagógico de las multiliteracidades en relación con el desarrollo comunicativo y del pensamiento crítico, y a la

incorporación de la multimodalidad para crear e interpretar sentido. Los hallazgos sobre las reflexiones de los participantes en torno a los potenciales usos y desafíos de esta pedagogía resaltan el enriquecimiento de las perspectivas metodológicas para planear las clases haciendo uso de un ángulo más amplio para abordar la alfabetización en una lengua extranjera y la flexibilidad metodológica que ofrece este modelo. Los hallazgos sobre los desafíos indican una preocupación sobre cómo adaptar esta pedagogía dadas las condiciones particulares de la institución y la población. En efecto, los participantes problematizan cómo evaluar en este marco que procura una individualización de la enseñanza y del aprendizaje. Asimismo, los profesores abogan por condiciones mínimas, como el tiempo, recursos y apoyo de la institución, para lograr mejores resultados en su propia formación. Finalmente, se concluye que las reflexiones y perspectivas de los profesores se constituyen en un elemento esencial para la comprensión de fenómenos relacionados con la formación de profesores.

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Revisado por:	Esperanza Vera Rodríguez

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Abstract

This master thesis accounts for a qualitative research project conducted through a case study whose objective was to examine how the EFL teachers' reflections evidence their understanding of the pedagogy of the multiliteracies as well as its usefulness and challenges framed in an eighty-hour teacher development online course. It was developed with four in-service teachers from Politécnico Internacional IES (Bogotá, Colombia). Data were collected from logs, artifacts (forum entries and a lesson plan) and field notes supported by a workshop audio transcription. Participants' reflections evidence three distinct levels of understanding of the pedagogy of the multiliteracies in function of its complexity and richness. One participant's findings unveil a solid reflective and critical understanding of this pedagogy by reflecting on the main cornerstones of the PoM in relation to his teaching practices. His reflections mirror the importance of the teacher's role as a reflective designer and agent of change. The other participants' findings show they attain a pragmatic understanding of this pedagogy since they acknowledge the development of communication, critical thinking, and multimodality as key in their teaching practices. The conclusions of the participants' reflections on the potential usefulness and challenges of this pedagogy indicate these teachers are aware of the methodological affordances to design class with a wider angle to teach EFL literacy. Likewise, they advocated for the minimum conditions to undertake an adaptation of this pedagogical framework in their settings. Finally, it is concluded that educators' reflections constitute themselves in essential elements to comprehend the phenomena related to teacher development.

Key words: teacher's reflections and understanding, pedagogy of the multiliteracies, EFL, qualitative research, professional development.

Resumen

Esta tesis presenta una investigación cualitativa del tipo de estudio de caso cuyo objetivo fue examinar cómo las reflexiones de los profesores de inglés como lengua extranjera evidencian la comprensión de la pedagogía de las multiliteracidades y sus potenciales usos y desafíos en el marco de un curso en línea de ochenta horas de formación profesoral. Este estudio fue desarrollado con cuatro profesores en ejercicio del Politécnico Internacional IES (Bogotá, Colombia). Los datos se recolectaron a través de diarios, artefactos, así como de notas de campo apoyadas por la transcripción de audio de un taller. Las reflexiones de los participantes evidencian tres diferentes niveles de comprensión de la pedagogía de las multiliteracidades en función de su complejidad y riqueza. Los hallazgos de un participante develan una comprensión reflexiva y crítica de la adaptación de esta pedagogía en el aula y en sus prácticas pedagógicas, toda vez que problematiza el papel del profesor como diseñador reflexivo y agente de cambio. Otras reflexiones sugieren una utilidad más pragmática del marco pedagógico de las multiliteracidades con relación al desarrollo comunicativo, el pensamiento crítico, y a la multimodalidad. Los hallazgos sobre las reflexiones en torno a los potenciales usos y desafíos de esta pedagogía resaltan el enriquecimiento de las perspectivas metodológicas para planear las clases usando un ángulo más amplio para abordar la alfabetización de inglés como lengua extranjera. Asimismo, los profesores abogan por condiciones mínimas para llevar a cabo una adaptación de este marco pedagógico en sus contextos. Finalmente, se concluye que las reflexiones de los profesores se constituyen en un elemento esencial para la comprensión de fenómenos relacionados con la formación de profesores.

Palabras clave: reflexiones y comprensión del profesor, pedagogía de las multiliteracidades, EFL, investigación cualitativa, desarrollo profesional.

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Chapter 1

In this chapter I contextualize and describe the generalities of this study. I also make clear the reasons, justification and aims of this project.

Introduction

This case study is centered on a group of Colombian teachers of English as a foreign language (EFL) Teachers reflecting on the Pedagogy of the Multiliteracies (PoM) in an eighty-hour teacher development online course. Specifically, I aim to examine how these EFL teachers' reflections mirror their understanding of this pedagogy. Moreover, I intend to understand how they reflect upon the potential usefulness and challenges that this pedagogy may carry.

The integration of the PoM, term coined by the New London Group (NLG) in 1996, within the educational field has emanated as a response to the rapidly evolving digital-information and knowledge society. This pedagogical framework, in accordance with the NLG (1996), serves and equips learners of this fast-changing world, as Freire also stressed in 1973, to critically empower themselves regarding the construction of their social futures in the public, working and private areas (p. 5). This can be achieved by means of an array of multiple forms of learning and communicating, which differ from the traditional conception of literacy limited to paper-based reading and writing, whereby many EFL students are still being oriented. The limitations of long-standing dominant literacy embracing reading and writing like the quintessential privileged mode of teaching, learning and expressing are still at their peak; for instance, the Colombian standardized national test (Pruebas Saber Técnicas y Tecnológicas-TyT) evaluates English competence solely in reading and writing skills, and as a consequence, the so-called communicative EFL classrooms tend to favor learners' ways of communication almost exclusively through reading and writing, setting other ways of meaning-making aside.

Considering the PoM, EFL teachers need to be prepared to cope with these changing times and the limitations that traditional alphabetic reading and writing may comprise. By so doing, teachers will potentially contribute to the critical empowerment of learners to manufacture and portrait meaning in the different terrains they inhabit. Teachers will then need first to understand the thick and complex dynamics and the main theoretical tenets of the PoM.

Within the PoM framework, teachers, for instance, are called to understand that other ways of communicating are relevant; they are becoming even more notorious in our EFL classrooms where students are required to make meaning in varied forms and using different tools as well. The current times demand not only to know how to speak and write in English, but our times are also increasingly requesting to create meaning and represent it drawing upon other forms of meaning-making such as visual, audio, gestural and spatial. Those varied forms altogether convey and represent meaning in authentic scenarios, both globally and locally.

According to Luke (2000), meanings are made through combinations of the previous modes framed within a vast collection of social, cultural, economic, and community factors (p. 72). This idea echoes Kalantzis and Cope (2008) who state that meaning making under the influence of technologies is growingly being made multimodal in which “written linguistic modes of meaning are part and parcel of visual, audio and spatial patterns of meaning” (p. 197). Furthermore, learning EFL should signify to learn how to respond critically and proactively to situated real problems which are constantly emerging. Our EFL learners need to equip themselves to negotiate and produce meaning in multiple modes to serve copious purposes in the working, public and personal spheres.

The PoM strengthens the necessity to conceive students as the protagonists of their learning process by considering their own lifeworlds to scaffold their knowledge construction.

The PoM suggests it is teachers' responsibility to embrace and welcome diversity.

Multiliteracies theory explains how to inspire learners to be active designers of their own learning by embracing needs, differences, change and innovation (Cope & Kalantzis, 2009, p. 386). Teaching EFL should also prioritize more what students have rather than what they lack of to optimize their meaning production and interpretation to communicate proficiently. Gai (2017) asserts EFL should follow the social needs to build up students' literacies to meet the social needs such as problem-solving and critical thinking (p.1207). By understanding the theoretical premises of the PoM, we, as EFL teachers, might also enhance learners' agency, imagination, and creativity to pursue their ambitions in society.

Bearing in mind those arguments, in my consideration sufficiently enough to try this pedagogy, I designed, created, and implemented an online course based on the PoM. This was an eighty-hour teacher development online course comprised by four modules. I created this course in hope of contributing to widen and enrich EFL teachers' methodological repertoire, to broaden their scope to approach literacy teaching and learning, and to examine to what extent they understood this pedagogical framework and its possible usefulness and challenges in our context. I did so, because I was a teacher educator at Politécnico Internacional (PI) and one of my fundamental functions consisted of providing EFL teachers scenarios to develop professionally and pedagogically.

The way I justify the utility of the PoM resides on what I, as an EFL teacher and novel researcher, have realized: regardless times have changed, I have still been teaching the same way. This implies plenty of things, among which, my students have not had the chance to try other ways of making meaning, which is to say, other ways of learning. It implicates that I have been teaching EFL not being aware of all the affordances this pedagogy may bring to my own

teaching practices and to my students' learning processes, to wit: criticality, multimodality, the use of ICT, applied learning and student empowerment in different terrains. Nevertheless, this reflection of mine might not be the case for the rest of my EFL peers at PI. That is why I am interested in examining how these EFL teachers' reflections evidence their understanding of this pedagogy. I also seek to understand how they reflect upon the affordances and constraints this pedagogy may have.

It turns out illustrative to deepen into our Colombian contexts to awaken the necessity of understanding other pedagogical frameworks that might expand our methodological repertoire. Colombian realities in tertiary education do not invite emergent pedagogies to be taken into consideration to supplement our teaching and learning understandings. It is critical to claim that regardless Colombian tertiary educational system has been impelled by several language teaching policies, such as UNESCO's (2003), OECD's (2012), and Colombian own policies such as Programa Nacional de Inglés (2013) with its last ongoing program (from 2015 to 2025) entitled Colombia Very Well, they all have barely contributed to the learners comprehensive learning process as results have shown by PISA and Pruebas Saber TyT. All these policies were presumably adopted without ensuring they serve our own interests and needs (González-Moncada, 2021), and what is even worse, these policies have been implemented by EFL teachers who have not received any or enough (in the best-case scenario) professional development support inside and outside the classroom.

Another factor that intensifies the necessity to attempt at viewing and understanding other pedagogical frameworks regards a myriad of socio historic changes such as globalization, the fourth industrial revolution, the peace implementation process, and political and economic shifts, just to mention a few. In this picture, our tertiary educational system seems to be stricken,

overwhelmed and, in a certain manner, disconnected to these challenges/changes. What we do in the classrooms as EFL teachers seem to be limited to our own means.

National education policies disregard the fact that the world is not written nor read as before, as Freire (1973) manifests the world and not only the word can be written and read (p. 44). Indeed, we have multimodal forms (oral, written, visual, audio, gestural, spatial, etc.) to grasp and represent our lifeworlds in this digitalized society. We are nowadays conveying messages not only in multimodal ways, but also in multicultural and diverse scenarios owing to globalization. We are increasingly relying on artificial intelligence to determine what to say or read, for instance. Despite those occurrences having a direct impact on our tertiary education institutions, ironically, school, in its broad sense, is still stiffed, eluding them. Multimodality has not been an active part of the national policies to approach literacy teaching and learning of EFL. This is one of the main reasons to keep searching ways to first face those socio historic shifts, to then prepare ourselves to navigate them. That is why we must draw on approaches that may bridge existing and disregarded challenges/changes with what we do as EFL teachers inside the classroom.

Derived from the imposed policies, a permanent usage of print-based literacy takes place in the EFL classrooms in Colombia. Partially attributed to what our setting demands, and partially to the fact that we, EFL educators, are subscribed to certain practices that have been naturalized favoring the status quo; teachers tend to fall into a sort of comfort zone that does not problematize the status quo (Giroux, 2001, p. 65). For instance, the reading and writing of mono-texts predominance to decode literal meaning, and as means to teach grammar, technical vocabulary or to drill pronunciation instead of promoting varied multimodal ways of writing and

reading. According to Jordan (1997), the time spent on these skills surpasses by far the other communicative abilities (p. 110).

We, EFL teachers, seem to have overlooked, by means of a naturalized habitus, the necessities our students have in regards with their working, civic and public lives increasingly intertwined in a digital globalized world as outlined by NLG (1996, p. 5). Bourdieu's concept of habitus (Bourdieu, as cited in Goetze, 2004, p. 28) extrapolated to the educational context, might enlighten why we, EFL teachers, go on acting the same way, even though many socio historic changes are occurring and calling transformations from us. We may be reluctant to modify our practices due to societal dynamisms that stablish still hierarchies, in line with this sociologist scholar. As seen, there are multifarious demands and challenges/changes taking place nowadays, nonetheless, neither our context nor our naturalized pedagogical actions are reacting effectively to them.

Statement of the Problem

Coming back to the particularities of this research, this study was centered on four EFL educators, one woman and three men, whose ages ranged from 20 to 45 years old, working at a technical-technological private higher education institution called Politécnico Internacional (PI) at Av Chile branch, in Bogotá, Colombia. Their teaching practices were framed in the depicted thick context and in a stable habitus. Despite the fact, they all had received pedagogical and language education, nearly 60% of them had received more than five years of schooling, there was no evidence that they had received professional development guidance to understand other emerging ways of teaching, in accordance with a questionnaire they responded (see Appendix A for all answers). Yet roughly 43% of them had heard of the PoM, but when asked about what

they knew about it, there was not significant understanding to be reported. This indicates that they could potentially get to know this pedagogy and understand its underpinnings as well as its affordances and constraints.

These EFL teachers particularly experienced the conditions of our context and the habitus of our pedagogical actions. Class observations field notes (Appendix B) and lesson plans analysis (Appendix C) revealed that these participants were used to teaching EFL within the framework provided by the promulgated institutional guidelines of teaching for the test and to be functional at work, orienting learners to get great marks in the standardized national Saber TyT test leading them, therefore, to learn general lexicon based on the traditional literacy. This goes hand in hand with Colombian educational tertiary system policies regarding teaching EFL to improve Colombian workforce profile. Bourdieu and Passeron's (1970) habitual pedagogic actions (p.6) could be mirrored here when these EFL teachers at PI follow the step-by-step methodology they have mastered in the communicative approach, but strongly rooted in the paper-based literacy, to best serve the institution particular interests.

Hence, as proven in the gathered information, classes were aimed at developing performative-communicative objectives in ideal settings by having learners to drill a set of prefixed technical sentences to be efficient at work and prepared to do well at paper-based literacy tests, as evidenced in the teachers' questionnaire, class observation field notes and lesson plan analysis. To be functional in this context means to meet the job requirements in terms of efficacy and productivity, but in viewing this as normal and purposeful, one might be accepting and internalizing the fixed hierarchical structures imposed (Bourdieu & Passeron, 1970, p. 9). Learners' chances to have a more just life get limited; as Wittgenstein (1922) asserts "the limits of my language mean the limits of my world".

This is all set in a post-Fordism setting as the NLG would have anticipated as far back as 1996. Post-Fordism has to do with fixed predetermined power hierarchies and their efficacy and productivity. These hierarchical structures are drawn at work in small scale, masked in elusive words such as boss, now called Chief Executive Officer (CEO), or words such as team work so that the workforce sense a more familiar treatment; nonetheless, it is the same hierarchical working life described by Bourdieu. There is thus a necessity to develop skills for accessing to new forms of communicating at work. But at the same time, our role, as teachers, is not simply to be technocrats. Our job is not to produce docile, compliant workers. Students need to develop their capacity to speak up, to negotiate, and to be able to engage critically with the conditions of their working life. (NLG, 1996, p.17)

As response to the reproduction of these hierarchical structures, EFL teachers at PI are called to prepare students to think critically, to engage fully in society, to make meaning, to negotiate it, and consequently, to be “active participants in social change, active designers, and makers of social futures” (NLG, 1996, p. 3).

The naturalized pedagogical actions could have been acting on a high percentage of students at PI. To have a better understanding of the particularities in which the participants teach, I administered a questionnaire to seventy-five students from different programs (Appendix D). According to their responses, they tended to believe that, on the one hand, communication took place in ideal settings and that it might have been disconnected from real life purposes; on the other hand, learners perceived that reading and writing in English was likely to enable them to get stable and better jobs. Walking EFL teachers through the PoM could be certainly beneficial for them, but also for learners since they must be confronted to fast-changing and conflicting settings by making and negotiating meaning in multiple ways.

According to a roughly 60% of students' response (Appendix D), English subject at that moment was not aimed at providing them tools to understand and solve their problems, nor to critically approach to them. 40% of these learners also expressed English subject did not enable them to participate in their communities democratically; We must understand the importance of acknowledging and negotiating meaning constructed socially. Students might end up being equipped to design their social futures, providing more value to the power of learning whereby we transform our realities.

Regardless the participants of this study at PI did the planning of the EFL lessons (Appendix C), bearing in mind the undergraduate students' profile, which is practical oriented, occupational specific and prepared for market labor entry, a multicultural globalized world requires comprehensive learners rather than workers. This implied that EFL teachers were called to have a better understanding of students' lives and to adapt the specific purposes in their learning programs.

There is a vital call to act globally and locally, in accordance with most research studies I revised in the annotated bibliography, in reference to ELF teachers having to meet the changing needs of students in today's educational environment, to make an effective pedagogical shift. There should be a turn to the recent approaches or frameworks that would empower learners to become more active, functioning members of an increasingly global community. Certainly, although there are many doctoral and a lot more magister research being conducted on the PoM, just a few of them relate teachers' reflections on this pedagogy to examine the actual understanding of it. Most studies are qualitative designs dealing with case studies, action research and literature review itself. In Colombia, there is an increasingly interest in this subject,

but very few of the actual endeavors to understand and adapt this pedagogy account for its implementation in tertiary education.

Despite the fact the PoM was proposed by the NLG in 1996, and that it has been a matter of discussion and implementation (Kalantzis, 2008, p. 202) in the ELF classroom since then, just truly little has been done on this field locally. Literature review also confirms such fact, very few investigations can be traced on the databases regarding the use of the PoM in tertiary educational institutions in our country. I did not manage to locate such a case study aimed at examining in-service EFL teachers' understanding of the PoM framed in a teacher development online course in the tertiary education sector. Nonetheless, I did find some studies addressing the importance of making use of this pedagogical approach, on the one hand, and on the other, I encountered a few valuable research projects on the actual implementation of the pedagogy, mostly in the secondary school contexts in Colombia.

Locally, there is a little knowledge about EFL teachers' understanding of the PoM and how to draw on it in the EFL classroom to meet the demands of this convulsing epoch within which learners are urged "to engage pluralistically, live socially and democratically, communicate differently and effectively, think critically and construct their social futures in the realms of private, public and working life" (NLG,1996 p. 11).

Particularly, at PI context, according to the questionnaire administered to the participants, truly little was known regarding the PoM existence, indeed, 86% responded (Appendix A) they did not know about this pedagogical framework. To know if these EFL teachers were in any manner employing the PoM in the classroom, 6 class observations (Appendix B) were undertaken, the results suggest they are using a few traces of the PoM intuitively rather than theory-based praxis; in other terms, they might have had a very vague

notion of it and how to use it. Through these observations, it was also visible that EFL teachers at PI were not used to reading and incorporating the reality of their students to make it part of a much enriching communicative environment through a multiliteracy approach.

EFL teachers' opinions (Appendix A14) accounted for the fact they would have liked to supplement their practices in view of the social challenges/changes which in turn may help learners to tackle them. In this regard, 95% of the students (Appendix D11) also claimed there would have been helpful to set EFL to prepare them for life challenges/changes. Moreover, these EFL educators at PI acknowledged (Appendix A16) the necessity to draw upon other methodologies, owing to, as they expressed, "we live in a globalized world," "the evolving world," "different approaches benefit our students" and "having a variety of approaches helps students." The participants of this study understood EFL was becoming increasingly useful, as Gai (2017) also agreed, EFL has gained momentum and certain prestige partly due to the prompt changes society is facing (p.1209). In line with these responses, EFL teachers coincided that some improvements to the way they had been teaching must have been made. In consequence, EFL teachers could facilitate teaching and learning through other forms of knowing, communicating, and developing the multimodal ways to make and represent meaning.

Thus, the questions that must be arisen here concern with how to renew the way we teach in relation to this complex scenario and the new challenges/changes. How may we, EFL teachers at PI, enhance our practices in our complex setting by understanding other pedagogical frameworks? I, as a coordinator of the teachers' development department in this technical private higher education institution, and as an EFL teacher, questioned myself; one reiterative response crossing my mind was that we, EFL teachers, needed to embark on other ways to approach teaching and learning so that we disrupt our habitus.

Being aware of this terrific opportunity depicted so far by this research, the teacher's development department has embarked on the objective to supplement EFL teachers' practices, and by doing so moving a step forward to accomplish the missional premise "contribuir a la formación integral de la juventud colombiana para alcanzar sus sueños mediante la empleabilidad o el emprendimiento" (PI PEI, 2017, p.10). Naturally, this has to be accompanied by a reorientation of the promulgated institutional guidelines whose premises rest on the missional goal: comprehensive development.

Having all the above, this research poses the following research question and objective:

Main Research Question:

What do EFL teachers' reflections evidence about their understanding of the pedagogy of the multiliteracies (PoM) and its usefulness and challenges framed in a teacher development course at Politécnico Internacional IES?

Sub Question 1:

What do the EFL teachers' reflections on the PoM evidence about their understanding of this pedagogy?

Sub Question 2:

How do EFL teachers reflect upon the possible usefulness and challenges to implement the PoM?

Objectives

- To examine how EFL teachers' reflections evidence their understanding of the PoM.
- To understand how EFL teachers reflect upon the potential usefulness and challenges that the PoM may carry.

Rationale

This proposal is particularly significant due to several facts. As seen, there is a gap in research, in the sense that the PoM has not been sufficiently studied in our context nor implemented specially in nexus with EFL teachers' understanding of it. This project can contribute to the state of the art related to the EFL teachers' comprehension of this pedagogy in the tertiary education Colombia. Further research on the usefulness and challenges of the PoM in our contexts can be encouraged.

This study is also valuable since the participants' practices may be impacted through the understanding of the multiliteracies framework. Although these EFL teachers knew and employed a few traces of the PoM intuitively, there is still a clear necessity to alter their teaching habitus to supplement the communicative approach and start looking for a more just and equitable society in which hierarchical structures hopefully become blurred. Likewise, this research project can be substantial as it intends to meet the socio historic challenges/changes provoked by the digitalized and globalized world.

Similarly, this project might benefit PI teachers' development department by providing pedagogical growth to the EFL teachers through an online course which is likely to be an asset for further professional development. Finally, this research is thought to make relevant contributions to the PI's missional goal owing to EFL teachers' understanding of the PoM may, in turn, help to the balanced and comprehensive development of the learners as workers, citizens, and persons.

Chapter 2: Theoretical Framework

In this chapter I introduce and make the main constructs that support this proposal converse. It is my intention to set the bases that shed light to the research objective: To examine how EFL teachers' reflections evidence their understanding on the PoM. Hence, a close revision and discussion of such as concepts of pedagogy and multiliteracies development throughout the recent years will be held here. Finally, reflection construct will be explained.

A Pedagogy of the Multiliteracies: Towards a Reflexive Pedagogy

When I first encountered the name of the PoM, I questioned myself about those two constructs, but especially what pedagogy the authors were referring to. Was it a new brand pedagogy I was not introduced by that time? Was it somehow revolutionary or remedial in the face of the unquantifiable occurrences happening in our EFL classes? Was it the key to open the door of the so-called designing of social futures postulated by the NLG back in 1996? I embarked myself on a journey to make sense of this pedagogy, to understand and analyze what limitations and achievements it might provide us to broaden our teaching repertoire and, therefore, to facilitate our students' learning processes in our particular context.

Through research I have realized this PoM is formed by thick, powerful, and rich layers that play together to contrast and validate its own theoretical constructs. The first layer lies at the core of this theory, and precisely sets the bases of this pedagogical approach: The pedagogy, which vehicles the "content" or what of this theory, regards the *how* to operate it inside the classrooms. The second and the third, which will be introduced later in this chapter, relate what of this pedagogy: multiliteracies. And intrinsically interconnected, the third layer accounts for the *why* of this theory. I warn that within these main layers there are even more layers that

constitute a solid theory that must be put into practice and tested.

The pedagogy of multiliteracies depicted by the NLG in 1996 consisted of four fundamental stages/moves: *overt instruction*, *critical framing*, *situated practice* and *transformed practice* (p. 45). These stages are far more complex but enriching than they look like, they do not obey to any specific order of implementation, on the contrary, they are “weaving” backwards and forwards across and between different pedagogical moves” (Luke et al., 2004, p. 69). *Overt instruction* relates conceptualization and categorization via the teacher’s assistance and scaffolding; it also involves explicit language of design. *Critical framing* deals with analyzing the situated text functions and critically questioning purposes and interests behind the communication process. *Situated practice* stands for meanings, embracing the key concept of available designs proposed by the NLG (1996), which are rooted in real-world shapes of experience, action, and subjective interest (Gee, 2004, p. 72). *Transformed practice* accounts for “the application of knowledge and understandings to the complex diversity of real-world situations. In the case of Multiliteracies, this means making texts and putting them to use in communicative action” (Kalantzis & Cope, 2016, p. 11)

Those pedagogical stages configured the inception of a pedagogical framework that was later extrapolated by the former members of the NLG, Mary Kalantzis, and Bill Cope. The first major theoretical developments can be traced back in 2005 when Kalantzis, Cope and the Learning by Design Project Group commenced to refine by putting into practice the theory. In 2009 Kalantzis & Cope, in consultation with other members of the group, published a paper reflecting on subsequent developments (Cope & Kalantzis, 2009); then in 2012 they produced a book outlining the theory and practice in greater detail (Kalantzis & Cope, 2012).

In 2016 they authored a book entitled a Pedagogy of Multiliteracies: Learning by Design. In this book they identify eight knowledge processes which are intrinsically linked to the four previous pedagogical moves. It is of relevance to note that theory has been constantly revisited and confronted in current realities where the teaching and learning of literacy is like ours. Additionally, it is of importance to understand the premises that had supported the PoM, revising the historical dispute of the two main archetypical positions of pedagogy.

The first position is called didactic pedagogy that refers to the traditional teacher or textbook centered class in which students seem to be passive agents and recipients that must consume and absorb knowledge. Cope and Kalantzis (2016) highlight that,

didactic pedagogy has several distinctive epistemological features. Its core constructs are facts that can be remembered and concepts that can be applied as analytical constructs, rendering correct answers in specific instances. Its principal epistemological precepts are cognitive—memory and logical reasoning. And its theory of the ontogenesis of knowledge is mimetic—knowledge authorities (teachers, textbooks) transmit knowledge which is acquired by learners (p.9)

Thus, this first position must be paired strongly with the overt instruction stage and at some degree with critical framing and transformed practice. Due to the fact overt instruction copes with naming academic concepts and laying out theories, learning rules and deductive reasoning, it is strongly rooted with didactic pedagogy. As for critical framing, didactic pedagogy, in accordance with the Cope and Kalantzis (2016), helps to present functional explanations; as for transformed practice it only supplements the extent of demonstrating with the right answers, applications of theorems and procedures.

The second position rests on what they call authentic pedagogy. Unlike didactic pedagogy, this one copes with knowledge put into real life scenarios; knowledge acquired and developed because learners find it motivational to fulfill their needs and interests. John Dewey (1938) expressed the spirit of his philosophy of pragmatism in the idea that education should be grounded in experience, not abstract disciplinary schemes, imposed by teachers upon students (p.19). This pedagogy also relates political objectives mirrored in both Dewey (1928, p. 45) and Montessori (1912, p. 21), learners must be active participants and agents of change.

In the spirit of progressive pedagogy, Rugg and Shumaker (1928, p. 64) proposed the “child-centered school” and Kilpatrick developed the project method, now known as project-based learning, where instead of “servile acceptance of others’ purposes” students engage in “wholehearted vigorous activity” in projects where the learner was in control (1918, p. 45).

Critical pedagogy belongs to the authentic pedagogy as well. Among its leading lights was Brazilian educator, Paulo Freire. He used the metaphor of “banking education” to characterize didactic pedagogy, in which the scope of action allowed to the students only as far as receiving, filing, and storing the deposits. In contrast, Freire proposed a pedagogy of liberation focused on problems of justice in the world. “Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of [people] as beings who are authentic only when engaged in inquiry and creative transformation” (Freire, 1972, p. 56). Critical pedagogy gave authentic voice to different identities in the classroom and curriculum given it came with claims for the recognition in curriculum of differences in ethnicity, race, gender, and sexuality (Aronowitz and Giroux 1991; McLaren 2007)

Constructivism also makes part of authentic pedagogy following Piaget studies regarding

the incorporation of new experiences through processes of assimilation and accommodating these experiences by framing them into mental representations (1923, p.109) Learning, in this conception, is a process of active meaning-making. Translated into a pedagogical framework, constructivism is a process whereby teachers immerse learners in experiences and help them to build mental models that make coherent sense of these experiences (Windschitl, 2002, p. 84)

Thus, this second position must be matched firmly with situated practice owing to its “strong emphasis, highlighting student interest, identity, and personal experience. Immersion in hands-on experiences: experiments, field trips, investigations in projects, and the like” (Kalantzis & Cope, 2016, p. 15) It also has a certain nexus with critical framing and transformed practice as for critical framing, given its “strong emphasis, on the assumption that critical analysis of purposes, interests, and agendas is a key to understanding” (Kalantzis & Cope, 2016, p. 16); and as for transformed practice due to its “strong emphasis, as student work and projects express individual and cultural perspectives” (ibid)

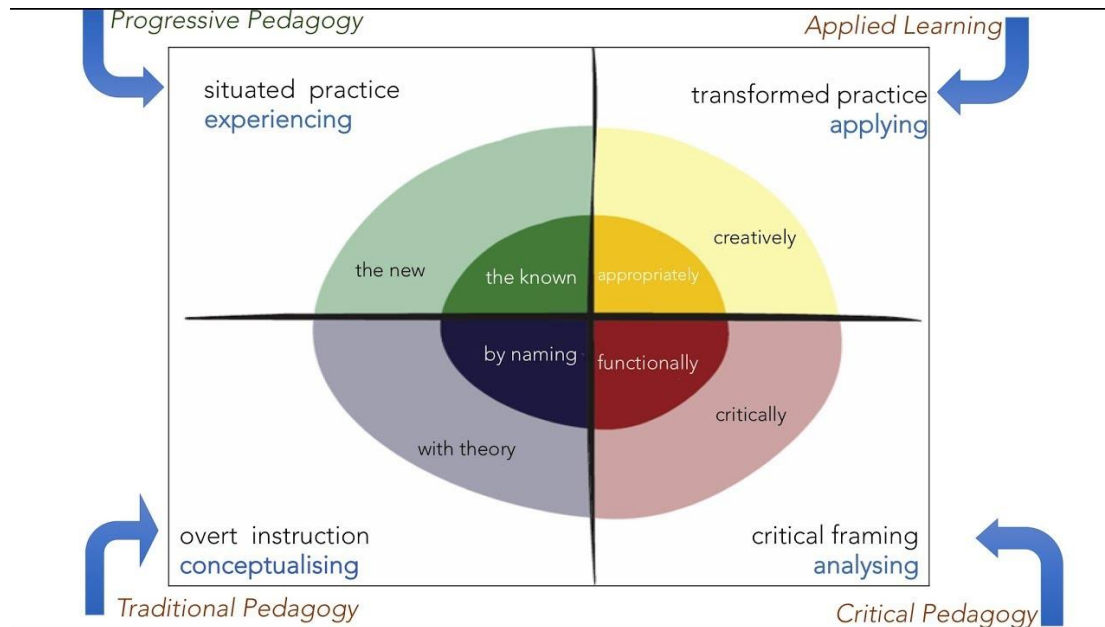
This long dispute between didactic and authentic pedagogies has fragmented the methodological repertoire EFL teachers have been using, in the most positivist scenario, and in a more realistic territory, it has caused confusion and/or misunderstandings along with demonization for the one or the other. In view of this gap, and in my personal pursuit of answers to the questions formulated in the second paragraph of this chapter, a mixture of these pedagogies has been advised: a PoM or reflexive pedagogy as Kalantzis and Cope coined it and elaborated as follows:

When we come to propose a ‘reflexive pedagogy,’ we at once intend to say nothing new but also something quite new. The ‘nothing new’ part is that there are important insights and

practices in both didactic and authentic traditions that we want to retain. Pedagogy is a range of different ‘things you do to know,’ a repertoire of learning activity types, including activity types that have their genesis variously in didactic and authentic pedagogy. The ‘something new’ part is that, when connected into a more balanced pedagogy, the constituent components are extended and deepened. We also want to move to a place beyond the pedagogy wars, with their often not-so-thinly veiled accusations. Our suggestion to teachers whose practices fall into one tradition or the other, is to extend your repertoire (2016, p. 14)

The PoM turns out to be reflexive when the teacher-designer makes purposeful and deliberate choices to favor learners by drawing upon the pedagogical moves granted by this pedagogical framework. The PoM embraces four stages or dimensions (see figure 1), namely, *situated practice, overt instruction, critical framing and transformed practice*) proposed by the NLG in 1996, and latter translated by two of its former members, Mary Kalantzis, and Bill Cope, into “Knowledge Processes” (experiencing, conceptualizing, analyzing, and applying) account for “the things we do to learn” (2016, p. 4). Regardless of the simplicity of the definition rendered by these scholars, each one of these stages or knowledge processes cope with rich and complex epistemological and philosophical tenets that draw paths and assign desired destination arrival points to both the teacher and the learner.

These aforementioned dimensions take root and bloom in an interwoven way, weaving across and between, which is to say, they do not have a specific order nor hierarchical order according to the NLG (1996) and Kalantzis & Cope (2016). The combination of these dimensions and their blurred boundaries may be complicated to be dealt with. I would like to revisit the main tenets and particularities underlying each stage.

Figure 1*Stages in the Pedagogy of the Multiliteracies*

For instance, *situated practice/experiencing* relates the conjunction of knowledge put into real life settings and all the experiences and prior knowledge gained by learners in their own contexts. In this regard Kalantzis & Cope assert that “one key pedagogical weaving is between school learning and the practical out-of-school experiences of learners. Another is between familiar and unfamiliar texts and experiences.” (2016, p. 4). In this dimension learners can be confronted with known and unknown themes that must be experienced in their contexts. The role of the learner is that of the protagonist, the one that is invoked to co-construct knowledge with others through their real experiences. As the reader may suspect, situated practice bases its epistemological foundations on constructivism following Piaget studies regarding the incorporation of new experiences through processes of assimilation, and accommodating these experiences by framing them into mental representations (1923, p.109). In this dimension the

teacher's role becomes that of a guide, a reflective designer of experiences who purposefully scaffolds learning.

Before I deepen into the methodology of this stage, I must warn the reader that the means to “achieve” or “materialize” all the stages/knowledge processes are not a set of steps, like a recipe to follow, so that we design and put into practice. Quite the opposite, methodology in this pedagogical framework refers to some actions and characteristics that one must analyze closely to really determine whether they serve/favor the learners in their particular needs and interests, as well as the persecuted pedagogical objective drawn by the teacher. Just then, the teacher proceeds to design bearing in mind all of the aspects described above.

The methodology followed in the *situated practice/experiencing* stage concerns a lot less teacher talks, group work, the immersion in experience and the utilization of available designs. Available designs have to do with “findable resources for meaning: culture, context and purpose-specific patterns and conventions of meaning making” (Kalantzis & Cope, 2016, p. 131). In other words, available designs are all those artifacts or abstract productions that circulate in our society which we can make use of to design meaning. Situated practice also relates hands-on doing, project work, inquiry-based learning and a strong emphasis on lifelong learning and social skills. In this dimension, “information presented to the student is transformed into new forms, images, and symbols by the student so that they fit with their development and interests resulting in an intrinsic motivation” (Kalantzis & Cope, 2016, p. 27).

Overt instruction/conceptualizing entails, in accordance with Kalantzis & Cope, “a Knowledge Process in which the learners become active conceptualizers, making the tacit explicit and generalizing from the particular.” (2016, p. 4). Within this stage students are guided

to categorize and provide definition of concepts as well as develop disciplinary schemas and mental models. That is why this dimension best fits with traditional pedagogy since it focuses on naming, remembering academic concepts and laying out theories, learning rules and deductive reasoning. (2016, p. 15). In this stage it is sought that learners develop a conscious understanding of designs by naming or with theory, plus they are prompted to generalize. As observed by Kalantzis & Cope “its principal epistemological precepts are cognitive—memory and logical reasoning” (2016, p. 9). Despite student’s role is that of being active conceptualizers, they are also regarded as passive agents and knowledge sponges. For this reason, teacher’s role must be that of scaffolding students learning by making them feel engaged in their own conceptualization process.

Methodology in the *overt instruction/conceptualizing* dimension relates an explicit teaching of content and a mixture of lecturing, modelling and demonstration, rote learning, and choral repetition; evaluation system falls into factual information and rests on memory. There is a great emphasis on extrinsic motivation, such as grades and prizes. (Kalantzis & Cope, 2016, p. 34).

One of the most complicated dimensions is *critical framing/analyzing*. This stage is fed by critical pedagogy and among its leading lights Paulo Freire proposed a pedagogy of liberation focused on problems of justice in the world. Additionally, critical pedagogy has strived to give authentic voice to different identities in the classroom and curriculum given it came with claims for the recognition in curriculum of differences in ethnicity, race, gender, and sexuality (Aronowitz and Giroux 1991; McLaren 2007). Having explained broadly some philosophical premises of this dimension, I proceed to pinpoint it in the multiliteracies framework according to Kalantzis and Cope:

‘Critical’ can mean two things in a pedagogical context—to analyze functions, or to be evaluative with respect to relationships of power (Cazden 2006). In the case of a pedagogy of Multiliteracies, this involves analyzing text functions and critically interrogating the interests of participants in the communication process. (p. 4)

Critical Framing/analyzing therefore concerns analyzing functionally, which means to make logical connections, establish causes and effects, and spot structures and functions. Moreover, it deals with analyzing critically, that is to say, students evaluate their own and other people's perspectives, interests, and motives, they “read” between and behind lines to unveil hidden agendas. Likewise, learners examine and interpret the social and cultural contexts they are immersed seeking to make or ignite social transformations regarding power, privileges, and social justice. Within this stage, prior knowledge, experiences, agency, and empowerment are valued and constantly fostered by the all the actors involved in the learning process.

In this *critical framing/analyzing* stage both the teacher and the student play equal roles flattening the hierarchical positions of power. So, learners are also teachers and protagonists with voice and action. They are conceived as capable humans, agents of change, critics, and explorers. Teachers are fully aware of the external forces oppressing society. They humanize each pedagogical action perpetrated in the classroom by being democratic, self-reflective, open-minded, and flexible. Teachers are also agents of change, facilitators and intellectuals who do not monopolize knowledge nor power derived from it.

Methodology in the *critical framing/analyzing* dimension allows students to make choices on an array of tentative topics to be studied. Students are permanently encouraged to analyze, deconstruct, and problematize social and cultural contexts. Students are also faced with

divergent content so that they make choices and propose solutions with the content examined. Learners display their learning in varied forms, for instance, by creating a social campaign in which they unveil injustices and inequalities.

Transformed practice/applying stage belongs to the applied learning approach. This dimension entails the application of knowledge and understandings to the complex diversity of real-world situations. This implicates that the learner must transfer the constructed knowledge to unknown but real settings. In the case of multiliteracies, this means making texts and putting them to use in communicative action. (Kalantzis & Cope, 2016, p. 11). In this vein, learners are oriented to apply their new knowledge appropriately to real world situations and evaluate its validity and functionality. They are also requested to apply learning creatively, that is to say, they intervene the world by transferring their knowledge in innovative and creative ways.

As stated previously, in the *transformed practice/applying* stage learners' role is that of being protagonists of their own learning process being actively involved in applying knowledge to solve real problems, for example. In addition, students are conceived as agents capable of transferring knowledge inventively in authentic settings. Whilst teacher's role is that of being a designer of authentic experiences and guide students to reassess, they apply their learnings in divergent ways.

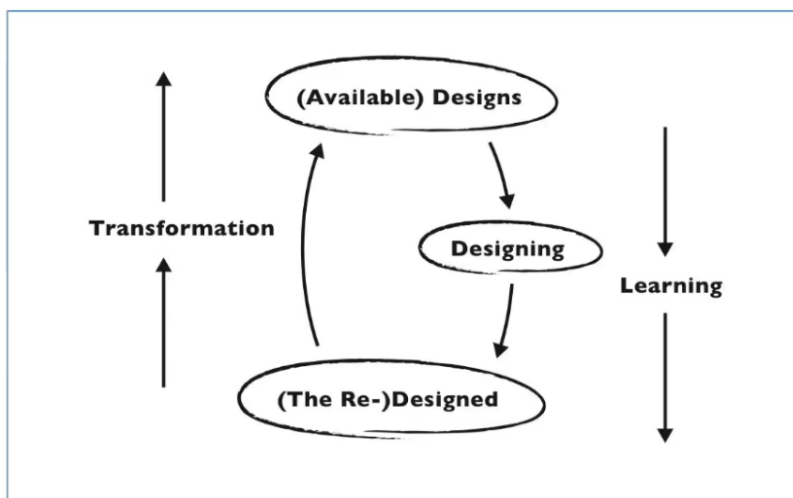
Methodology in the *transformed practice/applying* dimension prioritizes learning by engaging in direct application of skills, theories, and models to meet real world's needs. Besides, it is sought learners develop a meaning-making practice, which puts the transformed meaning to work in other contexts and cultural sites. In other words, it deals with "putting meanings and knowledge to work effectively in proximate contexts. There is a transfer of knowledge to

different contexts, hybrid knowledge and cultural creations expressing student voice and perspective” (Kalantzis & Cope, 2016, p. 32).

Because learners in all the previous stages (*situated practice/experiencing, overt instruction/conceptualizing, critical framing/analyzing, and transformed practice/applying*) draw upon designs (see figure 2) to get involved in the meaning construction and representation, it is of importance to address this concept. Cope and Kalantzis (2009) see designing as “the act of doing something with available designs in representing the world” (p. 176). It is a connection between past and new experiences through oral, written, visual, audio, gestural, spatial, and other multimodal patterns that relate to meaning making. The design symbolizes a transforming process, “remaking the world by representing the world afresh” (p. 167)

Figure 2

The concept of design



In this sense, the concept of redesigns emerges since students are supposed to utilize the available designs to create designs and then, the redesigns. Cope and Kalantzis (2009) believe the redesigned is the outcome of designing. One person’s designing becomes a resource for

another person's available designs. They argue this circulation of designing process or the transformational process is the essence of learning. As noted by Westby (2010) "students take available designs, interpret them, and then transform them for their own purposes" (p. 67).

By gaining knowledge about all the previous pedagogical tenets that may be exercised depending on the learners' lifeworlds, that is to say, taking into consideration the complexity of our students and the richness that each one of them brings to the classroom, we, EFL teachers may certainly make purposeful and well-informed choices to help pupils construct and test knowledge in varied challenging scenarios. If we as EFL teachers become more aware of what each pedagogical move implies in both learning and teaching processes, we may potentially enrich and broaden our teaching practices and methodological repertoire in the EFL courses.

I have understood what it is meant by pedagogy in the multiliteracies framework so far, nevertheless, what the multiliteracies construct implies, it is still puzzling me. As I am going to show, both constructs, pedagogy and multiliteracies, are symbiotically glued in a form they strongly support each other, as layers composing an onion, coexisting, and advancing together. Thus, getting to know them both may enlighten and supplement our teaching practices.

From Literacy to Multiliteracies: Some Continuities and Discontinuities in EFL teaching

We need to track down the way literacy has evolved through time in education and in the EFL teaching and learning terrains. There have been some important developments globally and locally. It is of relevance to dig into the evolution of this construct in both contexts to fully understand, frame and contextualize our teaching practices in this regard.

I would like to commence this historical review by citing Warner and Dupuy (2017, p. 1)

“Texts are never culturally neutral, but rather are embedded in, and shaped by, histories and contexts, language, speech communities, modes, and text types” This assert involves a revolutionary shift of literacy fracturing the traditional conception of alphabetic literacy as the unique and universal path to produce and interpret meaning. This rupture it is still an ongoing struggle in which the multiliteracies approach plays a crucial role.

Historically, literacy comprises exclusively reading and writing. For instance, writing was delegated to the scribes who mastered this art craft at certain academies; they would take down what the ones in power positions, the kings, or the clergy, wanted to be written (Ferreiro, 2005). Monks then learnt this technique and kept knowledge reserved to the sacred elites who had been educated to read and write. With the invention of the printing machine there was a disruptive shift towards an apparent democratization of reading and writing. Along with the universal declaration of human rights, literacy, reading and writing, became mandatory as to be considered citizen. Ferreiro warns that in effect people who were not capable of mastering reading and writing were nothing but citizens; reading and writing was then utilized to segregate and exclude. Unlike the usages of the literacy as described above, Ferreiro reflects that “reading and writing do not have a unique definition. They permit social constructions” (2005, p. 41)

Literacy was not surprisingly seen as reading and writing within the communicative EFL classroom as well. Literacy became relevant as means to convey messages, though separated from the socio-cultural-historical context it was produced. Reading as input gained incredible reputation. “In Krashen, Terrell, Ehrman, and Herzog (1984), for example, reading was treated as an important source of comprehensible input that necessarily preceded language production, i.e., speaking and writing” (Warner & Dupuy, 2017, p. 2) In this sense, reading and writing were conceived as a source of input to master certain abilities. Correspondingly, literacy was set as an

ability to code and decode meaning in a linguistic perspective, Phillips (1978) defined it as an “ability to cope with the written messages that surround them in a foreign country and that affect their behavior” (p. 281).

A further development of the term literacy took place when theorists argued that reading and writing had to be taught and concerned with practical strategies for “facilitating reading comprehension by developing learners’ control and cognitive strategies for coping with new stretches of text” (Warner & Dupuy, 2017, p. 7) In the EFL context, literacy was clearly treated not only as means to develop cognitive processes such as comprehension, it was also regarded to serve communicative purposes. The continuity of the literacy treatment later adopted a concern with the role of background knowledge. Whereas vocabulary knowledge and linguistic complexity were often highlighted in the previous discussions, beginning in the mid-1980s several studies focused attention on another factor: the role of background knowledge (Hauptman, 2000).

As Warner & Dupuy (2017) acknowledge, there was a critical concern to help learners link latest information to their prior knowledge configured as topical and cultural related to language use. That concern, they affirm, centered on “bottom-up” rather than “top-down” approaches to literacy, “which entailed in essence a recognition that learners should attempt to understand new information, be it written or spoken, by first trying to fit it into what they already know about the world” (p. 9) As Bensoussan (1986) argued, “Language proficiency alone does not guarantee the understanding of a text. The reader also needs to be aware of the differences between written texts in the foreign and the native language” (p. 400).

In general, embedded in the EFL scenario, writing in the 1980s and early 1990s was

characterized by what Reichelt and Lefkowitz (2012) described as a “writing to learn” approach, meaning that the focus of written tasks should be on fostering linguistic practice or that writing should be used indirectly in the service of teaching or testing content (Liaw, 2001).

Yet, to fully comprehend and potentially employ literacy in the EFL educational field, scholars incorporated such fields as anthropology, sociology, and semiotics in the late 20th Century. They intended to prompt a change with the inclusion of new literacies. It is of my particular estimation to highlight the inclusion of plural literacies as well as new. The concept *literacies* implies that there was, in fact, a reevaluation of the term literacy to a broadened one, thereby displacing the canonical role of writing and reading towards a more comprehensive term where literacies involve social and semiotic usages. According to Street (2009) who viewed literacy as nested within social context, involving the attitudes of people, the concept of values, and the subjectivity and agency dimensions of practice, literacy becomes a powerful means to participate in the public, personal and work domains. In turn, innovative approaches, new epistemologies, new methods, new theories, new contexts, and new identities for meaning-makers.

Although literacy had traditionally been defined as the ability to read and write, with both being considered as separate linguistic and cognitive processes, in the second half of the 1990s, a shift started to take place, a pedagogical approach capable of integrating and valuing different modes of making meaning that were beyond the alphabetic literacy. The integrative approaches of the 1990s set the stage in many important ways for the discourse-oriented and social situated practice models of literacy that were developed in the late 1990s. Warner and Dupuy make clear that “within the multiliteracies approach, language is a situated practice exerted socially in complex multimodal contexts” (2017, p. 10).

The NLG (1996) argue that multiliteracies as a pedagogy, simultaneously accounts for linguistic diversity and the use of multimodalities in communication. Within this framework, learners are creators of meanings, situated in a socio historical and cultural place, and that those meanings are to be made in varied modes. For that, the notions of available designs, design and redesign are fundamental to know how we make meaning with modern texts. For instance, designing on social media nowadays has not only transformed how we make meaning, but also, converted ways of reconstructing and renegotiating our identities. It is of equal relevance to note that learners as creators of meaning have diverse knowledge background and, in all likelihood, they have multiple experiences making meaning through multimodality. When dealing with multimodality, which embraces multiple modes of meaning making, such as visual, aural, kinesthetic, spatial, and tactile, learners experience other ways of making and expressing meaning in critical ways within diverse lifeworlds. Provided we, EFL teachers understand that multimodality informs how we make meaning in our particular contexts, in company with the traditional alphabetic literacy, we may use it in favor of our teaching practices.

In accordance with Kalantzis and Cope (2009), design plays a critical role since for students to produce multimodal texts they need to consider and understand features of design such as layout, composition, use of text and image or graphics, including aspects such as color, size, medium, angles along with the way these are appropriate for a specific audience. In so doing, it is the teacher who designs purposeful learning environments that may facilitate and scaffold learners' conscious productivity and understanding. It is significant that other researchers, such as Kress and Van Leeuwen (2006) have been investigating design as integral to multiliteracies pedagogy, as well as the role teachers play and assume in design (Breidbach, Medina & Mihan, 2014). Whilst research has not been able to fully establish the impact of

design and multimodal communication, it is essential that we EFL teachers learn to design and use these different modes of communication for classroom learning.

From Literacy to Multiliteracies in Latin America

Here, in the south, there has been a genuine interest in what literacy signifies, what literacy implies for education and society. When dealing with literacy we need to refer to authors such as Freire (1972), Soares (1998), Ferreiro (2005) and Teberosky (2003). Indeed, in this part of the globe there has been a concern with literacy since it represents a means of emancipation and critical participation in society. Although there have been many Latin American scholars devoted to the literacy studies, it appears that particularly for EFL teachers, literacy has become an umbrella term in which alphabetic, functional, and cultural literacy coexist, just to mention an example. It looks like for EFL teachers there are still blur boundaries that have impeded useful treatment to dislocate the persistent notion of literacy as an ability to decode reading and writing meaning.

From a Freirean perspective, thinking about literacy as a universalized, autonomous entity undermines its diversity and multiple uses and understandings. By contrast, if we widen the concept of literacy as reading and writing the worlds (not only the alphabetic words) we inhabit from our own locus of enunciation, but literacy also pays off a transformative, political, and ideological role framed in our own socio historical cultural practices. In this line, literacy surpasses the mere alphabetic reading and writing. However, as Freire claimed, the learning and teaching of literacy carries a defiant proposal to the status quo established by means of colonial practices.

From a southern decolonial perspective, the way alphabetic reading and writing has been

set up to establish the basis of civilizations, has inexorably reduced our meaning-making capacity to decode reading and writing within an alphabetic standard language, excluding and regarding modes of making meaning as inferior and less evolved. There are multiple modes of making meaning as rich, or even richer and/or complementary, as reading and writing, but the former modes have been disregarded owing to the fact they do not suit the colonial practices of seeing just one stable and standardized form to create, share and make knowledge evolve, that is, alphabetic reading and writing.

Despite the ways we have been communicating and representing meaning vary from individuals and their particular socio historical cultural contexts, the alphabetic literacy has been the preferred subject matter in schools in our hemisphere, based on the assumption we need it to make progresses in science and other human domains. We are considered as a developing continent due to the fact there are many illiterate inhabitants. Notwithstanding, as Olson (1998) unveils, this assumption is based on six myths, to wit: the first, reading is the translation of oral utterances. In this myth, verbal production cannot be translated due to the fact there are many factors such as rhythm and intonation that get lost in translation. The second myth concerns the superiority of writing as opposed to speaking assuming, from a linguistic angle, that writing is the organizer of the spoken utterances. The third myth copes with the superiority of the alphabetic writing as a technology. In accordance with this myth, there is a direct connection between sound and written word. It implies that others who possess pictographic and monosyllabic systems of writing were (and are) undermined.

The fourth myth regards alphabetic reading as means to social progress. This means that the more literate people, better chances to make society advance, owing to the former would make contributions by participating fully in literate environments. The fifth myth embraces

writing as an instrument for cultural and scientific development. The sciences owed a lot to writing because it has kept in safe places all the developments in an organized way. Finally, the sixth myth relates writing as an instrument to cognitive development. This precious development of the cognitive is legitimated through the access to certain books and academic production. Nonetheless, knowledge can be shared through multimodal ways in which all of them, none being more valid than the others, go hand in hand to provide and represent meaning.

In Brazil, there has been an adaptation of the term literacy, understood as *letramento* (Soares, 1998). This last concept accounts for a political and educative stance of emancipation. The distinction between both concepts lie on the instrumental and liberating means for the former and the latter respectively, which is to say, alphabetic literacy has to be taught in order to enter the prefixed codes, but at the same time it is crucial as for *letramento* to teach learners to navigate and engage in varied modes of meaning making (multimodality) to really express themselves and engage critically in the construction and transformation of their realities.

In Argentina Ferreiro (2005) and Teberosky (2003) have extended the multimodal discourse theory and the reflections of pedagogy of multiliteracies blowing up the writing centered in the graph-alphabetic language to make space for other meaning possibilities. They have also emphasized that learners carry a precious background knowledge that equips them to actively engage in reading and writing through multimodality. A multiliteracies approach certainly may enable learners to explore not only unfamiliar words, but new worlds, and to view reading and writing as complementary linguistic processes. They point out that considering the requests of equity in our societies, it would be inappropriate to refer to literacy as a universally accepted concept.

When dealing with multimodality, which embraces multiple modes of meaning making, such as visual, aural, kinesthetic, spatial, and tactile, Walsh (2013) call our attention asserting that “this principle of multimodality must be understood by Latin American teachers so they apply and assess new modes of learning as key part of their daily teaching practices”. By drawing upon the multimodality, we necessarily have to draw on semiotic resources such as things, artifacts, practices used during meaning making that complete the task in a competent, apt way (Kress, 2014).

There are some endeavors in Colombian settings intended to make sense of the multiliteracies pedagogical framework in our settings. For instance, Medina (2019) conducted a research based on translanguaging and communicative repertoires, such as the multimodalities, as powerful theoretical and pedagogic tools that illuminate how to navigate semiotic and digital diversity in education. The findings revealed how teachers struggle to include local linguistic and cultural resources, and how translanguaging and multimodality can support language teacher education through a change of perspectives.

Among the national studies carried out on this topic, Professors Rincon and Clavijo (2016) developed research in a public institution in the south of Bogotá which aimed to transform the way the tenth grader- students were related to the community to create learning environments for developing students' language and literacies. Magali (2022) conducted a study that reports a pedagogical involvement into students' closest contexts, the school, and their neighborhood, to depict eleventh-grade students' understanding of their community context through inquiry and the use of multiliteracies.

To wrap up these two theoretical constructs, I have to say that it is not gratuitous and/or

naïve I opted for the pedagogy of multiliteracies, on the contrary, I realized it may supply and cover our needs. I have noticed that the PoM is composed by thick layers, as mentioned in the first paragraph of this chapter. In each layer there is a microcosm that strengthens the richness of the theory it keeps, but similarly it expands the methodological and content decisions we, as EFL teachers, are supposed to make when orienting students learning processes.

To illustrate this, one of those layers accounts for what or the content to be learnt, which is to say, multi-literacies. And as exposed previously, this layer is a solid bet in favor of emerging decolonial practices since it aims to deconstruct two perpetuated, and hopefully, unconscious notions we tend to assume as EFL teachers. The first one copes with our teaching practices tending to treat learners as homogenous, as though they belonged to the same background and by so doing, we tend to hide or ignore the richness of multiple backgrounds that can put in worthwhile learning scenarios. Despite of it, and at the expense of our teaching practices, we must accept that it is almost aspirational that all our students become as the strongest one, to mention just one example. The second one relates the privileged position written-linguistic modes of meaning occupy in our classrooms. Regardless the way we are constructing and representing meaning at these days has displaced the alphabetic literacy, we are stubbornly favoring paper-based reading and writing. In the first case, Kalantzis and Cope (2016) refer to multi as

the variability of meaning making in different cultural, social, or domain-specific contexts.

This means that it is no longer enough for literacy teaching to focus solely on the rules of standard forms of the national language. Rather, communication and representation of meaning today increasingly requires that learners become able to negotiate differences in patterns of meaning from one context to another. (p. 3).

For the second case, the concept of multimodality is emphasized. Owing to the fast-changing ways of communicating are emerging, meaning is made in ways that are increasingly multimodal “in which written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile, and spatial patterns of meaning. This means that we need to extend the range of literacy pedagogy so that it does not unduly privilege alphabetical representations” (Ibid).

The third layer, which I mentioned in the first part of this chapter, concerns the justification and relevance of this pedagogy from sociological, humanistic and decolonial stances outlining “the dramatic changes occurring in everyday life in the realms of work, citizenship, and identity. These changes render older practices of literacy pedagogy increasingly anachronistic” (Kalantzis & Cope, 2016, p. 3). Within this layer there is a strong critique to the role teachers play to either deconstruct teaching practices or keep on being technocrats of the educative system. The NLG (1996) unveil dominant and naturalized teaching practices such as educating to maintain the status quo of hierarchical capitalist and post-capitalist/Fordism societies, instructing students to uncritically accept their submissive condition in society and ignoring or relegating learners' identities, lifeworlds.

The nature of reflection in language teaching

The concept of reflection constitute a seminal construct for this study given it can be seen as the materialization of the participants' understanding of the PoM and its potential usefulness and challenges. To begin with, I will present a general definition of reflection to then narrow it down to the one I am going to use throughout this study.

Reflection is defined by the dictionary of language teaching and applied linguistics as “the process of thinking back on and considering experiences, in order better to understand the

significance of such experiences. Reflection is thought to be an important component of learning in teacher development and is often a focus of teacher development activities.” (p. 461) it is noticeable from this definition that reflection is a process that should underlie any teacher development endeavor. It is also outlined that interpreting and analyzing previous experiences can certainly shed light on why we perpetrate some teaching actions.

Reflection has been a matter of interest in education for almost a century. In 1933, Dewey called for teachers to take reflective action that entails “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads” (p. 9). Dewey highlighted the notion of constant systematic questioning by being open-minded, responsible, and wholehearted. Open-mindedness is a desire to listen to more than one side of an issue and to give attention to alternative views. Responsibility involves careful consideration of the consequences to which an action can lead. Wholeheartedness implies that teachers can overcome fears and uncertainties to critically evaluate their practice in order to make meaningful change.

For English language teachers, Richards (1990) states that self-inquiry and critical thinking can “help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking” (p. 5). Reflection then involves rethinking, questioning, and problematizing what we know and what we have experienced in hope of making more thoughtful and purposeful choices in our classes to favor our students’ learning processes. This definition resembles what Schön (1983) calls the cycle of appreciation, action, and re-appreciation.

By creating an instrument to measure the level of reflection, Akbari et al (2010) had to

characterize what a reflection can embody categorizing the main components of it. These scholars came up with six elements, namely: practical, cognitive, affective, meta-cognitive, critical, and moral. It can be then argued that reflecting crosses varied dimensions and mental processes implying a considerable amount of time to be carried it out.

According to Farrell (2009), two main forms of reflection can be distinguished. An informal way of reflecting which does not lead to real improvement and a formal and systematic form, by which teachers can raise awareness of their teaching practices. This stronger version of reflection suggests that teachers should, as Richards and Lockhart (1994) claimed, “collect data about their teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching” (p.1) This is precisely what the participants of this research project would be doing in this study when responding with the data gathering instruments. Therefore, I do ascribe to this definition to enlighten the data analysis.

Chapter 3: Research Design

Since this research project is led by the following question: What do EFL teachers' reflections evidence about their understanding of the pedagogy of the multiliteracies (PoM) and its usefulness and challenges framed in a teacher development course at Politécico Internacional IES? the methodological approach of this study is qualitative research. This study's research approach, type of study, contextualization, description of the setting and the participants, researcher's role, and ethical considerations, along with data collection instruments are included and described in this chapter.

Research paradigm

This investigation was conducted using the qualitative research approach. The qualitative research approach is defined as "a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible" (cited by Merriam. & Tisdell, 2016, p. 14). Following Creswell (2013) qualitative research is an approach for

exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (p. 40)

This approach entails relevant characteristics that I took into consideration for this study. Hatch (2004) distinguishes ten iterative features that comprise in certain manner this research approach, to wit: natural settings, participant perspectives, researcher as data gathering

instrument, extended firsthand engagement, centrality of meaning, wholeness and complexity, subjectivity, emergent design, inductive data analysis and reflexivity. It was of my particular interest to make sense of the EFL teachers' lived experiences in their *natural setting*. In this fashion, these teachers' *reflections* were to be heard and comprehended as they were willing to participate in this research. To collect the information, I, as an EFL teacher-researcher, became a *gathering data instrument* due to the fact I made field notes, organized the journals reflections and artifacts in a logical way, and then, I made sense and interpreted the vast information collected.

The *time spent* when conducting qualitative research is fundamental, and for this reason, I was immersed in the participants' scenario. As an EFL teacher, I confronted and experienced to a certain extent their daily happenings as I had been teaching in the same settings. Owing to the *complexity* of our teaching scenarios, I had to take carefully all the data as a *whole* in order to be able to examine how the EFL teachers' reflections would mirror the understanding of the PoM. In doing so, I had to cautiously provide a thick and rich description of the data gathered, then analyze and interpret it from my *own stance, or subjectivity* as an EFL teacher-researcher.

It is certainly true that qualitative research copes with *emergent design* as the investigation process unfolds; I witnessed some emerging happenings which helped me to refine and/or redirect this study. This is also true as it is concerned with an *inductive data analysis* in which I realized about certain specific patterns belonging to our teaching practices through a needs analysis phase that allowed me to realize there was room for improvement and diversification of our pedagogical practices by understanding other pedagogical frameworks. Finally, I took a firm *reflexive* position as an EFL teacher-researcher who could inform and enrich, through this rigorous and systematic research approach, my own practices, but also

influence, in certain manner, my own colleagues' practices. The aforementioned features of the qualitative research approach underpinned this investigation research design along with the paradigm that, as stated, supported it. It is worth remembering that the "inquirer often makes knowledge claims based primarily on constructivist perspectives" (Creswell, 2003, p. 18).

Within a constructivist paradigm, it is imperative to co-construct meaning (Hatch, 2004), which in turn, and in our setting, may enlighten our teaching practices to be better by first understanding the PoM. As Ertmer and Newby (1993) mention, in constructivism "the learning and understanding knowledge is a function of how the individual creates meaning from his or her own experience" (p. 62). Stake (1995) reflects constructivism should be the epistemologies that orient and inform the qualitative case study research since "most contemporary qualitative researchers hold that knowledge is constructed rather than discovered" (p. 99). As will be evident later in this chapter, and due to the complexities of our portrayed realities in chapter 1, a case study will be conducted.

Research approach

Bearing in mind the particularities, complexities and uniqueness of the setting and the participants, as well as the objective of this study, that is, to examine how EFL teachers' reflections evidence their understanding on the PoM, this investigation is ascribed to a qualitative case study. Based on Merriam (2004) and Yin's (2003) guidelines on research design, this qualitative case study examined in-depth how a small group of four EFL teachers' reflections mirror their understanding on the PoM.

In line with Yin's definition of case study it is "a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear

and the researcher has little control over the phenomenon and context” (2002, p. 13). Merriam (1998) urges in response to Yin’s definition that the defining characteristic of case study research is the delimitation of the case. Her definition mirrors Smith’s (1978) view of case as a bounded system and Stake’s (1995) view of case as an integrated system. Merriam sees “the case as a thing, a single entity, a unit around which there are boundaries” (1998, p. 27).

Merriam’s definition provides flexibility in utilizing qualitative case study to conduct this research since it is clearly bounded to the examination of the participants’ understanding of the PoM in our unique scenario. As for the definition of case study research, Merriam conceives qualitative case study as “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” (1998, p. 27). In the same vein, this study paired the distinctive attributes Merriam (1998) addresses; it was *particularistic* because it focused on a particular situation; it was *descriptive*, given it yielded a rich, thick description of the phenomenon under study; and lastly, it was *heuristic* given it illuminated the reader’s understanding of the phenomenon under study.

This research also followed Merriam’s (1998) recommendations to conduct a case study when there was a phase to identify and narrow down the problem, and by extension this phase also refined the research question. This phase was preceded by a literature review stage contributing to theory development and the research design itself. Afterwards, there was a construction of the theoretical framework emerging from the literature review. The theoretical constructs oriented the course design and its implementation. Lastly, I proceeded to select the kind of sampling to be used, that is, purposive sampling.

Setting.

This research project was conducted at Politécnico Internacional (PI), a higher technical and technological institution, which offers varied programs (18 different programs to date) to meet the demands of the productive sectors in Bogotá, Colombia. The curriculum in those programs (Gastronomy, Oral Health, Tourism and Commerce and International Trade, etc.) establishes some EFL subjects students take as they continue their studies. PI undergraduate students' profile is practical oriented, occupational specific and prepared for market labor entry. The Institutional Pedagogical Project aims to “contribuir a la formación integral de la juventud colombiana para alcanzar sus sueños mediante la empleabilidad o el emprendimiento” (PI PEI, 2017, p.10). PI owns five branches in Bogotá named after its location: Av. Chile (main branch), Sur, Kennedy, Calle 80, and Primera de Mayo. This study was conducted at PI Av. Chile branch.

There is a phenomenon at PI relating teachers, excluding EFL teachers, worth mentioning. Most of those who teach at PI have studied to be cooks, tourist agents, businesspeople, etc. nothing alike as teachers. Owing to the great quantity of teachers who have not been educated to accompany and facilitate students learning process, PI created a department called Centro de Desarrollo Profesional (CDP) whose primary duty consists of orienting teachers to learn how to teach and improve their teaching practices. I worked as a teachers' educator in this teacher development department, but previously I had been teaching EFL for 3 years at PI. Being at CDP, I managed to identify a lack of teacher development program and/or course for EFL teachers, there were 32 EFL teachers in total who had not received any specific orientation nor opportunities to gain experience up professionally and pedagogically. Thus, after having

taken some seminars in the master's program and having analyzed the possible needs, in cooperation with my thesis advisor, we figured that a teacher development course based on an emergent pedagogy called the PoM would be beneficial for these EFL teachers. I made the proposal to the institution, and they accepted it in light of the arguments I already explained in the first chapter. Then, I designed, created, and implemented the online course based on the PoM in hope of contributing to widen and enrich EFL teachers' methodological repertoire, as well as examining how the participants' reflections would evidence the understanding of the PoM.

Participants

This research project was initially conceived with seven participants that made part of the diagnosis phase. Nonetheless, three of them dropped out the course at an early stage. Thus, this project was centered on four EFL educators, one woman and three men, whose ages range from 20 to 45 years old, working at a technical-technological private higher education institution called Politécnico Internacional (PI) at Av Chile branch, in Bogotá, Colombia. Their teaching practices were framed in the communicative approach orienting EFL to meet the requirements of the varied economic sectors their programs belong to. In spite of the fact these four EFL teachers all had received pedagogical and language training outside PI, (60% of them had received more than five years training) they had not received neither orientation nor professional development related to emerging and/or distinct ways of teaching and learning, in accordance with a questionnaire they responded (Appendix A). Yet, roughly 70% of them had been teaching EFL for more than two years and had also manifested they did not know much about the pedagogy of multiliteracies in agreement to their questionnaire's responses. This all implied

there was room for improvement and diversification of their teaching practices by understanding the multiliteracies pedagogical framework.

These EFL teachers particularly experienced the conditions of our Colombian context and the habitus of our pedagogical actions. Class observations field notes (Appendix B) and lesson plans analysis (Appendix C) revealed that these four EFL teachers were used to teaching EFL within the framework provided by the promulgated institutional guidelines of teaching for the test and to be functional at work, orienting learners to get great marks in the standardized national Saber TyT test. This implicated these EFL in-service teachers lead students to learn technical lexicon based on the traditional literacy. This phenomenon went hand in hand with Colombian educational tertiary system policies in regard to teaching EFL in order to improve Colombian workforce profile. The portrayed participants' habitual pedagogic actions followed the step-by-step methodology they had mastered in the communicative approach, but strongly rooted in the paper-based literacy, to best serve the institution particular interests.

Researcher's role

My role as a researcher throughout this process was illustrated by four aspects presented by Dörnyei (2011): 1) genuine curiosity 2) common sense 3) good ideas 4) combination of discipline, reliability, and social responsibility (p. 17). My curiosity commenced when I was working as a teacher educator at PI by questioning if there were other means to improve our practices. It increased as I embarked on the master's program that fueled my curiosity on discovering alternative paths to enrich our methodology as EFL teachers. At that point, I encountered, thanks to my thesis advisor, the PoM, whose features might clearly widen and supplement our teaching practices.

As stated before, I was slightly overambitious owing to I expected to analyze to what extent or how my peers had enhanced and expanded their pedagogical repertoire. But then, I realized I needed too much time to comply all the phases described above to actually undertake such analysis. Likewise, while orienting my colleagues, I was awake to the inextricability of the PoM, to the thick layers it is constituted of. I reflected that indeed, it took me a great amount of time to digest the theoretical tenets and the potential uses of the PoM. Ergo, I narrowed my curiosity down, advised by my thesis' advisor, to examine how my colleagues' reflections would evidence their understanding of the PoM. My curiosity was fully engaged.

Secondly, I care about our reality, and for that reason, I am also concerned about finding out what may bring improvement to our practices and that those teaching practices benefit our students to change their immediate realities. Our world is rapidly changing in unknown directions we are barely prepared to grasp and cope with.

Thirdly, as a researcher, I figured that the implementation of any teacher professional development course and/or program requests a meta understanding of what the participants may be gaining in terms of knowledge and experience. In this vein, it appeared as a good idea to examine the reflections made by my EFL peers to evidence their understandings on the PoM.

As an EFL teacher-researcher, it was my responsibility to safeguard the trust and participation of all my colleagues by carrying out a rigorous, systematic, ethical, and reliable study as well as keeping their names anonymous.

In order to conduct this research ethically, I asked for permissions, as stated previously, from the institution and people involved. Before beginning this research project, I met the principal and the chief of the teacher development department, I made clear the whole research

project and outlined the potential benefits and risks the participants and the institution may eventually be subjected to. As they agreed, I wrote a letter of consent where I informed the details of the study and had it signed by the Vicerrectora Académica y de Investigación. Afterwards, I held a meeting with the EFL teachers' coordinator and the EFL teachers from Av. Chile branch. During this meeting I explained in detail the objective and possible benefits and risks they could face. I delivered the consent form and asked them to take some time to read it, and if agreed, they could sign it. As suggested by Burns (2010), this form contained the purpose of the research, the benefits for the participants, the procedures to be followed, the right of refusal, the guarantee of confidentiality in the use of data for academic purposes only, and a section for participants to provide written agreement (figure A1 and A2).

Finally, my role dealt with avoiding assumptions or leading perspectives towards my participants. Even though, I acknowledge that my subjectivity and my identity as teacher and researcher were always present during this investigation process. To collect data, I followed Burns (2010) as my role was non-participant within this study.

Data collection instruments.

Bearing in mind the research question, I created a data collection schedule in an attempt to cover the whole process. To gather information from the EFL teachers' participation on the online course, I employed 6 logs (see Appendix E), each one of them relates a different moment or module of the course, to wit: *1. Understanding the PoM. 2. Experiencing the PoM. 3. Designing collaboratively. 4. Incorporating the PoM. 5. Reflections based on feedback. 6. Further Reflections.* Each log was designed with some prompted questions (from two to three questions per log) that could elicit the responses that in turn might help me answer the main

research question. These logs were administered as these EFL teachers advanced on the online course.

The second data collection instrument employed was artifacts (see Appendix F). These EFL teachers made contributions and comments based on the content presented and the activities proposed in the online course, consequently I gathered the data from their participations in the *forums* and the *lesson plan* one teacher managed to design by the end of this course. The third data collection instrument relates me as data gathering instrument since I took notes making use of a field notes format (see Appendix G). Particularly, I took notes when the EFL teachers attended a synchronous workshop planned to design a lesson collaboratively. I also supported those notes by utilizing an audio-recording of the whole workshop which afterwards I transcribed in order to complement and expand the notes related to EFL teachers' understanding on the PoM.

It is of relevance mentioning that all the above data collection were piloted prior to their implementation with the participants. Some colleagues from the Master program and one in-service EFL teacher participated voluntarily on this process. I contacted them personally and explained the objectives of my research and the importance of receiving their comments to improve the quality and reliability of the research instruments. They were also validated by my thesis advisor Esperanza Vera and Professor Luis Fernando Gomez PhD (RIP) who led various research seminars at Universidad Pedagógica Nacional.

Chapter 4: Data analysis and findings.

In this chapter I describe the analysis of the gathered data and findings of this research. Firstly, I present the analysis approach that was adopted for the data analysis. Secondly, I explain the procedures for data analysis. Thirdly, I portray descriptively the categories and subcategories that emerged from the analysis. Finally, I showcase the findings discussion.

Data analysis approach

Grounded theory approach (Strauss and Corbin, 1998) was used to analyze the data collected owing to I developed the analysis without predetermining any categories. In this vein, Strauss and Corbin assert:

a researcher does not begin a project with a preconceived theory in mind (unless his or her purpose is to elaborate and extend existing theory). Rather, the researcher begins with an area of study and allows the theory to emerge from the data. Theory derived from data is more likely to resemble the “reality” than is theory derived by putting together a series of concepts based on experience or solely through speculation (how one thinks things ought to work). (1998, p. 12)

Anchoring on this idea, the grounded theory approach is a qualitative research method that uses systematic procedures to develop a grounded theory that is derived inductively from a phenomenon, giving priority to the fact that it is based on grounding the analysis on the data that have been collected and inductively arriving at conclusions from these data. (Strauss and Corbin, 1998, p. 24). The grounded theory approach is also pertinent for this study due to “(it) offers insight, enhances understanding, and provides a meaningful guide to action” (Strauss and

Corbin, 1998, p. 12). This last excerpt would illuminate the analysis procedure and helped me respond the main research question fully.

By following the grounded theory approach, I managed to build up certain nexuses among the gathered data and the theoretical constructs, which support this study, as the data was constantly revisited and analyzed. The collected information stemming from the EFL teachers' reflections on the PoM allowed me first to construct some precategories which I revisited several times to compare and contrast the labels so that they make sense altogether. That procedure is called open coding, according to (Strauss and Corbin, 1998). Afterwards, based on those precategories, I grouped them bearing in mind their properties and similarities. After reexamining those labels in several times, the categories and the subcategories eventually arose. In the following sections, I will explain in better detail how I managed to arrive to those categories and subcategories, but first it is necessary to address how I treated the data collected.

Data management

In this section I explain how I treated (stored, sorted out and managed) the data before analyzing them. The first data collection instrument I dealt with was the logs (Appendix E). Due to the fact I created an online course, all the six logs that I administered to my participants were stored on Microsoft Forms, which is a tool that permits the users to gather information through surveys, questionnaires and/or diaries. I embedded all the six logs in the online course supported by Moodle which is a learning platform or course management system (CMS). As the EFL teachers advanced in the course, they responded the logs, and all the data were automatically saved by Microsoft Forms. I, as an EFL teacher and researcher, was constantly checking their responses to verify that both the learning and the data collection processes were being

undertaken properly. Afterwards, I downloaded all the responses which I stored in a digital binder I had created previously in my personal computer. I also backed the logs data up by uploading them in another folder on OneDrive which offers cloud storage and free file synchronization services. Inside the binders I sorted the logs out chronologically as I mentioned in chapter three.

As for the artifacts (participants' interactions, comments, opinions, questions and ideas in the forums and the lesson plan) they all were stored in the online course in Moodle (Appendix F). Since forums entries cannot be downloaded, I had to copy and paste them in a Word document I stored in my laptop. I also organized those artifacts chronologically. It is worth making clear I did not intend to analyze the development or the chronological "evolution" of my participants in the course. To believe that learning and understanding occur in linear fashion implies a sort of bias and/or misassumption that already grants gaining knowledge with the passing of time. I backed up the Word document containing all the artifacts replies on OneDrive.

Finally, I used a digital field notes format supported with an audio recording of the whole synchronous workshop (Appendix G). I managed to make some notes while the EFL teachers were working in some activities and, after that session had finalized, I supplemented the notes with the audio recording I listened to many times. Besides that, I transcribed verbatim the audio recording in a Word document. Both the field notes format and the audio transcription were stored in my personal computer. Lastly, I uploaded them on OneDrive to avoid any potential data loss.

Procedures for data analysis

It's worth remembering that the raw gathered data stemmed from the three main data collection instruments I described above as well as in chapter three. I followed Freeman (1998) whose work enlightens the analysis procedure by "taking the data apart to see what is there and then putting them together to see how they respond to the question or puzzle under investigation" (p.36). I first decided to cope with logs data owing to they contained much more information than the rest of the data collection instruments. Thus, logs were first analyzed (Appendix H), there were 6 different logs that correspond to each moment or module of the online course. I composed a document with all those logs establishing the basic information per each one, e.g., location, date, number of respondents, number of questions, log number, name of the log, and the research sub questions.

To start making sense of the vast amount of the collected information, I commenced reading line-by-line (Strauss & Corbin, 1998) the raw data provided by the EFL teachers in the logs several times. I secondly employed color coding, which is a technique used for categorical analysis according to Lankshear and Knobel (2004, p. 271), to detect the data that would eventually help me respond the related research questions. Then, supported on Freeman, who suggests "naming, grouping, finding relationships, and displaying" (1998, p. 99) as a logical process to perpetrate the analysis, I started to label or name the EFL teachers' excerpts using gerunds to distinguish the nature of information I was provided with. I revisited the labels many times as I let the data rest.

I carried on grouping the labels on an excel document (Appendix K). I first thought of grouping the labels by their level of understanding, nevertheless, in company with my thesis

advisor, we noticed some flaws; I also realized that the data were not telling me much. As a result, I decided to rely on the stages of the PoM to see if the data revealed something, and it did. When reading the grouped labels, I found out certain emergent relationships that later I made explicit by sorting out the labels in accordance with their shared properties and features; some precategories had emerged. Afterwards, I reread the groups or precategories and, by doing so, I realized that I could reduce the precategories to obtain categories. Therefore, I decided to display the categories with the same colors that I utilized at the beginning to visually spot the themes in each subcategory.

As I was naming and grouping, I wrote down little notes or memos to supplement the analysis. Following Strauss and Corbin (1998) I asked specific and consistent questions to the data, and I tried to use code precisely. Eventually, I had to restate some labels all the same; at some point I realized that I was making some assumptions because I was forcing data to fit the theoretical constructs, thus, I reexamined them and stucked to what the participants were trying to convey.

I repeated the same analysis procedure, as it must be systematic and rigorous, with the second and third data collection instruments. I took the all the artifacts (Appendix I) and field notes format in conjunction with the audio-recording transcription (Appendix J) and identified the type of information that would permit me to respond the research question by employing color coding.

It is important to mention that as a researcher I transcribed verbatim the whole audio-recording coming from the synchronic workshop I provided to the EFL teachers. The process of repeated data reading was even more intense with the transcription. I had to listen and stop many times before transcribing. After that, I did a first reading of the transcription and made the

relevant adjustments where I identified mistakes or inconsistencies. Next, I read and reread the transcription as whole and fragments for about four or five times. I also composed a format with the basic information heading containing the basic of information, as done with the logs.

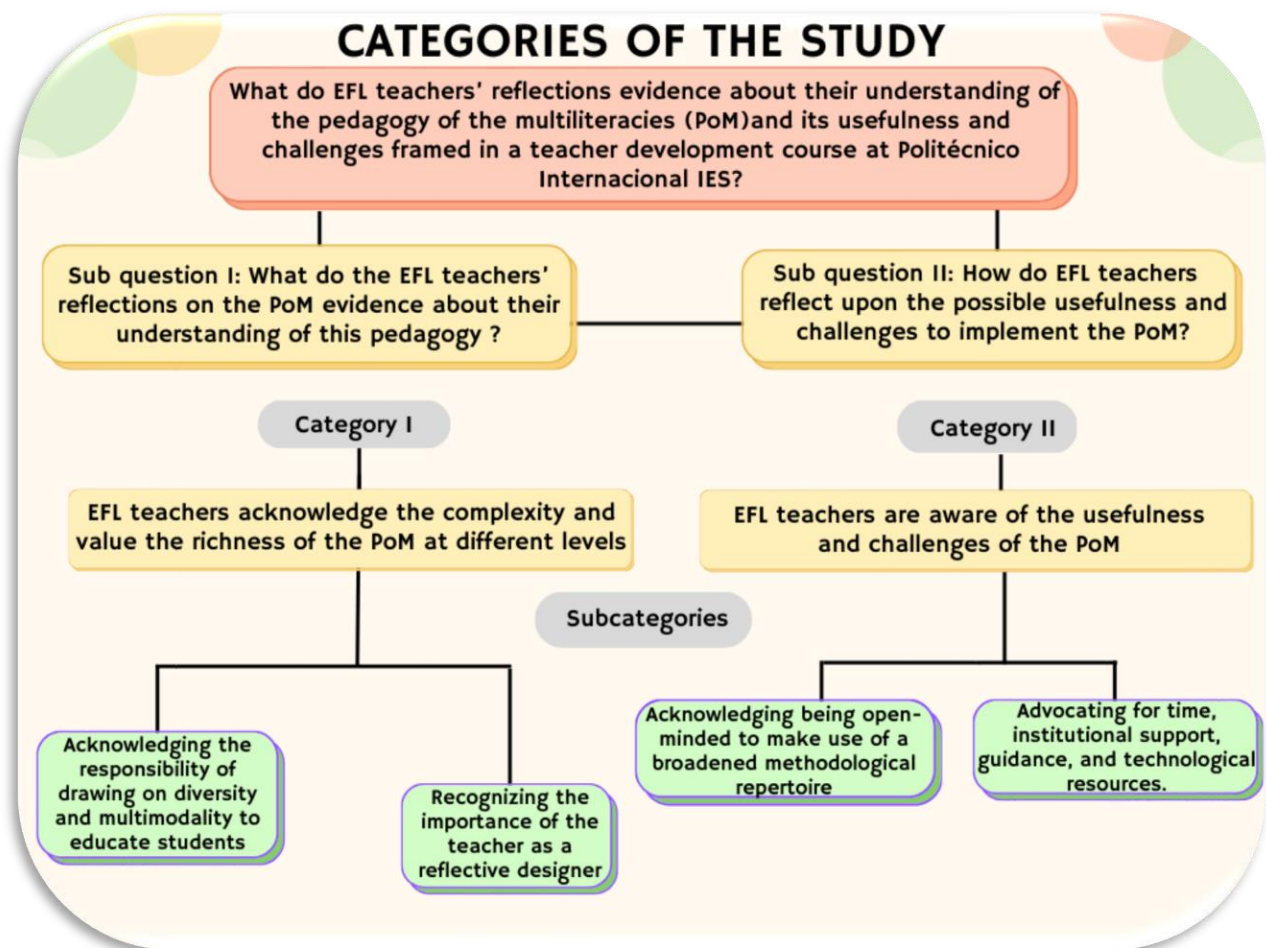
To proceed with the analysis of the data stemming from the artifacts and the field notes along with the audio transcript, I named, grouped, and found relationships within the data. I reread many times until patterns related to participants' similar reflections on aspects of the PoM were identified. For instance, data showed participants' repetitive and similar comments on the role of the EFL teacher as a designer. Thus, I grouped and classified these patterns into initial precategories. As triangulation (Freeman, 1998) is a required procedure in the analysis of qualitative data, the patterns in the logs were later compared to participants' reflections in the artifacts and field notes format in conjunction with the audio transcription of the synchronic workshop to confirm if similar patterns and initial categories related to the PoM were present in all the three data collection instruments. Once having a set of patterns and pre-categories, final categories arose which were lastly refined and restated as findings.

Categories

To commence with the descriptions of the categories that emerged from the data analysis, it turns out relevant to recall that this research aims at examining how EFL teachers' reflections evidence their understanding on the PoM, as well as how they reflect upon the potential usefulness and challenges of this pedagogy. I would like to state that I respectfully strived to make meaning out of what the participants expressed throughout the study, in hope of reporting a close-to-reality elucidation of their understandings. What follows is the schematic representation of the categories and subcategories that flourished from this study.

Figure 3

Categories and subcategories of the study

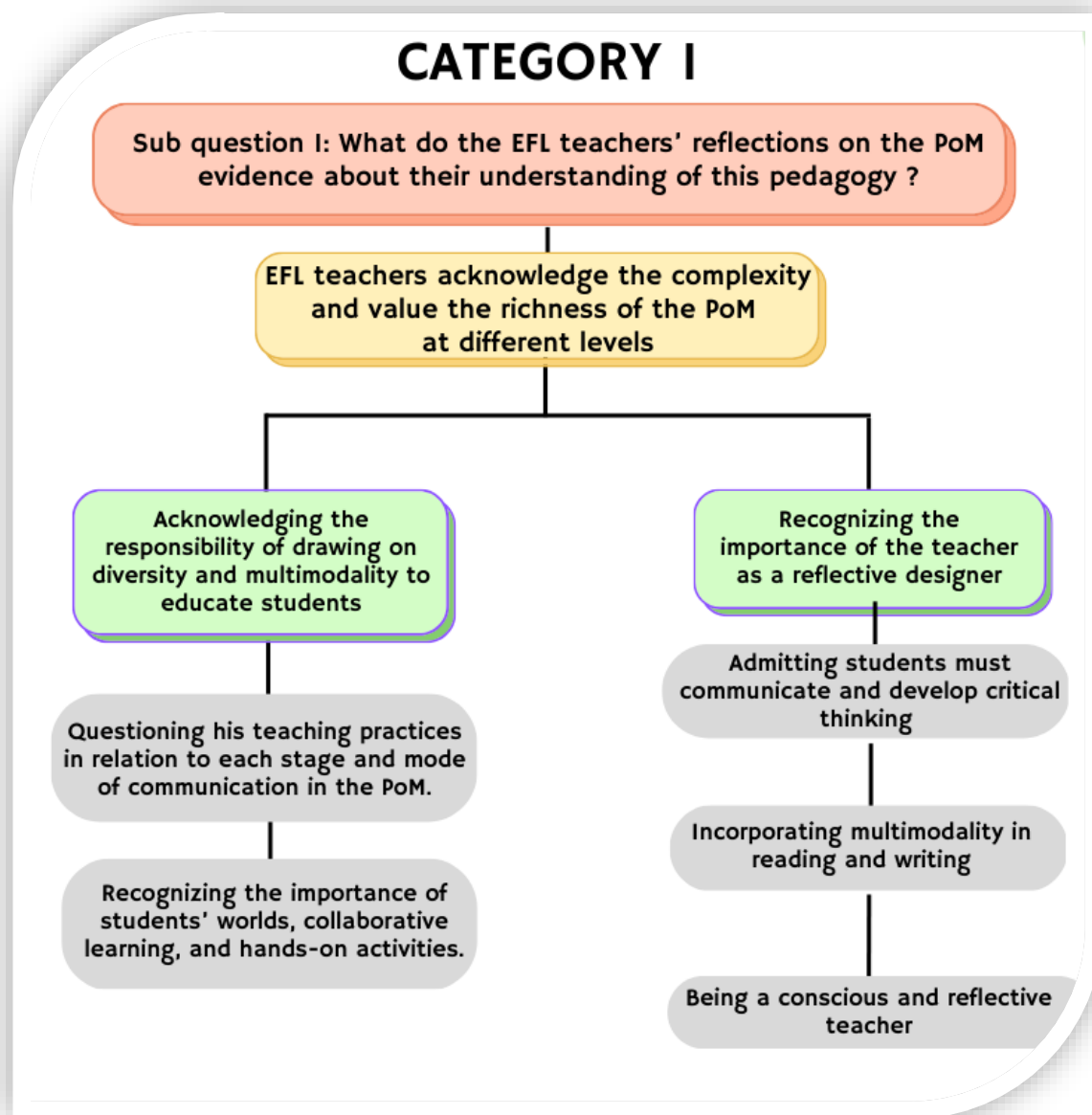


Category 1: EFL teacher acknowledge the complexity and value the richness of the PoM at different levels.

Firstly, I introduce the figure 4 which stands for the hierarchical system of the subcategories concerning the category “*EFL teachers acknowledge the complexity and value the richness of the PoM at different levels*” and the first sub question “*What do ELF teacher’s reflections evidence about their understanding of the PoM?*” After that, I explain the two emerging subcategories supported by examples taken from the data to have full comprehension of this first category.

Figure 4

Category 1. EFL teachers acknowledge the complexity and value the richness of the PoM at different levels



Both subcategories account for the teacher's understandings about this pedagogy, As I will portray later, each one depicts how those understandings were sorted out into a hierarchy, namely solid, moderate, and basic levels of comprehension.

1.1. Acknowledging the responsibility of drawing on diversity and multimodality to educate students.

This subcategory underpins the role of the teacher within the PoM conceived as an agent of change who welcomes and makes use of diversity and multimodality to guide students. A teacher who positions him/herself as a disruptive designer. The subcategory emerged from the data I read, revisited, and analyzed carefully to see if there were some iterative patterns that could help me respond the first sub question. This subcategory accounts for the reflections of one specific participant whose name will be changed by the pseudonym Fernando as the he requested. I was able to track Fernando's whole process and to distinguish his contributions and reflections owing to the fact he was the only one who finished completely the course. In my estimation, Fernando had more elements to make powerful reflections that made clear the level of understanding achieved. I witnessed how Fernando developed his understanding as he first managed to draw some vague but relevant concepts, then, he digested the theory and conceptualized theoretically the main components of the PoM, as evidenced in the logs. Then he moved forwards when he was clearly being critically reflective about this pedagogy and made certain nexuses with his teaching practices, especially when planning one lesson.

This subcategory entails, what I risk at naming, a *solid understanding* of the PoM. As previously stated, each subcategory falls into a distinct level of understanding, namely solid, moderate, and basic. Certainly, what *Acknowledging the responsibility of drawing on diversity and multimodality to educate students* connotes, is that Fernando comprehended the complexities of preparing students to face a changing and indolent world. These complexities have to do with some of the cornerstones of the PoM *diversity*, the growing heterogeneity of

lifeworlds students embody and bring into the classroom and, *multimodality*, the abundant ways of representing and making meaning.

Fernando's reflections may be unveiling that he, as an EFL teacher, might have ignored learners' diverse identities by means of the traditional literacy when asked what elements of the PoM had called his attention. As he states, "...the fact that there are more things to be considered when we think of our students lifeworlds, reading words it's just a part of what they want to express as individuals" [Log 1, question 1, Fernando, Nov 9, 2019]. This reflection mirrors of what the NLG pointed out: "Literacy pedagogy, in other words, has been a carefully restricted project - restricted to formalized, monolingual, monocultural, and rule-governed forms of language" (1996. p. 2). With multiliteracies, teachers could value learners' subjectivity and identities by means of the multifarious ways to convey meaning, as a result of letting them anchor and utilize what they are on divergent means to express. We cannot just represent ourselves through the *alphabetical written* text. The NLG (1996) argues that "to be relevant, learning processes need to recruit, rather than attempt to ignore and erase, the different subjectivities, interests, intentions, commitments, and purposes that students bring to learning" (p. 18).

In a feedback meeting we held, Fernando commented he believed that by purposefully designing opportunities intended to meet learners' interests and needs, would motivate them to read and write in varied forms without giving up what they found fascinating and, therefore, they would be able to really express themselves from their subjectivities. Fernando also reflected that the personal dimension of the students must be taken into consideration when planning classes, which implies learning about who they really are in those other spheres.

...the relevance the background of the student has when preparing classes since it is important to find topics, they consider relevant, meaningful and close to their environment, not only about work but also their lives, that is to say, the more vividly and closer the topic is to the reality of the individual, the more interested in the class he/she is.

[Log 1, question 2, Fernando, Nov 9, 2019]

Another argument supporting a solid understanding relates teachers as agents of change, teachers whose practices illuminate social transformations towards embracing and making constructive uses of the differences that we all incarnate. So, it is not merely the fact of admitting our students all are heterogenous, as Fernando had pointed out, but to strategically use it to disrupt the archetypical classroom and lead students to deviate from the status quo. Indeed, Fernando planned one lesson (see Appendix F) bearing in mind he was going to teach students who had diverse personal narratives, identities, affinities, political and social viewpoints as well as heterogenous backgrounds and careers.

Fernando's intention in his lesson was to have students put into play their own beings by expressing their reflections on the social awareness of past consequences. Each learner had a space to speak out their voice through multimodal means to make it heard, seen, read, felt, and interpreted. Fernando purposefully guided students to make use of multimodality; he displayed a wide range of ways so that his students would select what they thought more convenient and effective to make and represent meaning. This implies Fernando's lesson plan addressed his students as meaning producers and readers, learners as active *designers* and *re-designers* (NLG, 1996). In other words, Fernand endeavored so that students would think critically and value what enriches them from the others in all the available dimensions that real interactions enact.

The NLG (1996) emphasizes that teachers cannot be complaint reproducers or perpetrators of the marked status quo, which points fingers and excludes people merely because they belong to diverse lifeworlds NLG (1996). This premise on teachers echoes Freire's (1973) statements envisioning and empowering teachers as *active and critical learners* whose actions ignite and fuel social transformations. "Educators and students are active learners, active designers, and active participants of social change in the twenty-first century" (NLG, 1996, p. 34)

Fernando declared in *log 2* that the incorporation of a critical perspective when learning, helping students ask themselves: why am I learning this? whose purposes it may serve? And all those uncomfortable queries we all should be promoting. This positions Fernando as a disruptive teacher of the status quo. At the same time, he thought students cannot see language just as a systemic alphabetic or linguistic code, but as an instrument to understand reasons about how society works and to express their opinion based on the different layers their lifeworlds can afford.

It appears Fernando may be taking a solid stance regarding the EFL teacher's role. He might be assuming a sort of responsibility that escalates the traditional role of the EFL teacher who just structures his/her teaching practices to scaffold the cognitive and/or skills development of a foreign language. In contrast, Fernando's reflections may be indicating he, as an EFL teacher, is also called to take responsibilities that involve appraising and grasping the richness that the pillars of the PoM, *diversity*, and *multimodality*, connote, even more when xenophobic practices have turned out to be legitimized by part of our society. Fernando's posture not only may signify that he managed to reflect critically in-depth, but in turn, he might be dignifying his own deconstruction as an ELF teacher by addressing one of the main features of the PoM

materialization as proposed by Bull & Anstey “literacy education is not advanced in a culture of blame but rather in one where there is an acceptance of responsibility” (2010, p. 145)

I have explained how Fernando understood that the PoM rendered him diversity and multimodality to expand his teaching repertoire to lead students prepare for the inextricabilities of our world. He seemed to comprehend these elements can have an impact on learner’s lifeworlds, and therefore, diversity and multimodality must ideally go hand in hand with the pedagogical moves he also reflected critically upon. Having made this oversimplification of this subcategory, what comes ahead is precisely the analysis of these critical reflections.

I will then proceed to describe the two components embedded in this subcategory. They deal with constituent features of the PoM. I have coined the first one as *questioning his teaching practices in relation to each stage and mode of communication PoM*; and the second one: *Recognizing the importance of students’ diverse worlds, collaborative learning, and hands on activities*.

Questioning his teaching practices in relation to each stage and mode of communication in the PoM.

Data analysis revealed that the materialization of the stages that constitute the PoM requires a constant cross-questioning when approaching and planning them. The analysis of the gathered data brought out how Fernando’s comprehension scaffolded him to scrutinize his awareness when planning, the intention of the pedagogical moves in the PoM and the use of multimodality. His reflections portrayed a critical well-informed stance since he correlated the affordances and constraints of the PoM when articulating with multimodality. It is to note that the pedagogical moves refer to the purposeful choices that each teacher can make within the

PoM stages. According to the PoM's theory, a teacher is supposed to take reflective pedagogical decisions depending and based on the bounded complexities of each setting, population, and the theoretical frameworks of that educator, which can significantly impact students' learning processes.

To begin with, within this pedagogy, each stage or pedagogical move is informed by multifarious pedagogical pillars that may turn complex when brought into real life scenarios, as reflected by Fernando, "The didactic sequences and transitions are not easily connected to the stages of this pedagogy at the beginning but when you reflect on them they start adjusting naturally." [Log 6, question 2, Fernando, Nov 9-Dic 21, 2019]. It seems Fernando required effort and commitment, as an EFL teacher who is for the first time coping with this pedagogical paradigm, to find out a way to materialize and articulate the pedagogical moves. Nonetheless, it paid off. He acknowledged weighting the power of thinking profoundly about what we do in the classroom has to be ingrained both in students' needs and the theoretical frameworks.

Likewise, according to the data collected, it seems that multimodality necessitates to be revisited and put into permanent questioning to meet the learners' needs and interests when planning and implementing every lesson. He managed to correlate the understanding of the stages of the PoM as well as a reflective planning of multimodality in a fashion that can shed some light on the level of commitment required by teachers to fully comprehend and materialize this pedagogy in the classroom

It is necessary having knowledge about the principles of the pedagogy and be aware of the different modes of communications we can include during the lessons. Since this pedagogy covers several stages and ways of communicating, a conscious lesson planning is required

[Log 6, question 2, Fernando, Nov 9-Dic 21, 2019].

Fernando's reflections may be also suggesting that to gain a *solid understanding* of this pedagogy, an educator could be impelled to be a self-reflective and self-critical teacher that puts into doubt the given information or theory, as well as the means and outcomes expected when implementing such theory. This posture can be characterized as a teacher-researcher who is hungry to corroborate the validity of a certain theory so that she/he either will be able to adapt it the best way or discard it. And by seeking to make a better adaptation of this pedagogy, by questioning it, a teacher can gain a deeper comprehension that may, in turn, enlighten students' learning processes.

Fernando reflected on the improvements brought to the designing phase, as he gained momentum understanding the stages and all the affordances that planning purposefully may potentially have. He wrote on *Log 6* that by relying upon the PoM, planning became better and more structured. Furthermore, when I asked him how he would assess his learning of this pedagogy, he claimed that despite the fact he had not implemented the lesson plan, when Fernando was designing, he questioned himself repeatedly, which per se, becomes such a powerful improvement.

I have tried to think if what I'm doing inside the classroom belongs to this or that stage of the pedagogy. Also, I have questioned myself about the purpose of each activity, which mode of communication I'm favoring and which type of learning my students may get. Somehow it has made me a little bit more conscious about my teaching practices and the students processes.

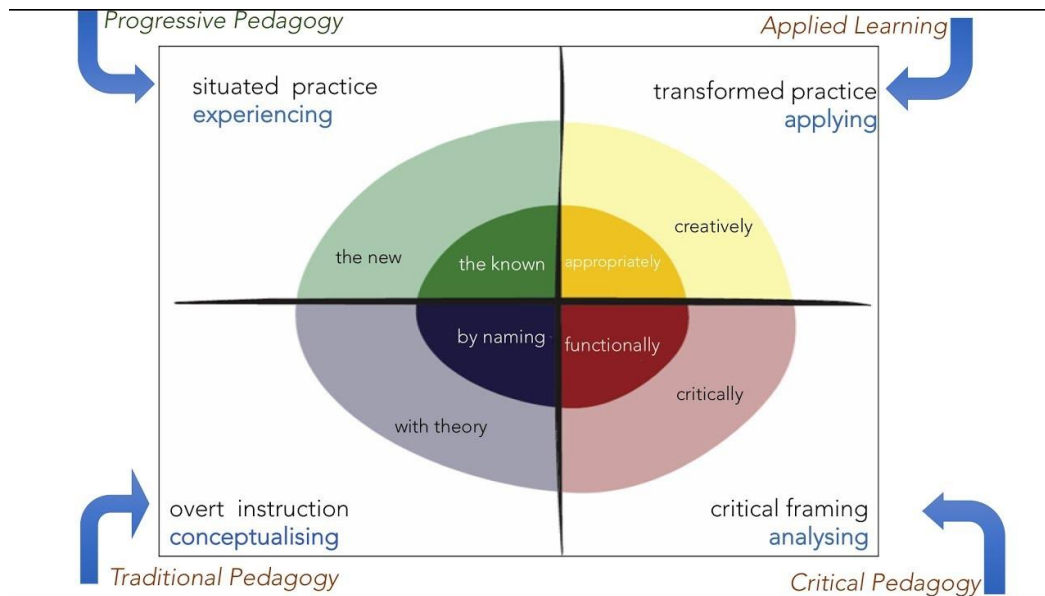
[Log 4, question 1, Fernando, Nov 9-Dic 21, 2019].

One of the principal tenets concerning the PoM is the purposeful designing process. This is validated by Fernando when I interrogated him about what he had learnt from the PoM, “I know now that we have to be conscious about our planning, prioritizing one or more of the stages critical framing, situated practice, overt instruction and transformed practice” [Log 1, question 2, Fernando, Nov 9-Dic 21, 2019]

The pedagogical framework, within the PoM, comprises four stages or pedagogical moves upon which Fernando’s reflections inform this research about his understanding. These dimensions, (*situated practice, overt instruction, critical framing and transformed practice*) proposed by the NLG in 1996, and later translated by two of its former members, Mary Kalantzis, and Bill Cope, into “Knowledge Processes” (*experiencing, conceptualizing, analyzing, and applying*) account for “the things we do to learn” (2016, p. 4). Regardless of the simplicity of the definition rendered by Kalantzis and Cope (see chapter 2 for further reference), each one of these stages (pedagogical moves or knowledge processes) cope with rich and complex epistemological and philosophical tenets that draw paths and assign desired destination arrival points to both teachers and learners. The following figure displays the stated pedagogical dimensions.

Figure 5

Stages in the Pedagogy of the Multiliteracies



The aforementioned dimensions take root and bloom in an interwoven way, moving across and between, which is to say, they do not have a specific order nor hierarchical order, according to the NLG (1996) and Kalantzis and Cope (2016). The combination of these dimensions and their blurred boundaries may be complicated when used by a novel teacher in the terrain of the PoM. That might explain why Fernando's reflections address at interrogating his teaching practices so that he could make use of this pedagogy.

It is evident that all these reflections got materialized when he planned a lesson. Fernando managed to follow the PoM making emphasis on the integration of its stages in terms of input and output, which is a differentiated value. Plus, he took some licenses in the translation of the curriculum that made clear he designed reflectively and purposefully.

It is worth noting that the institutional lesson plan format was merely prompted with a headline containing the basic information of the class and the learning objective. As for the body, it consisted of introduction, development, and conclusion. Lasty, down below the body, there

were the associated topics in terms of grammar, material resources, the assessment activity, and the homework. Nonetheless, Fernando altered willingly the body structure by stating the didactic sequences he was going to perform in each stage of the PoM. Furthermore, he stated the input and output in function of what things the students were going to do to learn. This license Fernando took is an exemplification of how this pedagogy can be carried out in the classroom. At first, I thought he was being very schematic, stiff, if I may say, but then, I realized he was practical and down-to-earth. He made it simple letting the stages be separated but still interconnected in the ecosystem of the class he was proposing. It is also visible that the presence of each stage was neither gratuitous nor unachievable. I also realized the complexity of distinguishing and separating knowledge processes when shifting between stages. I next present part of the body in which he made those well-thought layout and in-content intentional decisions.

Figure 6

Fernando's lesson plan

LEARNING OBJECTIVE:
<ul style="list-style-type: none"> Students will be able to talk about past social consequences and express what they would have done if they had faced those situations.
OUTCOMES ASSOCIATED TO THIS SESSION:
<ol style="list-style-type: none"> PRIOR KNOWLEDGE: <ol style="list-style-type: none"> Input: In groups students will answer the following question: <i>What do you think social conscience is?</i> Output: Students will share their thoughts with the whole group through an online poll. OVERT INSTRUCTION <ol style="list-style-type: none"> Input: Students receive a document or watch a video in which they can find the definition of social conscience. They must read the document and check if their previous thoughts were correct or not. Output: Regarding the information, in groups students will discuss the following question: <i>What do you think the importance of social conscience is?</i> Groups must record their answers and post it on a class padlet or class blog. After all groups have posted their answers, they must listen to their classmates' contributions and comment at least on one of them saying if they agree with it or not and explaining why. (Voicethread application) SITUATED PRACTICE <ol style="list-style-type: none"> Input: Listening activity. Students listen to some speakers describing some situations where they social conscious was defied (e.g. a person disrespects a bank queue, a woman hits her children, neighbors' problems, etc.) They must answer the following questions: <i>Where was the person? What other people were involved? What was the problem? Did this person do or say anything? What was the other person reaction? What was the result?</i> Output: In groups, students discuss the following question: <i>What other social conscious situations can you think of?</i> Each group thinks about another situation. Then, they share their ideas by role playing them to their classmates; one group role plays the situation and the other must guess what situation they are representing. OVERT INSTRUCTION / CRITICAL FRAMING <ol style="list-style-type: none"> Input: <ol style="list-style-type: none"> Students remember the previously discussed situations. Each group is given one of the situations to be analyzed; they must answer the following questions: <i>Do you think the person's reaction was correct or incorrect? Why? If the reaction was incorrect what would you have done if you had faced that situation?</i> Groups prepare their answer by using a given answer model. Students share their thoughts by participating in a whole group discussion. Output: In groups, students create an infographic where they present the <i>do's</i> and <i>don't's</i> for being a good citizen regarding the previously discussed situations. Then, they paste their infographics around the classroom to share their thoughts with the whole group. TRANSFORMED PRACTICE <ol style="list-style-type: none"> Input: Each student is given a situation where social conscience is defied. Then, individually each student must answer the following questions: <i>What would have you done if you had witnessed this situation? Why?</i>

Yesid Alexander Uchuvo Gonzalez

This objective does not belong to the syllabus. It seems Camillo willingly decide to redirect the emphasis of his class towards some sort of social awareness. This may indicate this class seeks to

Reply

Yesid Alexander Uchuvo Gonzalez

There is not just one single outcome associated to the session. As prompted down below, each stage of the pedagogy of the multiliteracies prompts an output. This can mean a reconfiguration of the

Reply

Yesid Alexander Uchuvo Gonzalez

This prior knowledge activity is intended to trigger what students know by means of naming it. In these terms, students are required to conceptualize by naming which corresponds to the overt

Reply

Yesid Alexander Uchuvo Gonzalez

The fact that this activity makes use of technological tools, situates students in a real scenario within which they might fulfill or employ a poll to gather information at work. Besides that, it

Yesid Alexander Uchuvo Gonzalez

This is clearly a feature of the transformed practice stage owing to this activity requires students to redesign what they encountered as an available design. Students will add their own voices and all

As evidenced in the artifact *Fernando's lesson plan*, he firstly made a purposeful choice by shifting the objective, which did not belong to the syllabus; he willingly decided to redirect the weight of his class towards some sort of social awareness with a subtle, but intentional attachment of what was primarily stated on the syllabus, all the same; he made this purposeful connection deliberately. The selection of this class objective supposes a translation of the curriculum that may indicate Fernando's class sought to develop a critical stance by going beyond the topic proposed by the syllabus (third conditional-talking about past regrets). Secondly, if compared to the lesson analyzed during the statement of the problem, also designed by this participant, the second lesson plan demonstrates not only a different scope and approach

to teaching and learning, but also the liberty of shaping the class arrival point towards a critical social awareness. Likewise, he stated a micro-objective, far from the status quo of the curriculum, when he set up each stage. These facts could have been ignited by the PoM given this pedagogical framework encourages teachers to move freely through the pedagogical paradigms if consciously thought. Fernando's decisions can be presumably attributed or attached to his *solid understanding* of the PoM, in light that throughout the whole lesson plan I was able to track purposeful design choices.

Moreover, in his early contributions Fernando declared (*Log 1*) he was able to plan better if he thought about the level or stages proposed in the PoM, and in his successive reflections, when answering a question about the possible adjustments and improvements he might have in mind, he revealed that he needed to foster more the critical framing stage in his class. Additionally, he acknowledged he had to adapt the questions presented to the students owing they must correspond to each proposed stage, "Now I understand that each stage belong to a different cognitive level and so the questions." [Log 5, question 1, Fernando, Nov 9-Dic 21, 2019]. As evidenced so far, the PoM compels a constant cross-reflection when designing. Fernando's reflections and lesson plan support the iterative urgency of being aware, reflective, interrogative, and critical in order to incorporate and adapt this pedagogy.

Fernando thought reflectively and critically of his teaching practices to translate the PoM into his class and graine it with multimodality. After getting to know the PoM, I asked him how he could enhance his teaching practices by then, and he asserted, "I guess that by having our students involved in their own meaning construction (not rushing them too much) using multiple ways to make meaning. I am going to use more images and gifs, instead of traditonal texts, for example" [Log 1, question 3, Fernando, Nov 9-Dic 21, 2019]. This early reflection was later

extrapolated in the lesson plan, by getting learners draw on the multimodal ways to construct and represent meaning.

In the analysis of *Fernando's lesson plan*, I found of relevance that in the *overt instruction* stage he proposed students to contrast their ideas (he did not validate them himself, displacing his role as the authority and provider). He makes use of two different type of texts (an alphabetic text and a video), applying *multimodality* and *available designs* to have students (re)conceptualize what social conscience is. He also featured collaborative work implying that students must cope with meaning engaging their personas. I noticed that after having conceptualized what social conscience is, students had to exchange (maybe using different types of communication-verbal-gestural-spatial, that was up to them) their ideas and negotiate meaning. This was valuable as these students belonged to careers that mostly required technical performances and ability to communicate. The PoM relates meaning making as a situated social practice in dimensions such as personal, societal, and labor, which is to say, students communicate, construct, and represent meaning all the time wherever they are. Thus, learners must be well prepared and that is where Fernando fits in the PoM. He allowed his students to select the way they wanted to express themselves. He also promoted to take a stance when students interacted with the others' outcomes and among them.

It was clear that the purposeful application of multimodality went beyond the *overt instruction* stage. Fernando managed to pair it with the *situated practice* stage. The output proposed is triggered by a question that seeks to favor memory. Nonetheless, it seems that multimodality, in terms of gestures and corporeal moves, was intentionally promoted. A group of his students would have to employ gestural and corporeal means to supplement and/or fill the blanks of the speech production, while their peers would have to make the representation in their

minds, not only paying attention to the social conscious situation, but also the possible set of words, actions and moves to be performed to communicate.

Questioning one's own teaching practices, as an EFL teacher, in our own inextricable bounded contexts with the complex multiplicity of one's own students, implies great commitment and responsibility, a heavy duty. In other words, a sort of vocation; one must have the capacity to learn and unlearn, to endeavor adapting reflectively other "harder" ways to teach, dislocating those other "easier" forms, like teaching the book, for instance. I personally echo Fernando's voice "it is necessary that we teachers be open-minded in order to identify alternative ways or process od teaching and learning" [Log 2, question 1, Fernando, Nov 9-Dic 21, 2019] that mandate does not refer to the PoM exclusively, but to any other frame or approach to teach and learn differently, hopefully better.

Recognizing the importance of students' diverse worlds, collaborative learning, and hands on activities.

The collected data makes clear that Fernando's reflections paired up with what he planned in function of revisiting and questioning his teaching practices, but also in function of acknowledging the crucial role of understanding the means to facilitate students learning processes. Those means can be summarized into three essential terms: lifeworlds, collaboration and doing to learn. The first element appraises the complexity students embody, beyond the gross demographics as they are typically depicted. The second one rests on the importance of constructing together, helping each other to negotiate and make meaning. For the third term, students put into practice what they already know and the new by experiencing.

The gathered data portrayed how Fernando re-signified the importance of getting to know the humans behind the students. When I asked what elements of the PoM he considered vital, he stated he had not thought that much of the diversity of the students. He commented he tried to know what his students liked and needed, but he had not been really interested to know their problems, opinions, beliefs and personal narratives, among others. “I’ve learnt that every individual is special and brings his/her own self” [Log 2, question 1, Fernando, Nov 9-Dic 21, 2019]. The PoM calls teachers to value the complex beings of the students and exploit their differences in benefit of their own learning, going beyond the gross demographics. Within the PoM, students’ lives are made of endless layers, lifeworlds, as they have coined it, which underlay multiple ways both students and teachers might approach to a better learning. Kalantzis and Cope claim that “lifeworlds is key due to the fact that by knowing people and how they engage and understand, learning can be achieved.” (2016, p. 35). The following figure (Kalantzis and Cope, 2016) represents the differences between crude demographics and lifeworlds.

Figure 7

Differences between gross demographics and lifeworlds

<i>Diversity:(Not just Gross demographics)</i>	<i>Diversity: (Lifeworlds)</i>
<p><i>Material</i></p> <ul style="list-style-type: none"> • Class: social resource access, employment and social status • Locale: neighborhoods and regions with differential social resources • Family: relationships of domesticity and cohabitation <p><i>Corporeal</i></p> <ul style="list-style-type: none"> • Age: child development, life phases and peer dynamics • Race: historical and social constructions linked to phenotypes • Sex/ Sexuality: varied bodily realities of masculinity, • Physical and Mental Abilities: spectrums of bodily & cognitive capability <p><i>Symbolic</i></p> <ul style="list-style-type: none"> • Language: first & second language learners, dialect • Ethnos: national, ethnic, indigenous and diasporic identities • Communities of Commitment: religion, political orientation • Gendre: identities based on gender and sexual orientation 	<ul style="list-style-type: none"> • Personal Narratives • Personae/Identity • Affinities • Agency and Redesign • Life experience • Communication styles • Contacts, networks • Orientation to the world • Values frameworks • Political & social point of view • Employment sector cultures • Family cultures

The richness of that diversity and complexity should be the starting point of a teaching plan, afterwards, in accordance with the PoM, teacher's duty is to make those differences flourish. Fernando could translate that theoretical construct in his lesson. He deployed a scenario where students could discover their own ways to construct and negotiate meaning from their subjectivities. He purposefully made students interact by exerting multimodality so that they could make their own choices based on what they were.

Furthermore, Fernando pointed out that by bearing in mind what students are and know, he not only was able to recreate better and more meaningful learning environments, but also, learners could get involved in their learning processes to a greater extent.

...the relevance the background of the student has when preparing classes since it is important to find topics they consider relevant, meaningful and close to their environment, not only about work but also their lives, that is to say, the more vividly and closer the topic is to the reality of the individual, the more interested in the class he/she is.

[Log 1, question 1, Fernando, Nov 9-Dic 21, 2019].

It seems Fernando's assertions and design could reveal he systematically started to bear in mind the importance of lifeworlds to enrich his classes by learning from his students as human beings whose voices and actions might illuminate his pedagogical choices. He seemingly paid more attention to the personal realm of the students. The lesson plan he composed during the diagnosis phase was stressed on a working performative objective while the one he designed with the PoM included the idea of lifeworlds, as well the terrains we usually perform: public, personal, and working, as interwoven, and clearly globalized.

Output: Regarding the information, in groups students will discuss the following question: What do you think the importance of social conscience is? Groups must record their answers and post it (sic.) on a class padlet or class blog. After all groups have posted their answers, they must listen to their classmates' contributions and comment at least on one of them saying if they agree with it or not and explaining why. (VoiceThread application)

[Lesson plan, overt instruction stage, Fernando, May 15, 2020]

According to the PoM, learners must prepare to tackle the challenges of the working, personal and public realms. In that sense, Fernando managed to get his students discuss a situated social problem and make it relevant into each sphere that he may have overlooked if he had not taken it from the PoM. Learners benefited from Fernando's design choice throughout the whole lesson plan as they overlapped this social problem into their personal and working lives.

As seen in the excerpt above, Fernando also included in his lesson plan collaborative learning. This is visible across the different stages of the PoM in the design owing to fact that he intended his students to play an active role engaging with the others, one role that is invoked to co-construct knowledge with and from others through their real experiences. Fernando drew upon collaborative learning possibly bearing in mind it is a situated practice. Kalantzis and Cope explained collaborative learning bases its epistemological foundations on constructivism following Piaget's studies regarding the incorporation of new experiences through assimilation and accommodation processes by framing those experiences into mental representations (Piaget, 1923, p.109, as cited by Kalantzis and Cope, 2016, p.17). Those scholars, mirroring Vygotsky's social constructivism, also pointed out another epistemological premise in collaborative learning,

that must rely on the tenets of that theory as all surrounding artifacts in culture are meant to mediate and scaffold learnings.

In fact, learnings can be catalyzed and enhanced by and with the others as well as the *available designs* we have handy (I elaborated on this subject in chapter 2 for further reference). In Fernando's lesson plan it turns out clear he sought to make students exchange their prior knowledge and triangulate, afterwards, what their peers had expressed with the new input provided by the *available designs* (their peers background knowledge shared on Polls, the video or the written text rendering the concept of being a good citizen, the audio tracks containing factual situations, and the model of the answer brought by the teacher), and their own representations.

In this vein, Fernando spotlighted the use of the *situated practice/experiencing* stage in his teachings repertoire to support collaborative learning as well as the utilization of *available designs*. Indeed, the methodology followed in this stage/knowledge process implies teacher designs didactic sequences that privilege group work, the immersion in experience and the application of *available designs*, which have to do with "findable resources for meaning: culture, context and purpose-specific patterns and conventions of meaning making" (Kalantzis and Cope, 2016, p. 131). In other words, available designs are all those artifacts or abstract productions made by others that circulate in our society which we can make use of to negotiate, design and redesign meaning.

In his first reflections, Fernando had already assessed the importance of collaborative learning and *available designs* as part of the PoM. He employed a song as an *available design* in conjunction with collaborative learning. It is to note that a song encompasses written and audio forms of texts situated in a particular context, so he was also promoting multimodality and the

use of authentic social content. He allowed his students to analyze this song in couples (applying the *critical framing* stage that will be addressed later on) so that they had to co-construct and negotiate meaning. The complicated tasks of spotting patterns of analysis and filtering them by arguing with the other, playing defined roles, and working collaboratively in order to achieve a common objective, resulted in a better understanding of the available designs. Plus, it appears that utilizing collaborative work improved students' communication, interactions and meaning construction.

I also realize this pedagogy promotes the negotiation of meaning when working collaboratively since I apply an activity in which the students had to analyze a song in couples, and their communication with each other and the understanding of the song ended up being much better.

[Log 1, question 2, Fernando, Nov 9-Dic 21, 2019].

In *Fernando's lesson plan* he wanted students to work collaboratively having them argue what was meant by being a good citizen. In that task, students were supposed to analyze functionally what being a good citizen entailed, which meant learners had to make logical connections and spot structures and functions collaboratively (this being a distinguished feature of the *critical framing* stage).

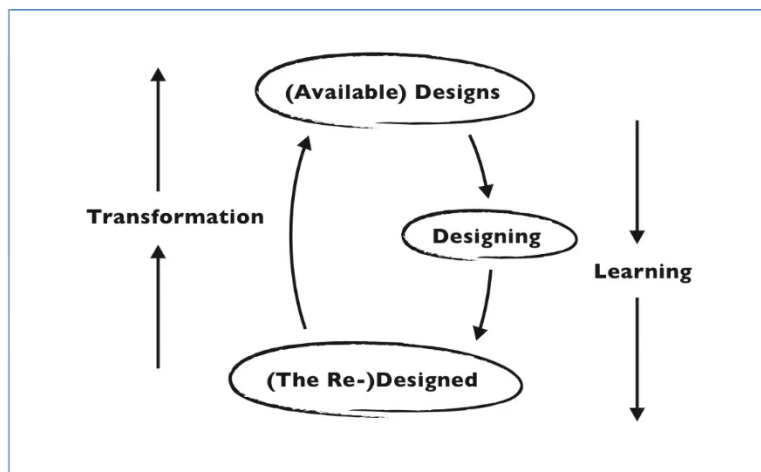
In groups, students create an infographic where they present the do's and don'ts for being a good citizen regarding the previously discussed situations. Then, they paste their infographics around the classroom to share their thoughts with the whole group

[Lesson plan, critical framing stage, Fernando, May 15, 2020]

At the same time, this activity required students to redesign what they encountered as available designs. Students would add their own voices and all the meaning negotiation they had been through. The infographic turned out being a new text that, despite the fact it belonged to a certain set of moral standards (being a good citizen), account for the learning process. Learners anchored the new text in all the previous inputs (their peers background knowledge shared on Polls, the video or the written text rendering the concept, the audio tracks containing factual situations and the model of the answer brought by the teacher) to make meaning. In this sense, the concept of *redesigns* emerged since students had utilized the available designs to create design and then, the redesign. Cope and Kalantzis (2009) believe the *redesigned* is the outcome of *designing*. One person's designing becomes a resource for another person's available designs. They argue this circulation of designing or the transformational process is the essence of learning. As noted by Westby (2010) "students take available designs, interpret them, and then transform them for their own purposes" (p. 67).

Figure 8

The concept of design



Fernando's comprehension of the PoM regards the conjunction of knowledge put into real life settings and, all the experiences and prior knowledge gained by learners in their own contexts, which complies clearly with a feature of the *situated practice* stage. Fernando's understanding of the PoM presumably made him more conscious on the fact of having students rely on what they knew to then overlap/contrast the new information. This reinforces the idea that he conceived learners as active protagonists who perpetrate actions to learn functionally and socially. In this regard, Kalantzis and Cope assert that "one key pedagogical weaving is between school learning and the practical out-of-school experiences of learners. Another is between familiar and unfamiliar texts and experiences." (2016, p. 4). Fernando not only admitted in the logs and through his contributions in this study that he aimed at active students, but he also materialized this urgency in the lesson plan that incorporated the PoM. "their participation is essential to the development of the class, it includes not only what they do inside the classroom but also what it is done outside the classroom, I consider the second part even much more important than the first one" [Log 2, question 3, Fernando, Nov 9-Dic 21, 2019]

By having his students perform numerous actions, such as discussing, filling in a poll, recording audios, making entries on a blog, role playing situations, among others, learners materialized and transformed the language; they got involved representing what they wanted to put across. Therefore, it is visible how Fernando managed to incorporate the notion of having students perpetrate actions to learn. It is worth noting *situated practice* relates, in addition to the previous characteristics, hands-on doing, project work, inquiry-based learning and a strong emphasis on lifelong learning and social skills. In all light, Fernando's intended to bring up those features by getting students involved in doing with the language rather than using it passively, prescriptively. In line with the PoM, conceiving learners as active designers of meaning, which

Fernando displayed doing, can unleash internal motivation in students, especially when being capable of functioning performatively and socially. Fernando was able to understand that in the *situated practice* dimension because “information presented to the student is transformed into new forms, images, and symbols by the student so that they fit with their development and interests resulting in an intrinsic motivation” (Kalantzis and Cope, 2016, p. 27).

One of Fernando's reflections that regard having students perform socially transcended the possible instrumentalization of the language. He affirmed “we can also go beyond the alphabetic reading and writing and allow other modes for the students to communicate. We can also foster critical thinking through the analysis of different texts, for example.” [Log 3, question 2, Fernando, Nov 9-Dic 21, 2019]. He handled to adapt the importance of doing with the language in a way that can possibly reshape how learners grasp the world by analyzing it functionally and critically. For instance, as previously stated, he declared he had gotten his students analyze a song collaboratively. In the artifact *Fernando's lesson plan*, he also got his students examine the implications of being a good citizen. This participant might have created merely a filling the blanks activity in both scenarios, but he did otherwise.

Fernando potentially made those decisions in view of the PoM invites teachers to make use of the premises and affordances of the critical pedagogy, called *Critical Framing/analyzing*. He asserted “...the integration of a critic point of view when learning a content is very important to engage students to see the language not only to develop it, but to go further.” [Log 4, question 2, Fernando, Nov 9-Dic 21, 2019]. It is clear this participant reflected powerfully on the notion that the teaching and learning of a foreign language must be interwoven with a critical posture. It is to highlight the way he recognizes himself and his students. One the one hand, he seemingly delegated himself the responsibility to incorporate purposefully a critical stance, to make his

students deconstruct what was given as knowledge. On the other hand, he appeared to trust his learners as transformative agents who learn critically to do much more with the language. I would like to pinpoint what critical entails in the multiliteracies framework according to Kalantzis and Cope:

‘Critical’ can mean two things in a pedagogical context—to analyze functions, or to be evaluative with respect to relationships of power (Cazden 2006). In the case of a pedagogy of Multiliteracies, this involves analyzing text functions and critically interrogating the interests of participants in the communication process. (p. 4)

Fernando argued during a feedback session he outlined the attractiveness of the *critical framing* thanks to what we are called to promote in the class surpasses the teaching of a language system. Nonetheless, as evidenced in the log entry below, he showed a concern about the cognitive demands. He addressed the implementation of this stage would have to demand a certain skill by himself to adapt the cognitive demands by sorting questions out correspondingly. It is worth mentioning Fernando’s reflection addresses the fact that in each stage of the PoM there must be an array of key questions that meet the characteristics of each stage. This is valuable to evidence Fernando’s understanding of the PoM since the mental/knowledge processes that are pursued in each stage constitute one of the main differentiators. I echo Fernando’s reflections since I consider time as a crucial factor to pave and scaffold learnings, meaning that it might take a considerable amount of time to make students learn critically.

I think I need to foster more the critical framing stage and probably to adapt the questions presented to the students since they must correspond to each proposed stage. Now I understand that each stage belong to a different cognitive level and so the questions.

[Log 4, question 2, Fernando, Nov 9-Dic 21, 2019]

In this spirit, Fernando was able to see that in the PoM framework *critical Framing/analyzing* concerns analyzing functionally, which means to make logical connections, establish causes and effects, and spot structures and functions. This being just the first degree of complexity within this stage requiring, in all light, both time and teacher's ability. In addition to this, the *critical framing* deals with analyzing critically and it takes place when students evaluate their own and other people's perspectives, interests, and motives, they "read" between and behind lines to unveil hidden agendas. Likewise, learners examine and interpret the social and cultural contexts they are immersed in seeking to make or ignite social transformations regarding power, privileges, and social justice. This one corresponds with the second degree of complexity within this dimension. Fernando's contributions and reflections did not directly report his understanding towards this level, but he did reflect upon the first one as evidenced.

In sum, Fernando's understanding of the PoM enabled him to recognize the importance of the means provided by the PoM to facilitate and enrich students' learning processes. Indeed, he drew upon the heterogeneity and complexity of his students, the vital role of co-constructing knowledge and doing with the language functionally and socially.

Fernando seemingly achieved a profound understanding of the theoretical tenets and the possible applications of the PoM in both his own teaching practices and the learning processes. He was able to recognize the responsibility as educator in function of appraising the richness of diversity and multimodality, questioning his own teaching practices, and acknowledging several means to ease the learning processes. Considering that, Fernando's role as an EFL teacher became that of a reflective and critical designer who purposefully made pedagogical choices to

scaffold learning and foster communication through varied forms, as the one depicted in the PoM.

1.2. Recognizing the importance of the teacher as a reflective designer.

Whilst the first subcategory comprised a solid level of understanding, because of Fernando's powerful critical reflections upon the multiliteracies framework, as well as his conscious and well-planned steps to embed the PoM in his teaching practices and the design of a lesson, this upcoming subcategory embraces moderate and basic levels of understanding. The gathered data and the iterative patterns revealed that some participants were able to make some vital but not extensive reflections and contributions that, in consequence, account for moderate and basic levels of comprehension. This subcategory relates three participants whose names are switched to the following pseudonyms: Alexandra, Daniel and Nixon.

In all light, the first factor impacting the level of understanding is the status of completion of the course (participants of this study took a course on the PoM). Alexandra managed to complete roughly the 50% of the course, while Daniel and Nixon struggled so much in doing it, so they accomplished slightly over the 30% and 20%, correspondingly. The second factor, derived from the status of completion of the course, as it must be evident, regards the amount of data collected; the more the participants advanced in the course, the more elements upon which I could support the degree of comprehension. The third factor addresses the main question *what do EFL teachers' reflections on the PoM evidence about their understanding of this pedagogy?* As these teachers reflected to varied degrees upon acknowledging the role of a reflective educator within the multiliteracies framework. This conscious and reflective teacher, in line with the gathered data, is the one that can favor communication and critical thinking through the

incorporation of multimodality. So, I will spotlight those reflections and contributions in the following components: admitting students must communicate and develop critical thinking, incorporating multimodality in writing and reading and being a conscious and reflective teacher.

To begin with, the idea of recognizing the importance of the teacher as a reflective designer unveils the understanding of one of the main features of the PoM, but still far more complex than the participants across out their reflections illustrated. Alexandra's reflections made clear, for instance, the urgency to be under self-constant scrutiny to undertake the PoM in her praxis, as she expressed, "we need to be questioning all the time about our practices to carry out this integration (speaking about the incorporation of the PoM)" [Log 3, question 2, Alexandra, Nov 9-Dic 21, 2019]. Although Alexandra pointed out the necessity of being reflective, her reflections did not allow me to corroborate whether she mentioned it as an isolated feature, which per se it is a great gain, or she might have recognized the central role of the teacher as a transformative agent.

Daniel and Nixon also referred to the vital role of a teacher as a reflective designer when they admitted one of the duties of an educator is to plan classes bearing in mind the students' needs and interests. Daniel asserted, "I need to think more about my students' necessities and preferences to plan better classes" [Log 1, question 1, Daniel, Nov 9-Dic 21, 2019]. Likewise, Nixon wrote, "we have to design classes adjusted to what our students need and like" [Log 1, question 1, Nixon, Nov 9-Dic 21, 2019]. In both cases scenarios, despite the fact they acknowledged the factor of considering students as an anchored point for better teaching practices, they apparently left aside the multiplicity of lifeworlds portrayed in the PoM.

Thus, I can claim that these participants reflected upon one of the cornerstones of the PoM, but neither the profundity of their thoughts, being significant, nor the amount of data

validates if they were able to grasp the full complexity and richness of being teacher within the PoM. According to the premises of this pedagogical framework, it is crucial for the teacher to gain knowledge of the stages that may be taken depending on the learners' lifeworlds, bearing in mind the complexity of our students and the richness that each one of them brings to the classroom. The reflective role of the teacher also must be hand in hand with the means to facilitate and scaffold the learning processes, to wit, the designing of meaning (available designs, designs, and redesigns), as well as the realms (personal, public, and working) we communicate in functionally and socially. In accordance with the PoM, teachers must certainly make purposeful and well-informed choices to help learners construct and test knowledge in varied challenging scenarios.

Nonetheless, Alexandra, Daniel and Nixon did highlight the importance of a reflective and conscious teacher at the degree of favoring communication and critical thinking. In what follows, I will describe the way these participants reached that point of reflection and understanding within the PoM.

Admitting students must communicate and develop critical thinking

The PoM conceives communication as a comprehensive and inextricable process that involves, among other important factors, the design of meaning in different settings and varied forms to put it across. This broadened definition does not include any sort of standardized rules that must be followed. In other words, communication takes place thanks to what the learner draws upon to make meaning as well as the means to represent it, regardless of the prescribed language. Kalantzis and Cope (2016) make it clear when speaking about the multiple ways of communicating,

...the variability of meaning making in different cultural, social or domain-specific contexts. This means that it is no longer enough for literacy teaching to focus solely on the rules of standard forms of the national language. Rather, communication and representation of meaning today increasingly requires that learners become able to negotiate differences in patterns of meaning from one context to another. (p. 3).

Allegedly, the participants this subcategory addressed, understood in this pedagogical framework communication demands teachers to guide learners towards the design of meaning that does not necessarily involve the prescriptive use of a language in terms of grammar.

Alexandra, to illustrate that, affirmed in *log 2* that, “Students must be willing to constantly create and express ideas no matter if they correctly use the language” [Question 3, Nov 9-Dic 21, 2019]. This implies, on the one hand, students are given a central role in the communicative process as designers where they convey their subjectivities. On the other hand, learners then are encouraged by the teacher to deconstruct the primary relevance of the prescribed language; it appears this stance invites students to apply multimodality. In sum, it seems Alexandra could have accepted that communication prevails before the correctness of the language.

Likewise, Daniel and Nixon recognized, to a lower degree, the fruitful idea of privileging communication. Daniel claimed that, in reference to the potential application of the PoM, “it allows to become my classes from traditional ones in which you teach grammar-based to take advantage of different activities to teach in a proper way” [Log 1, question 3, Daniel, Nov 9-Dic 21, 2019] Even though he mentioned the appropriateness of teaching which can be interpreted and discussed from different perspectives, he outlined he had had traditional grammar-based classes by that time, meaning the shift to a more communicative approach became valuable for his own practices.

Nixon also reflected on a more communicative approach considering the PoM. He commented in *log 1* that the class got demotivated and significantly less engaged when he spotlighted grammar, “when spending time teaching only grammar aspects, the class goes down and becomes slow and long-winded because it is not important for them, so the participation is reduced and limited” [Log 1, question 1, Nixon, Nov 9-Dic 21, 2019]

The second aspect underpinning the first component in this subcategory is related to critical thinking. In line with privileging communication over the prescriptive use of a language, Alexandra valued the idea of focusing on deeper aspects of learning it, namely critical thinking. She acknowledged she did not have to pay attention to “the linguistic components of the language but to incorporate features such as critical thinking and project development with our students” [Log 3, question 1, Alexandra, Nov 9-Dic 21, 2019]. Afterwards, she claimed during a workshop, it was so hard to think critically and that is where she admitted “we don't prepare our students to think that way” [Workshop transcript, Alexandra, Dic 03, 2019]. That important reflection could be indicating she saw the complexity of getting students reach that level; this teacher knew that thinking critically requires much more cognitive effort and by extension, time, and commitment. At the same time, she could have recognized a gap in her teaching practices. This all could be displaying a trace of a moderate understanding the theory underlying the PoM.

Throughout the PoM, learners must be aware of the implied and/or hidden intentions when making and interpreting meaning in communication. Indeed, within the PoM, the means utilized to communicate are subjected to serve several purposes which students are needed to analyze functionally and critically. So, to achieve that, learners must undertake different cognitive processes as remarked by Daniel

...if we really want to criticize something, we need to know what that thing is, otherwise you're not actually criticizing anything you are only guessing, just giving random opinions, but when you critically think about something you remember all the theory, all the concepts, all the names behind that.

[Workshop transcript, Daniel, Dic 03, 2019]

This reflection appears to evidence a moderate understanding of one of the stages proposed by the PoM: *critical framing/analyzing*. Daniel was apparently problematizing the cognitive processes involved in critical thinking; the fact of developing it, for Daniel was significantly harder than remembering and knowing. Learners rely on remembering and knowing to actually take an informed stance. This reflection also seemed to pose a challenge to help students avoid guessing, which may mean teacher's duty is to walk students through making an well-argued opinion, and by extension, a challenge to equip students to read the social, cultural, and historical settings from varied perspectives and modes.

Nixon commented in *log 3* that the development of critical thinking was necessary in the current world. Nevertheless, I was unable to track if his reflection had a direct nexus to what he might have understood from the PoM (across his reflections, he did not refer to critical thinking again), or he might have come to it from other sources. Notwithstanding, the PoM framework does outline that analyzing functionally and critically is increasingly more and more urgent in the globalized and interconnected current world, where vast amounts of meanings are circulating, for instance, on social media.

Another relevant pattern of reflection gravitated around the integration of multimodality in reading and writing. Alexandra, Daniel, and Nixon discovered and valued some possible

applications of various ways to make and represent meaning to supplement the traditional alphabetic reading and writing. Thus, the next component has to do with the incorporation of multimodality in literacy.

Incorporating multimodality in reading and writing

Before learners entered formal schooling, the way they naturally communicate, in line with the PoM, is firstly anchored on gestural, visual, audio, tactile, spatial, and oral meanings. As stated previously, this is named multimodality. Kalantzis and Cope (2016) argue that learners are synesthetic since they draw upon distinct modes to deliver and then, represent meaning. Regardless a student does not know the word *car*, he/she manages to represent the sound of it, for instance. Learning to read and write comes after the manifestations of those organic modes of communicating; reading and writing appear with formal schooling and/or instruction. In fact, they are more elaborated and structured techniques that are cultivated. Alexandra and Daniel made reflections towards the application of multimodality to supplement the teaching and learning of reading and writing, whilst Nixon reflected vaguely on having used it

When asked what she had learnt from the PoM, Alexandra directly asserted multimodality. Then she made a reflection questioning her normalized practice of teaching reading and writing. Likewise, she seemed to realize the practical utilization of multimodality to ease and enhance literacy. Alexandra appeared to admit there must be two essential, but perhaps, overlooked actions. The first one consists of making a smooth transition from the natural ways we convey and represent meaning to the elaborated techniques of reading and writing. The second one has to do with the supplementation of the alphabetic literacy by meaningfully integrating those organic modes of communication.

I think one of the most important things that I have learnt is that there are multiple ways to communicate. In a way we are used to teaching just reading and writing in an alphabetic way, but this pedagogy shows that we can use other ways even more natural to approach to reading and writing, such as the images and sounds

[Log 1, question 2, Alexandra, Nov 9-Dic 21, 2019]

Besides Alexandra, Daniel reached the moderate level of understanding in this component of the second subcategory. His reflections may be indicating, on the one hand, he could have admitted neglecting other means to manufacture and convey meaning when approaching to alphabetic literacy. On the other hand, he realized other possibilities to carry out the teaching and learning of reading and writing. When I questioned him about what he had learnt from the PoM, he reflected, "...I have been learning that we overlook to many things when we teach english, specially when we teach reading and writing in the traditional way. There are multiple ways to do it that do not rest on that idea." [Log 1, question 2, Alexandra, Nov 9-Dic 21, 2019]

Nixon claimed that when he was exchanging his thoughts on the PoM with a peer, they realized they had presumably applied multimodality to teach. He might have done it intuitively, based on his prior knowledge and expertise as an EFL teacher, since he acknowledged he did not know he was doing it. "...we understood that we applied most of the multimodal activities that this pedagogy offers but we did not know it." [Log 3, question 1, Nixon, Nov 9-Dic 21, 2019]. Thus, in my estimation, I think Nixon could have conceptualized theoretically what multimodality may be and used for. Nevertheless, I have not sufficient evidence to validate or not those reflections were addressing the teaching and learning of reading and writing.

All the previous reflections broadly point out the participants this subcategory is addressed to were capable of questioning, at different levels, and in terms of the varied means to make and portrait meaning, what it takes to undertake the teaching and learning of reading and writing within the PoM. As warned before, the role of a teacher as a reflective designer outweighs the understanding that communication and critical thinking, as well as the incorporation of multimodality in alphabetic literacy is indispensable in the PoM framework. So, Alexandra, Daniel and Nixon posed some reflections that could shade light on what else it might entail *being a conscious and reflective teacher*.

Being a conscious and reflective teacher

As already established, one of the pillars of the PoM regards designing purposefully. In line with the PoM, designing purposefully comprises being fully aware of all the complexities that learners incarnate, the intricate processes of teaching and learning (underlying the existent pedagogical theories and the epistemological tenets of teaching and learning), the means to vehicle and scaffold learning, among others. This all implicates teachers must be thoroughly conscious of all the decisions made and be able to reflect sharply and deeply on how to recreate his/her on teaching practices. Even though Alexandra, Daniel and Nixon made reflections that may be a token of their understanding of this fundamental pillar of the PoM, they did not manage to embrace, at least in their materialized reflections, all the factors a teacher must ideally be reflecting upon.

“...I consider that through the incorporation of this pedagogy I am more aware of my practices, the purposes I'm seeking with each activity and the level of learning I demand from my students” [Log 5, question 2, Alexandra, Nov 9-Dic 21, 2019]. With this powerful assertion,

Alexandra concluded her log entry responding the question how she could enhance her planning through the incorporation of the PoM. She outlined being more aware of her practices. Alexandra might have tacitly been valuing the level of consciousness/awareness achieved through the PoM. Plus, she appears to be reflecting on the importance of monitoring her own practices, but also the intention of her actions in the class and the level of difficulty demanded to the learners. Despite the above, I could not track any data that displayed and/or supported she reflected on the implications of each pedagogical stage of the PoM in her practice nor in the learning processes, for example.

By contrast, Daniel seemed to realize that the stages can be intentionally employed. Indeed, during the workshop session we held, he claimed, “Yo debo tener en cuenta las etapas... teniendo en cuenta las cuatro estaciones para incluir las cuatro partes teóricas que se están trabajando, dependiendo de lo que se busque” [Workshop transcript, Daniel, Dic 03, 2019]. He appeared to understand that the stages are pedagogical moves that do not structure the class but rather are purposefully incorporated to make clear their properties and usages. This is reinforced when he expressed, “I also see that I can plan better if I think about the level or stages proposed in the PoM. I do find it so hard to apply the stage regarding the analysis, though.” [Log 1, question 3, Daniel, Nov 9-Dic 21, 2019]. He made a relevant reflection that exemplifies, on the one hand, he needed to be conscious when designing so that he paired what he was pursuing and what his students necessitated. On the other hand, Daniel reflected on the struggles he had to materialize the *critical framing/analyzing* stage since the properties of this pedagogical move being more demanding might have taken him too much time to be carried out properly.

As opposed to Daniel, Nixon, when reflecting on the stages of the PoM, might have confused the theory of those four pedagogical stages with a design recipe. He seemingly found it

hard to comprehend that these stages are interwoven and, at some point, interdependent, that is to say, they cannot be entirely segregated. These pedagogical moves always manifest themselves in an overlapped way, at a lower or higher degree, depending on the objective the teacher is seeking. “Y esa, ese, y ese tipo de diseño, de diseños los implementaré teniendo en cuatro, teniendo en cuenta las cuatro estaciones.../ con los temas, es decir, yo lo que haré es un tema por estación.” [Workshop transcript, Nixon, Dic 03, 2019]. Regardless this misinterpretation, Nixon did pose a reflection about the potential implementation of the PoM. This fact, per se, might be indicating that he reflected on what the PoM can demand from teachers to embark on its materialization. Nixon did not deepen his reflections to unveil other properties of being conscious and reflective. Thus, Nixon clearly achieved a basic level of understanding of this trace of the PoM.

As I pinpointed at the beginning of this subcategory, the complexity of the role of the teacher within the PoM provided some elements upon which these participants reflected at varied degrees. The idea of a teacher revising his/her teaching practices to benefit the development of communication and critical thinking, the supplementation of alphabetic literacy by recognizing the affordances of multimodality and the importance of designing consciously and purposefully. Their reflections did not unfold more extensively nor deeply and, in consequence, they illustrate a moderate and basic levels of comprehension.

The first category addressed the first sub question *what do EFL teachers' reflections on the PoM evidence about their understanding of this pedagogy?* I have displayed, based on the gathered data and through a thick description, how Fernando, Alexandra, Daniel, and Nixon *acknowledged the complexity and valued the richness of the PoM at different levels.* I will next

introduce the second category that has to do with the fact all these participants became aware of the affordances and constraints of the PoM.

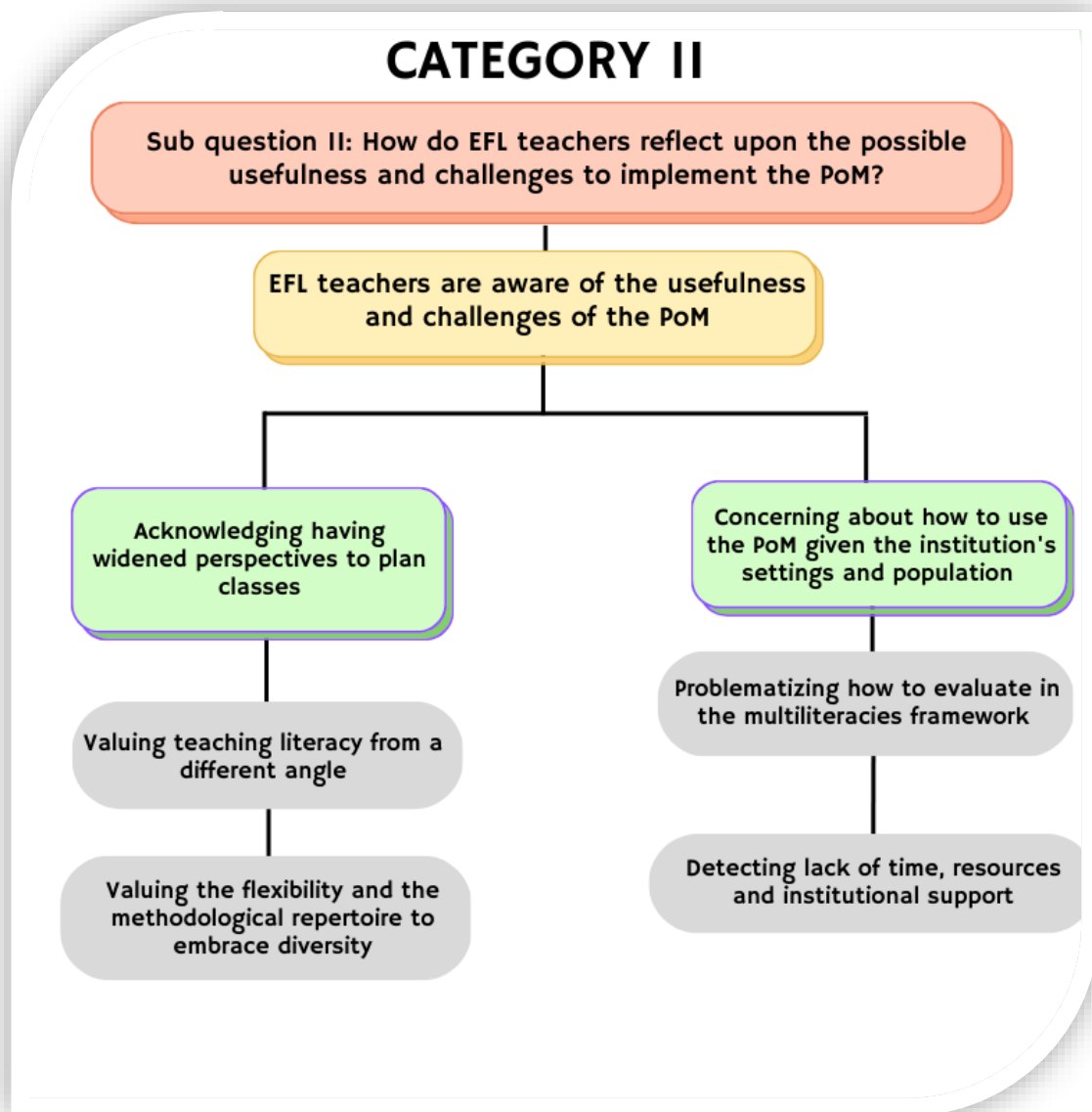
Category 2. EFL teachers are aware of the usefulness and challenges of the PoM.

To begin with, I introduce the figure 9 which stands for the hierarchical system of the subcategories comprised in this category coined “*EFL teachers are aware of the usefulness and challenges of the PoM.*” and the second sub research question “*How do EFL teachers reflect upon the possible usefulness and challenges to implement the PoM?* In what comes ahead, I explain the two emerging subcategories supported by examples taken from the data to have full comprehension of this second category.

It is imperative to explain that the collected data revealed as an emergent unit of analysis the potential affordances and constraints of the PoM. When I thought of designing a course to walk my colleagues through this pedagogy, I did not have in mind they were going to come up with reflections that would shape/set their thoughts towards the different usages and challenges. For me, as a teacher-researcher, it is of outstanding value to portrait their reflections as vivid as possible to hopefully shed some light on future strives to guide EFL teachers within the PoM.

Figure 9

Category 2. EFL teachers are aware of the usefulness and challenges of the PoM



2.1. Acknowledging having widened perspectives to plan classes

Based on the collected data and the iterative patterns I managed to spot, I could see that the participants of this study, Fernando, Alexandra, Daniel, and Nixon admitted that their

methodological repertoire expanded towards teaching literacy from different angles and gaining flexibility and resources to draw upon.

As for the first component of this subcategory, *valuing teaching literacy from a different angle*, the participants particularly valued the active exchange of ideas with their peers as a means to find out ways to improve the incorporation of the PoM in their designs. Likewise, they regarded the leading role of students as meaning makers rather than receivers. And for the second component of this subcategory, *valuing the flexibility and the methodological repertoire to embrace diversity*, the participants rescued the turns and twists they can make within the PoM framework, as well as multimodality to embrace diversity.

Valuing teaching literacy from a different angle

Fernando, Alexandra, Daniel, and Nixon appreciated speaking out their minds with their colleagues mainly due to the fact the polyphony of ideas rendered some insights on how to teach literacy differently. To exemplify this, Alexandra outlined that one key tool to have a better understanding of the PoM rests on sharing ideas. Additionally, she spotlighted a disruption of grammar as the foremost ingredient to teach literacy.

...during the workshop I did realize that by sharing knowledge and questions we can have a much clearer view and understanding of the pedagogy. Even some of us mention possible ways to implement it with different topics that do not make grammar the center or the arrival point. Thanks to that, I obtained few ideas to plan my lesson.

[Log 3, question 1, Alexandra, Nov 9-Dic 21, 2019].

In that spirit, Fernando also valued having spoken with his peers. He realized this as a helpful way to make a better adaptation of the PoM in regard to the *critical framing/analyzing stage*. This particular stage deals with a disruptive approach to reading and writing, broadly speaking. So, it supposes an ample view and knowledge of the critical pedagogy as well as methodological skills to plan and materialize this stage.

It plays a critical role, I suppose. To exchange ideas and negotiate meaning, as in class sometimes happens, may help us to gain knowledge. By the end of the workshop my partner and I exchanged a couple of ideas and that help me think of a better activity for the critical framing stage

[Log 3, question 2, Fernando, Nov 9-Dic 21, 2019].

Similarly, Nixon and Daniel observed sharing ideas verbally with their colleagues as a useful element to figure out alternate ways to carry out literacy teaching and learning. Nixon manifested, "...With my partner, we understood that we applied most of the multimodal activities that this pedagogy offers" [Log 3, question 1, Nixon, Nov 9-Dic 21, 2019] He emphasized the element of multimodality as key in the PoM. Daniel commented that exchanging other visions of the PoM with his peers wended his own thoughts to undertake designing lessons. "The most relevant advantage is the amplification of the perspective when preparing classes" [Log 3, question 1, Daniel, Nov 9-Dic 21, 2019]

All these angles, anchored in the PoM, towards teaching literacy, are provided by the polyphony of the experiences and ideas colleagues brought up and shared. Other turns and twists that support an amplification of perspectives to plan classes rely on the leading role of students as meaning makers rather than receivers.

The teaching of reading and writing has been normalized and attached to the standardized alphabetic language. The EFL teachers that participated in this research assigned a preponderant value of learners being meaning makers. Fernando claimed,

I also think that this pedagogy allows us to bring multimodal ways students can make and understand meaning. Somehow, we are just helping them during the lesson while they construct their knowledge by participating in the activities

[Log 6, question 1, Fernando, Nov 9-Dic 21, 2019]

Daniel made an important contribution during the workshop when he argued that students *read* pictures. This remarks a disruptive approach, more natural, if I may say, as opposed to the alphabetic literacy. In fact, he asserted that students are more used to reading pictures than words. Daniel reflected on the idea that not only alphabetic reading can convey meaning, but images also have a lot to say. Likewise, Daniel declared emphatically students could *write* using gifs or memes, or the like, that might even put abstract ideas across. In this sense, students are producers, they already know how and what to communicate. It means learners are constructors of meaning even before they enter the alphabetic world.

The pictures have meaning, so it's not necessary to read words, but we can read images because they have content, they have meaning. But most importantly, they can create it through emojis, gifs, memes, stickers, etc.

[Workshop transcript, Daniel, Dic 03, 2019].

In the same fashion, Alexandra highlighted that students must produce and interpret meaning through gestures. She even raised awareness of the value of creating and interpreting gestures when communicating with other people. She had a communicative shock when she

attempted at using a common gesture that in turn was misinterpreted. Therefore, as she also declared later in the workshop, learners must be prepared to tackle these sort of communication breakdowns so that they read and write proficiently deploying other modes of making meaning.

I can tell from my experience because when I was in Germany, because in here, when some does something stupid we do like, (pointing her finger at her head) like you can't think. But in Germany when they do like this (pointing her finger at her head), it's because you are intelligent. Yeah? And if you do like this (another gesture), it's because you are stupid.

[Workshop transcript, Alexandra, Dic 03, 2019].

These angles to approach the teaching of literacy favor both the learners and the teachers. Students benefit because they are not subjugated to exclusively read and write within the traditional alphabetic literacy, perhaps, in detriment of their own motivation to make and interpret meaning in a more organic way. By deploying a more natural approach, they could promptly become the protagonist of their own leaning processes. As for the teachers, they get equipped with an ample array of methodological resources that rest on sharing ideas with their colleagues to contrast ideas on how to use the PoM, but also on centering teaching and learning on students as manufacturers of meaning.

Valuing the flexibility and the methodological repertoire to embrace diversity.

A factor that enriches this component is the recognition of using several pedagogical paradigms to serve the purpose and the necessities of students, as well as multimodality to embrace their diversities.

Fernando rescued the turns and twists that the PoM stimulates teachers so that they make pedagogical choices consciously and purposefully. Since he noticed he could move freely through the pedagogical paradigms, he allegedly deconstructed the demonization of traditional pedagogy against the so-called didactic ones. In other terms, Fernando valued the fact that he could utilize this or that pedagogical paradigm (applied learning, critical, traditional, and progressive) to fit the particularities of his class. He remarked this flexibility opened the gates to other possible combinations and uses of the pedagogies to make up the heterogeneity and changing conditions of his class. “Finally, I hadn't reflected that at traditional pedagogy and didactic pedagogy are more than antagonists, they are complementary and necessary to cover all types of learners, conditions and circumstances.” [Log 1, question 1, Fernando, Nov 9-Dic 21, 2019]

When being aware of the affordances and constraints each pedagogical paradigm possesses, in hand with the premises of the PoM, teachers are the ones who purposefully decide which one and, which features of it, to deploy. Fernando appears to appreciate, then, that the PoM had bridged the gap of those pedagogical paradigms that seemed to be opposed, but complementary.

Alexandra also valued that her teaching repertoire could have been widened by the PoM so that she was able to embrace all heterogeneity students embody. She even spoke out her mind on the ways to tackle differences, with a remarkable sense of going the extra mile, by personalizing the learning process with adjusted material to each learner. In addition to this, Alexandra seemed to comprehend students needed to be not only exposed to varied material, but they were also urged to employ multimodal ways to manufacture and portray meaning.

I think I have many more options to cover my students learning styles and differences. I am not going to come up with just one pre-fixed worksheet for everyone, I'll try to include different material and modes of communication that help students express and understand.

[Log 5, question 1, Alexandra, Nov 9-Dic 21, 2019]

Daniel identified a benefit in his teaching practices as students would participate in their own meaning construction. He also valued the incorporation of different modes of communication in the basic levels to initiate learners in the practices of writing and reading. He argued, "I think they would appreciate that they can use different modes of communication to express, in special the first levels, since reading, for example, won't be limited to the paper but to images, videos, songs, etc." [Log 4, question 2, Daniel, Nov 9-Dic 21, 2019]

2.2. Concerning about how to use the PoM given the institution's settings and population.

As a teacher-researcher, this might be one of the most valuable subcategories of this study given it provides some insight into the practical factors that may impede a successful adaptation and materialization of the PoM following my colleagues' reflections. At the same time, these insights might pave the path for future efforts to use this pedagogical framework provided all the concerns are met properly. The reflections of these participants gravitate to situate the potential adaptation of this pedagogy in my colleagues particular bounded settings. For instance, they problematized how to evaluate using the PoM framework given the standardized tests and the demands of the academic writing; they also identified lack of time, material resources and institutional support and guidance to undertake this pedagogy.

Problematizing how to evaluate in the multiliteracies framework

Within these participants' concerns, one that stood out was the question of how to evaluate learners provided there are standardized tests in which heterogeneity is, for example, disregarded. Another relevant query addressed the utilization of multimodality in detriment of the academic literacy in terms of evaluating formal writing. Although each pedagogical paradigm within the PoM attempts at achieving an expected outcome, some of my colleagues' reflections appeared to have revealed that the PoM needs to be significantly more explicit when it comes to evaluation matters. And most importantly, some of their reflections may be indicating a conflicting adaptation of the PoM given their bounded situated realities.

Firstly, these EFL teachers brought up some concerns about standardized exams (Pruebas TyT, for instance) that measure students' English level within the Common European Framework of Reference for Languages. One of those concerns entailed the practical utilization of some sort of personalized learning, highly endorsed by the PoM, that would be contradictory, given that the standardized national exams evaluate all learners "equally". Fernando problematized this issue in the workshop we held. He questioned that in the end, we all were tested with the same exam to demonstrate our competence against a made-up scale. He illustrated this reflection with a concrete example of learning to ride a bike, "pero al final tengo que tener un test común que me diga sí sé montar bici, y en determinado momento, eso se va a volver a algo estándar" [Workshop transcript, Fernando, Dic 03, 2019].

One of the principal issues here appears to be knowledge validation. Fernando was worried about what the standardized tests could require from the students in terms of what they knew to do, leaving aside all those features upon which the PoM is set. So, no matter what this

pedagogical framework says and does, knowledge must be validated in the imposed ways, as it has always been. Another problem Fernando also posed was about the naturalization of standardized tests as means to segregate. Tests should ideally be employed to provide recursive feedback to help students improve. In the PoM framework, evaluation should be formative and accumulative, implying assessment is a process that should take into consideration all the heterogeneity in order to orient learners overcome their own difficulties. In contrast, standardized tests operate as a unique way to validate/segregate those who are competent by the same means. It raises critical questions: to what extent is the PoM idealistic/romantic? How much of differentiated learning can actually be applicable given the standardized exams? Should standardized exams be customized to each type of learner? Should standardized tests be vanished? Should learners be prepared to respond standardized tests?

Another relevant puzzle was about teaching literacy by stimulating multimodal ways to manufacture and portrait meaning. In accordance with Nixon's reflections, regardless of what multimodality could afford the learners to, it could, paradoxically, deviate them from being literate in the frame of the academic reading and writing. This frame demands highly developed techniques in the traditional alphabetic literacy that at a first glimpse are not fostered by multimodality. So, whichever exam students take, they are obliged to be alphabetic literate, even in spite of the fact they could express better through other modes (gestural, visual, audio, tactile, spatial, and oral). In the workshop, Nixon problematized the functionality of the PoM related to the academic writing. He reflected on the way the PoM, favoring all types of communication, would be in detriment of the academic alphabetic reading and writing. He concerned that university or EFL teachers, following the PoM, could neglect the alphabetic literacy process. Nixon realized that the mediocre performance of academic reading and writing could be

worsened provided EFL teachers privileged multimodality rather than alphabetic literacy.

Talking about the PoM, He showed his concern

Entonces esto ¿cómo promueve a partir de esto la escritura académica en la universidad?
Sabendo que en el colegio el estudiante tuvo una proceso de alfabetización, por lo que
sumerced explica que acá la literacidad no existe o no se trabaja ese término en español, y
pasa la universidad, y usted se ha dado cuenta acá, y en la Pedagógica también sucede,
por eso en la Pedagógica nos daban unas clases de escritura académica empezando la
carrera, que los estudiantes vienen con ese tipo de escritura, pero yo no estoy
transformando ese tipo de escritura con el que llegan que es una escritura muy informal,
no la estoy transformando en una escritura académica para prepararlo en todo el proceso
de la universidad y llegar a un punto en el que él pueda escribir un texto bien elaborado, y
pueda desarrollar un texto escrito como una tesis, eh digamos que preguntaba eso, ¿cómo
esto promueve la escritura académica o cómo esto afecta la escritura académica en los
estudiantes?

[Workshop transcript, Nixon, Dic 03, 2019].

The words “*ese tipo de escritura,*” “*escritura muy informal*” and “*texto bien elaborado*” may be revealing that in practice, in the academic frame, the standardized academic models of writing might have naturalized as the unique models of representing meaning, whereas the other modes of communication could have been left aside or disregarded. Likewise, Nixon was seemingly aware that students had been in contact with the alphabetic reading and writing for a long time, regardless they were still not competent to meet the academic writing standards. This has been so in the way literacy teaching and learning has been carried out, and that is precisely why, literacy teaching and learning could be supplemented by the PoM. It is someone’s

responsibility to help students prepare themselves to face varied conflicting / challenging scenarios. The academic world is one of them.

Alexandra questioned the incorporation of multimodality in exams as his students might have been unable to enter and/or decipher other ways of representing meaning due to the age heterogeneity. She was concerned about covering and being fair with all types of students, especially with the elderly ones since they may not have been sufficiently exposed to other forms of making meaning like signs, memes and images, “Tengo estudiantes de gastronomía que tienen más de 50 años, por ahí, hay símbolos o hay imágenes o iconos que el estudiante no va a interpretar de la forma en que un estudiante de 18, 19 años lo va a hacer” [Workshop transcript, Alexandra, Dic 03, 2019]. Had she incorporated gifs, memes, or stickers, as authentic cultural texts in her students' exams, would have they managed to make and produce meaning out of them? I guess, there is not a definite answer, but provided students are gradually led to draw upon multimodal ways to manufacture and depict meaning, the risks could be minimized.

Furthermore, Alexandra concerned about how to evaluate a class objective using the PoM. At Politécnico Internacional, teachers are supposed to evaluate the achievement of the class objective at the end of each class. In the PoM, learning objectives must be flexible and, at a certain degree, mutable depending on the population's lifeworlds and occurrences in the classroom. This is why she expressed concern in this regard. Alexandra seemed to worry about the statement of the objective in terms of what must be accurately measured in each student, but in line with the institution's expectancies. Now, it can be argued that the accomplishment of a class goal must be measured in a scale depending on the cognitive effort each stage of the PoM demands from the learners. For instance, if a teacher is guiding his/her students to critically

analyze a phenomenon, he/she must bear in mind that the difficulty of this stage must pair a different type of measurement, and so on and so forth.

To exemplify this concern, Alexandra manifested that it turned out hard for her to evaluate students' achievement of the following objective: *students talk about their dream/perfect job*, if they were given the possibility to talk about various jobs that can even disrupt the notion of a dream job (the one that perfectly balances prestige, money, and spare time). In the workshop, I showed the participants an example of a practical application of the PoM using the *critical framing/analyzing* stage. Students were supposed to talk about what it meant to perform a job that would make them earn plenty of money in expense of their lifeworlds. I provided learners with four stereotypical jobs on purpose. Hence, she found it conflicting to stick to the original objective arguing that it would be complicated to know to what extent those students were capable of talking about *their* dream/perfect job in line with the institutions curricular plan. She said, "...los trabajos ya están acotados, y no estamos hablando del trabajo original de esa persona...puede ser que el trabajo favorito de esa persona no esté dentro de esos cuatro, por ejemplo." [Workshop transcript, Alexandra, Dic 03, 2019].

All in all, it appears that any adaptation of a pedagogical framework into the bounded realities problematize its materialization. It raises critical questions for further studies on this and other approaches that will hopefully nurture the teaching of literacy in a foreign language. In this spirit, the reflections of these participants seemed to unveil other external factors, namely, time, resources, support, and guidance, that can certainly limit the adaptation of the PoM.

Detecting lack of time, resources, and institutional support.

Alexandra, Nixon, Daniel, and Fernando advocated, at different degrees, for sufficient and adequate conditions to, firstly, take up any teachers' development initiative, and secondly, to carry out any adaptation of a distinct teaching and learning approach. Their reflections revealed that given their bounded conditions and circumstances, any pedagogical framework would be surpassed if there were not guaranteed terms, as I will portray later. The materialization of a certain pedagogical framework could be facilitated by the teachers' willingness, but the underlying contextual conditions will have to be tackled directly by the institution.

As for the professional development course, regardless the participants agreed on it being worth and functional to broaden, among other fundamental features, their methodological repertoire, and their perspectives to teach literacy, there seemed to be some external flaws, such as lack of time, that impeded them to finish the course. Daniel, for instance, outlined that they had been overwhelmed by the administrative tasks, "The most relevant advantage is the amplification of the perspective when preparing classes, however, in the institution we have a lot of responsibilities and formats to fill and give to our boss" [Log 3, question 1, Daniel, Nov 9-Dic 21, 2019]. Teachers faced the constraints of time to cope with all the responsibilities that were derived from their jobs and the course. Certainly, the course demanded a considerable amount of their personal time which was not paid. When I enquired what the possible advantages and disadvantages of planning together were, Daniel turned out saying, "I consider that the lack of time and lots of useless paperwork is the most relevant disadvantage" [Ibidem].

Nixon coincided with Daniel's reflections. Indeed, Nixon contended there were timing constraints and different coworkers' schedules to carry out the planning of the lessons. "On the other hand, one of the biggest disadvantages is that we have limited time to plan, which is not paid, and it is even harder to meet up with a peer to design when we have different schedules"

[Log 3, question 1, Nixon, Nov 9-Dic 21, 2019]. Likewise, Alexandra seemed to mirror Nixon's reflection; she unveiled time as a permanent limitation. Derived from the lack of time, she might have highlighted the complication of aligning agendas with her peers to plan together. Alexandra also advocated for minimum time and space conditions to take up teachers' development initiatives and carry out any incorporation of the proposed approaches.

On the other hand, I found a disadvantage which is abovementioned: the time. Due to the different schedules that teachers have, it is very difficult to join your partners to develop and plan a lesson. It is important that educational institutions give enough spaces to prepare and incorporate these sorts of interesting pedagogies.

[Log 3, question 1, Alexandra, Nov 9-Dic 21, 2019]

By the end of the logs' entries, Fernando escalated the reflection on other factors, besides time, that might have been influenced the integration of the PoM. He spotlighted, as his colleagues, the crucial necessity of planning the lesson carefully; be it collaboratively or individually, the role of designing is fundamental in the PoM framework. All decisions have to be made consciously and purposefully, and this requires a good amount of time, even for skilled teachers. "We will also need constant support and time from the institution to dedicate valuable time to plan our lessons" [Log 6, question 3, Fernando, Nov 9-Dic 21, 2019]. It can be assumed that Fernando, as his colleagues, advocated for time as a paramount condition to design classes.

To recap, time turned out key, at first place, to take up a course with commitment. Time is essential to consider and digest the theoretical constructs, and after that, to let them rest. Then, time to put those constructs into practice by designing collaboratively or individually. Time, as Fernando later addressed, is mandatory to practice, to contrast and corroborate if those

theoretical postulates are feasible under those many variable circumstances and conditions teaching and learning may occur. The institutional circumstances, in which teachers are not paid the time to design, configured themselves as a great challenge since they must make use of their personal time to prepare their classes.

In a similar sense, Fernando also remarked the necessity of institutional support and guidance; he made a critical reflection towards working collaboratively with other colleagues to be fed on what the others and he were doing. Similarly, students, in line with Fernando's reflection, would play a protagonist role in providing feedback, so that he could view from other angles how and what to do better or differently. "I think this incorporation does not just happen after taking a course, we need much more practice and feedback from the others, students and peers if possible" [Log 6, question 3, Fernando, Nov 9-Dic 21, 2019] Peers and learners' feedback could constitute a great element, a game changer, if I may say, in the adaptation and implementation of the PoM. Thus, it is implied that the expected feedback had to be orchestrated or, at least, promoted by the institution. There must ideally be a type of institutional policy to include peers and students' feedback as a guide for any adaptation of pedagogical frameworks.

The advocated institutional support and guidance included some curricular measures, in light of Fernando's reflections, as the curriculum had to be more flexible in terms of letting the teachers make purposeful choices based on their bounded settings and populations. Fernando suggested the syllabus, for instance, may incorporate some ideas to undertake the PoM in the classroom. He advocated, "I also feel that the way the content is presented in the syllabus should be modified so we can make a decision on what to study or prioritize. It might also include some ideas on how to implement the PoM." [Log 6, question 3, Fernando, Nov 9-Dic 21, 2019]

Likewise, Alexandra felt the institution had to support the teachers from the curriculum. She advocated for guidance in how to materialize the stages of the PoM attached to the expected learning objectives. She claimed, “I consider is of great importance having a teaching guide (syllabus) that sets the series of objectives to be covered during a course and some ideas to implement in the different stages of the class” [Log 2, question 2, Alexandra, Nov 9-Dic 21, 2019]

Alexandra and Fernando mentioned other factors that dealt with material resources, like Wi-Fi and laptops, among others, that could potentially ease the integration of the PoM given that the vast majority of the students at Politécnico Internacional could not afford a personal laptop and/or mobile data. It is worth recalling that learners, within the PoM, are conceived as meaning manufacturers who employ multimodality to communicate, to read and write, and several of those ways are materialized through technology. Fernando, being aware of that, advocated, “We also need better ITC's tools and a stable internet connection”. [Log 6, question 3, Fernando, Nov 9-Dic 21, 2019] Alexandra expressed, “We need some important technological devices that could promote interaction and communication modes (e.g. computers, cellphones, Internet, audiovisual appliances, images, books)” [Log 2, question 2, Alexandra, Nov 9-Dic 21, 2019]

All the insights provided by these teachers' reflections might shed some light on how to undertake and ease a meaningful and purposeful adaptation of the PoM. There must be even more challenges as well as utilizations for further research to be explored and understood. To conclude this chapter, I would like to amplify Fernando's final insight when I asked what he would recommend a colleague to take into consideration when approaching to the PoM.

I would recommend taking this course at first place. Then, I suggest to be open-minded to see that reading and writing are beyond the paper, that communication takes place in multiple forms and that our role as teacher is to have students get in contact with this diversity to be able to live in a world like this. I would also recommend keeping on learning because there are still many more things we do not know about learning and teaching languages, things that are not related to language itself, things about our society and our own futures.

[Log 6, question 1, Fernando, Nov 9-Dic 21, 2019]

Chapter 5

This chapter firstly presents the main conclusions of the research based on the findings. Next, I provide some implications this study may have. Thirdly, I depict its limitations and afterwards, I suggest some recommendations for people interested in conducting similar studies. Finally, the last section draws some ideas on how to conduct further research.

Conclusions

The main objective of this research consisted of examining how the reflections of a bounded group of EFL teachers could evidence their understanding of the PoM. By analyzing the participants' reflections, I was able to see that despite the many factors that could have intervened in their comprehension (the course completion, the time invested, the level of involvement etc.), they altogether acknowledged the complexity and richness of the PoM at different levels. This means the participants comprised their vision of the PoM from a reflective and critical adaptation to a practical usage that, in all cases, may benefit their teaching practices.

Having examined respectfully and in depth my colleagues' reflections, they make me think that it turns out indispensable for us, as EFL teachers, to carry on the type of professional development that enables us to reflect on our own teaching and learning certainties. It is of great value to include in a professional development course spaces where colleagues had to speak out their minds so that they could subjectivize their responses in line with their lifeworlds. Based on this research, I think a careful and situated teachers' development course could hopefully contribute to ignite and/or fuel a rupture of the status quo or the so-called comfort zone we might tend to fall in. But most importantly, I realize that the fact of allowing us to constantly reflect, value, question, and problematize what we are learning, or what we have learnt, may potentially constitute itself into an essential and disruptive practice.

Coming back to the main objective of my research, Fernando's reflections allowed me to see that he reached a solid level of understanding, as I portrayed in the previous chapter, since he unveiled both the richness and the complexities of drawing upon the main theoretical tenets of the PoM (lifeworlds, multimodality, the process of meaning making -available designs, designs and redesigns- and the spheres we live in public, personal and working) as well as the methodological framework (the four stages of the PoM).

To begin with, he dived into the four pedagogical paradigms that encompassed the PoM. He understood the inextricabilities and benefits of each one in terms of their functions, the role of the teacher and the learners, the epistemological and philosophical principles and their affordances and constraints situated in his particular context. Yet, he went quite beyond. He emphasized on the enormous responsibility to educate students by making an effective use of their lifeworlds and multimodality, and by reconceptualizing his role of an EFL teacher as a reflective and conscious designer, as an active agent of change. Fernando endeavored to integrate the meaning making process to scaffold learning bearing in mind the varied scenarios learners must face in an interconnected world. He also highlighted collaborative and applied learning as means to anchor communication socially and functionally.

All in all, Fernando questioned and problematized his own teaching practices in relation to the all the previous features that comprise this pedagogical framework in pursue of discovering alternate and/or complementary ways to approach the teaching and learning of literacy in the EFL terrain.

Alexandra and Daniel reached a moderate level of understanding due to the fact their reflections stagnated at a more practical utilization of the PoM that privileged the expansion of their methodological repertoire and the teaching of literacy from a different angle. Their

reflections did not directly evidence the cornerstones of the PoM in relation to the transformative role of the teacher, nor the imperative role that students' lifeworlds play in learning and teaching. They did reflect on the fact that students must communicate employing multimodality and develop critical thinking based on the *critical framing stage*. Likewise, they spotlighted the integration of multimodal ways to write and read as a win-win for teachers and students. On the other hand, Nixon reflected vaguely on some of those ideas, his contributions were limited in extent and profundity. For these reasons, I mostly have elements to affirm that he reached a basic level of understanding.

Regarding the second objective of my study, I was able to examine how this group of EFL teachers reflected upon the potential usefulness and challenges of the PoM. To frame their reflections, they had to read and analyze their own contexts to determine what they could use and what they need internally and externally. This represents they weighed and problematized what the PoM may entail when dealing with theory and putting into practice. EFL teachers working with the PoM should be aware of the situated affordances and constraints of the pedagogical framework so that they could use it based on their particular settings.

Within the participants' reflections, I firstly found out my colleagues appreciated having wended their perspectives to plan classes. The PoM enabled them to approach the teaching of literacy from a different angle that could supplement the traditional alphabetic literacy approach. The participants also acknowledged that the pedagogical paradigms depicted in the PoM could bridge the gap between the tense apparent antagonistic positions of the traditional and didactic pedagogies. This provided them flexibility and an array of pedagogical choices that would make up their student's heterogeneity.

Secondly, I realized that the top-notch challenge, in line with my colleagues' reflections, entailed the materialization of the PoM given the institution's settings and population. The participants' contributions pinpointed that the PoM needed to be significantly more explicit when it comes to evaluation matters. They also problematized the paradoxical use of multimodality and individualized learning when students are evaluated with standardized tests or when the institutions measure the achievement of class objectives using performative scales.

Additionally, these EFL teachers advocated for institutional support and guidance. They recognized time as a determining factor in carrying out the PoM. Time invested in preparing themselves was somehow overshadowed by the administrative duties. Teachers would have more time to engage actively in this sort of professional development courses if the load of administrative tasks were reduced. Because designing plays a critical role in this pedagogical framework, and planning lessons with the PoM demands time to reflect and make purposeful choices, they emphatically called for time to design classes.

Similarly, since one of the PoM undertakings deals with multimodal ways to make meaning, this theoretical tenet rests on ICT. The participants pointed out the lack of ICT resources in the institution worsening the fact that learners could not afford mobile phone data nor laptops. Thus, teachers advocated for enough hardware and ICT resources so that they could enable the implementation of multimodality. As these participants did, teachers need institutional support and guidance to incorporate the PoM starting from the benefits of peers and students' feedback to some curricular changes in order to orient their practices within this pedagogical framework.

The experience of taking the role of a learner in the course granted me to echo what my partners claimed for. I frankly think that if we want teachers to get actively involved in their

professional development and to grow a deeper understanding of any pedagogical trend, there must be guaranteed conditions. In that sense, I do resonate with my colleagues' advocacies and demands for institutional support and guidance. Likewise, I recognized that evaluation in the PoM is conceived as an ideal process that makes part of the learning process, nonetheless, as expressed by the participants, the theoretical postulates do not take into consideration the many contextual factors my colleagues signaled properly.

Lastly, I understand better the critical role we play as EFL teachers in the life of our students and the society. We do not just teach a foreign language; when we teach, we can perpetuate or disrupt the status quo. Situating our teaching practices based on our students' lifeworlds, and (re)transforming them rooted on our reflections and praxis, as we disrupt seemingly pedagogical constraints and traditional alphabetic literacy dominance, we, as EFL teachers, take a political stance to refresh our orientations towards learning and teaching. The PoM allows us to critically frame both our teaching practices and students learning processes in a way they can become designers of their future lives at some degree. Drawing on purposeful, contextualized, and well-informed pedagogical moves along with multiple modes of meaning-making catalyzes and lubricates little, but powerful social changes that indistinctively challenge our habitus, power relations and the dominant and colonial role of the alphabetic literacy.

As a teacher educator, I clearly see that I have even bigger responsibilities and challenges to orient my peers, to (un)learn from and with each other. I must continuously be opened to shape and alter/master my teaching practices to meet their lifeworlds. I can conclude that it would be a great contribution for EFL teachers to design and lead a professional development course for other peers, in hope they broaden their concept of learning from the angles and implications of being a teacher educator, not just a language teacher. As a learner, I have realized

that the understanding of the theoretical constructs proposed by the PoM demand high levels of commitment, vocation, and resilience to learn and unlearn.

Implications

Based on this study, I consider undergraduate EFL teaching programs should examine the pertinence of having pre-service teachers be exposed to this pedagogical framework. As it was illustrated throughout this research, not only the pedagogical stages could widen methodological endeavors, but also, the PoM might spotlight fundamental elements that enrich any pedagogical framework. Colombian contexts need to be covered reflectively and critically from angles that privilege the social development of the humans and attempt at transforming the status quo of teaching and learning the EFL.

In this spirit, I think literacy education in EFL, narrowed in our particular settings, would have to turn to distinct sources of nurturing current practices. The central role of traditional alphabetic reading and writing and the view of students oversimplified by crude demographics might be complemented and enlarged by multimodal ways of meaning making and lifeworlds awareness, correspondingly.

In the third place, institutions that embark on qualifying teachers' professional profile would have to launch development initiatives bearing in mind that time, resources, and follow-up support have to be covered. Finally, I have realized that we, as EFL teachers, could gain plenty of knowledge positioning ourselves as the ones who design, implement, and guide our partners in this type of teachers' development courses. It implicates we, as EFL teachers, have to take the plunge of learning by teaching our colleagues. But it also implies institutions should encourage their in-service teachers to participate so as to they find other ways to expand their knowledge

horizons. I consider we would have to be actively involved in our institutions when it comes to teachers' development efforts as potential means for our own ongoing learnings.

As a teacher-researcher, I am accountable to undertake other research projects. Certainly, I would like to carry out other teachers' development courses by which I could learn and mirror my own self as an EFL teacher. I consider the experience and learnings I gained can be transferred into other subjects and scenarios. Hopefully, I could report the findings of those future research endeavors.

As a teacher-researcher and a teacher educator, I have mirrored, confronted, analyzed, problematized, and transformed my own understanding of this pedagogical framework in function of my/our own teaching practices and the potential benefits for the learners, but also, and perhaps most importantly, my role as a teacher and learner. For the first one, thanks to this research, now I can see some drawbacks of an adaptation of the PoM in our contexts; I am aware of the challenges that implicate to carry out this pedagogy within the constraints we have locally and nationally. At the same time, I value the PoM embraces a humanistic view of the learners and varied means to help them learn better; it comprises ample scopes of teaching and learning and the ultimate purpose of literacy, which is to transform learners' futures. Therefore, educational systems should bear in mind both the teachers and learners' complexities in our own realities in which particular lifeworlds and situated meaning making processes, for instance, are favored.

Finally, I would like to outline that one of the most important implications for me, as a teacher-researcher, concerns the call to raise awareness of the critical role that EFL teachers play in society. Enormous responsibilities rest upon our shoulders, starting with our constant education and self-enquiry (as everlasting learners), our transformative influence on our students, the purposeful and reflective decisions we must make, the imperative necessity for self-criticism;

the understanding that language has to do with everything in our lives and determine too many things yet to discover. Being a teacher is a tough political act.

Limitations of the Study

I now see that research is an endless and incomplete activity. This means there might be plenty of aspects and angles that might have been taken to enlighten and provide other accounts on the potential issues flourished from this research. By any means, this is an arrival point, quite the contrary perhaps, for many researchers can be a starting point. The following are some limitations that I faced and that can shed some light for future similar studies.

Firstly, the number of participants was limited. Despite my colleagues' reflections were revealing, had there been more participants, other lines of work could have appeared. If this case study had to be replicated, it would have to scale up to bigger institutions' sponsorship. Examining reflections and perspectives could definitely provide insights in our field, but it is a time-consuming activity that demands collaborative work to cover as many participants as possible.

Secondly, although I administered varied instruments (I had logs, the artifacts comprising the contributions participants made in the forums and in a lesson plan, and a workshop transcription supported by field notes), I consider it would be rightful to conduct a semi-structured interview to deepen the population reflections. The gathering data instruments we choose as researchers are fundamental to depict comprehensively a phenomenon.

Thirdly, I consider that at the beginning of this study I should have narrowed more what I intended to do. I created a brand-new course on the PoM which might have been per se a subject of research. I think the creation of online courses for teachers' development in the field of EFL,

in our bounded contexts, is an indispensable path of research that might trigger a personalized learning rather than isolated workshops. These practices seem to be symptoms of the reduced importance attributed to our own professional development.

Finally, time was a limitation for my colleagues to take up the course and finish it. Politécnico Internacional should have to be more empathetic to the load of work we have as teachers. In that sense, I mirror my partners' voices by asserting we need allotted time within our workload to carry out professional development initiatives.

Recommendations

Based on my experience conducting this study for about four years, I would like to draw a couple of possible suggestions for the ones interested in the issues that this research might have posed. Firstly, I would recommend promoting feedback sessions in groups. When the participants speak out their minds, they contrast their voices, thus, their reflections can go deeper. In addition to this, constant feedback might illuminate our practices (as teachers-educators) as we are learning from what our population feel and comprehend.

Secondly, researching embraces restless challenges that dare not only our intellectual abilities as academics but also several emotional skills. I was barely prepared to deal with frustration, disappointment and even anger owing to the turns and twists the act of researching naturally incarnate. Learning to research is a transformative professional and personal process. Thus, and even if these issues do not regard the specificities of this study, I think is relevant to suggest taking our own time to digest emotions, to work out how to deal with them properly.

Lastly, I advise approaching and studying critically the PoM framework. In all light, it was not created based on our own EFL contexts, but it might function if we understand its

theoretical tenets and become fully aware of its affordances and constraints to meet what is needed in our particular settings.

Further Research

There are varied potential paths to carry out research. The first one relates the understanding of the PoM as an emergent pedagogical framework in our Colombian context. Although, there are some papers abroad that deal with this, there must be many more insights in our settings, especially in line with EFL teachers' development courses or programs. Moreover, it would be of relevance to contrast the findings of this study with larger populations, pre-service EFL teachers situated in different settings, private and public institutions, for instance.

Secondly, it would be enriching to contrast teachers' understanding of the PoM by examining how they could implement it, in the design process and in their praxis. Similarly, it would be important to undertake a longitudinal study to understand how the EFL teachers reflect on this pedagogy over the time in function of their teaching practices and the impact on learners' literacy development.

Finally, there are some questions that can be put under study: How do EFL teachers' understanding of the PoM alter their identities? How do EFL teachers' reflections provide insights to implement the PoM in Colombian contexts? How do EFL teachers' reflections on evaluation using the PoM provide insight to adapt it in Colombian settings? How do EFL teachers' understanding of the PoM enlighten their own literacy approach? How to critically create and implement a teacher development course based on the PoM and their particular contexts?

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Appendix A. Teachers' questionnaire results.

This teachers' questionnaire was made bearing in mind it must serve the needs analysis phase so that it accounts for the following objectives.

- To gather facts and opinions/beliefs on teachers' pedagogic actions in reference to their approach usage in planning and performing classes.
- To identify if PI EFL teachers know different approaches to teach.
- To identify if they know anything about the pedagogy of the multiliteracies approach

I distinguished questions addressed at pinpointing facts and opinions/beliefs to serve the aim of this questionnaire. By reading, I also learnt it is important to let the respondents know about the research project and the treatment of the information collected, thereby a consent format was also utilized, as follows:

Figure A1 Teachers' Consent Format Heading

INVESTIGACIONES	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 2

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas, Maestría en la Enseñanza de Lenguas Extranjeras.		
Título del proyecto de investigación	EFL teachers and the incorporation of the Pedagogy of <u>multiliteracies</u> in the ESP courses		
Descripción breve y clara de la investigación	Este proyecto investigativo se relaciona con la pedagogía de las <u>multiliteracidades</u> , la cual involucra un nuevo acercamiento a la enseñanza y el aprendizaje de la lectura y escritura, destacando la multiplicidad textual y la complejidad y contextualización social del aprendizaje, con miras a que los estudiantes diseñen sus futuros sociales y laborales. En particular, se busca examinar cómo la integración de la pedagogía de las <u>multiliteracidades</u> podría enriquecer y ampliar las prácticas pedagógicas y el repertorio metodológico de los profesores de inglés como lengua extranjera para la enseñanza técnica del mismo.		
Descripción de los posibles riesgos de participar en la investigación	No hay riesgos asociados a este proyecto de investigación.		
Descripción de los posibles beneficios de participar en la investigación.	Se podría robustecer al desarrollo profesional de los docentes de inglés. En este sentido, el curso de formación diseñado durante el proyecto investigativo será propiedad de la institución Politécnico Internacional. Los resultados del estudio podrían direccionar el uso de la pedagogía de las <u>multiliteracidades</u> , como complemento a las prácticas pedagógicas. Finalmente, los estudiantes del Politécnico Internacional podrían articular sus proyectos de vida realizados en inglés con los propuestos por la Impronta Institucional.		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Yesid Alexander Uchuvo González		
	N° de identificación: CC 1032401682	Teléfono:	3166173478
	Correo electrónico: yesid.uchuvo@pi.edu.co alexuchuvo@gmail.com		
	Dirección: Calle 152F #136c-15 apto 201		

Figure A2 Teachers' Consent Format

Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 2

PARTE DOS: CONSENTIMIENTO INFORMADO PARA PROFESORES

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

En constancia de que el presente documento ha sido leído y entendido por mí en su integridad, de manera libre y espontánea, firmo a continuación:

Nombre del participante: _____
N° Identificación: _____
Fecha: _____

Declaración del Investigador: Yo certifico que le he explicado al participante la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: Yesid Alexander Uchuvo González
N° Identificación: 1032401682
Fecha: 09/11/2018

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

The following charts illustrate EFL teachers' responses:

Figure A3 Teaching Approaches

Mention the teaching approaches you know

6 responses

TRP, Immersion, Task based Language Learning, Grammar Translation
Total physical response,natural approach, suggestopedia, task based learning, silent way among others
Communication approach,Task-based Learning, Grammar-translation
Audiolingual, Content based, TPR, ETC.
Direct method, audiolingual, suggestopedia, silent.
Immersion, task based language learning, suggestopedia

Figure A4 The Pedagogy of the Multiliteracies

Have you heard of the pedagogy of the multiliteracies approach?

7 responses

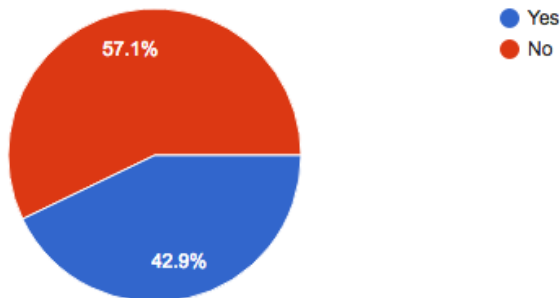


Figure A5 What Do You Know About the Pedagogy of the Multiliteracies?

Mention what you know about the pedagogy of the multiliteracies approach

3 responses

The pedagogy of multiliteracies proposes that there are multiple modes of meaning such as visual, gestural, spatial.etc. Some of the frameworks involved are Situated practice, overt instruction, critical framing and transformed practice.

This approach highlights two key aspects of literacy: linguistic diversity, and multimodal forms of linguistic expression and representation.

It is an approach based on the different ways to communicate any kind of information through different communicative competences.

Figure A6 How Do You Supplement Your Classes?

6 responses

I enrich my courses in different ways. In one hand, I always have my students complete a needs assessment at the beginning of each course because it is important for me to know their interests and perceptions before I start teaching. Based on that, I design particular activities that I know are more suitable for them. At the same time, I use as much technology as possible in a meaningful way.

Giving students updated vocabulary and figurative expressions

I try to provide students with real situations in which they would need to use English language (English language structures or skills)

I try to involve student in their learning process, I include real life situations/problems they have to discuss or solve using language as a mean to reach that goal.

Research, technic books, word pairing, realia, scholar trips.

Identifying the vocabulary needed by the students, taking into account their careers and also their context

Figure A7 Techers' Beliefs about English Language Learning Why is it important to know English in the current time?

7 responses

In an evolving society, English opens the doors to many opportunities such as communicating across cultures and to interact in the global community.

To enjoy more vacations, to get more money, to understand music and films, to improve the lifestyle and social status etc.

WORK OFFERTS

It's important for people to be up to date in their professions or work fields. Also, it's an useful tool to meet new cultures or communities.

There are two ways to describe the importance of English nowadays. First, English can be seen as the lingua franca, second, as a way to learn and be part of an active member of an intercultural world.

Communication is always important to improve your skills at something you know how to do so it is a must to be connected around the world then you need another language.

Because we live in a globalized world, then the barriers disappear due to the social networks and facilities to communicate, mankind doesn't have any limit to share with other people, then English is the easiest language to learn

Figure A8 Teachers' Reflections on Planning

What do you normally take into consideration when planning your English lessons for PI students?

7 responses

- I take into consideration several factors when planning my lessons including my students' interests, needs, the topics proposed by the curriculum, the mission of the PI, my own expertise teaching English keeping in mind activities that can motivate the students to learn in a meaningful way.
- The warming up activities and the oral practice
- The need of the topyc in a labor context
- I take into consideration their current language level and their real communicative needs: job contexts, situations and lexicon.
- The personal needs students have, the specific purpose, their proficiency level, their interests, the chances activities would give them to actively participate in class.
- The vocabulary they need to resolve situations in real life concerning to their programs.
- Their careers, their cycle and their interests

Figure A9 Teachers' Opinion on Incorporating a Different Approach

What's your opinion on the idea that a different teaching approach may help students to design their life projects?

7 responses

- Although, I aimed to work on an environment where my main focus is to help my students develop their communicative skills, I agree that there are other strategies that can be used to help learners design their life projects.
- That's good!
- It'll improve their skills
- It would be necessary to know what type of "different teaching approach" we are referring to because all approaches may benefit students' life projects to some extent. However, if that different teaching approach has a special feature closely related to the designing of students' life projects, I would take it into consideration.
- I don't think there is only one approach that can help students to design their life projects, conversely, a union of many different ones could work better for that purpose.
- Having a variety of approaches helps students to develop skills and find better ways to learn another language.
- I consider that all teaching approaches help students, depending on their needs and contexts, in that way, we, as teachers, guide them to decide on their life projects

Appendix B. Class observation field notes

The following sample of the class observation field notes was utilized as basis to prove EFL teachers' teaching practices needed to be enriched and expanded. Some valuable findings were worth considering in the statement of the problem.

Figure B1 Class Observation Format and Field Notes

FORMATO OBSERVACIÓN DE CLASE

Profesor x.X.x|

Asignatura English 1 commerce and international business

Fecha. Octubre 20 2018

Lugar: Politécnico Internacional Sede Principal (Av. Chile)

#	COMPETENCIA	CRITERIOS	1	2	3	4	5
1	INNOVACION- MEJORA Y DIDACTICA	Las actividades que propone el docente son novedosas			X		
2		Las actividades de aprendizaje que propone el docente se relacionan con mi carrera			X		
3		El profesor utiliza diverso material didáctico (videos, lecturas, juegos, proyecciones, recortes, etc.) con el que puedo aprender mejor			X		
4		Las actividades propuestas por el docente me permiten participar activamente en las clases				X	
5		Las actividades de aprendizaje se relacionan con el objetivo de la materia			X		
6		El docente presenta en cada clase el objetivo, los temas a tratar y los resultados esperados al finalizar la clase		X			
7		Las actividades propuestas por el docente me motivan a aprender				X	
8		El docente permite la interacción con mis compañeros por medio del trabajo en grupo	NA	NA	NA	NA	NA
10		Durante el curso recibo retroalimentación permanente sobre mis logros y aspectos de mejora			X		
11		El docente me invita a realizar consultas y lecturas que se relacionan con los temas de la materia					X
12		COMUNICATIVA Y LINGÜÍSTICA	El docente toma en cuenta las opiniones de los estudiantes				
13	El docente se comunica de manera respetuosa						X
14	El docente utiliza un lenguaje claro que me permite entenderle						X
16	INTRA E INTERPERSONAL	El docente es receptivo a las solicitudes de los estudiantes dentro y fuera de clase					X
17		La manera en la que el docente se relaciona con nosotros permite que el ambiente en el aula sea agradable para aprender.					X
18	GESTIÓN DE LA CONVIVENCIA	El docente establece junto con los estudiantes acuerdos para el buen funcionamiento del curso y estos se cumplen					X
19		El docente trata de la misma forma a todos los estudiantes y no genera preferencias.					X

Notas

La clase principia pasados 5 minutos de la hora en la que se debe iniciar la sesión. El salón de clase está dispuesto de en filas, a modo de examen. Hay 10 estudiantes, 7 mujeres y 3 hombres. El docente da inicio a la sesión saludando.

El docente propone una ruta para la clase la cual involucra:

1. Presentación del objetivo
2. Actividad rompehielo

The above format was provided by Politécnico Internacional teachers' development department; however, the field notes were added by me.

Figure B2 Sample Observation Field Notes

Cada uno de estos punto es abordado con cierta habilidad del docente para cambiar entre el uno y el otro sin sobresaltos. En tanto al objetivo éste es hablar sobre gustos y disgustos para el próximo Black Friday. La actividad rompehielos tiene que ver con decir un verbo, el que se recuerde, y adicionar uno nuevo por cada estudiante. El profesor pregunta sobre el Black Friday someramente. El profesor ejemplifica y modela cómo expresar gustos y disgustos. No se explica la gramática en este punto. Acto seguido, entrega unos casos que son leídos por él. Los casos son descontextualizados, no tienen en cuenta la experiencia, necesidades e intereses de los educandos. En ese mismo sentido, no se trabaja sobre las necesidades del ESP. Los estudiantes parecen no comprender los casos, están perdidos, chatean y hablan de otros asuntos. El profesor monitorea y aclara las dudas, comparte una anécdota para ilustrar el tema y por ende los casos. Al parecer no fue claro lo que debían hacer los educandos con los casos entregados. No hay comprensión. Luego de reiteradas aclaraciones, el profesor pide a los estudiantes preguntar sobre sus gustos y disgustos, los casos sirvieron de poco o nada. Los estudiantes realizan preguntas simples apoyados, presumiblemente, en sus conocimientos previos de la lengua anglófona. Para cerrar la sesión el profesor pregunta si se cumplió el objetivo propuesto, los estudiante al unísono asienten. La conclusión que deja el docente tiene que ver con que se debe practicar más para mejorar. Se termina la sesión.

Aspectos a resaltar-valorar

El docente realiza un breve contextualización del tema.

El docente intenta hacer uso de la estrategia pedagógica del método de casos.

El docente comparte una anécdota de vida para ejemplificar.

Dudas y preguntas

Los siguiente interrogantes emergen durante la observación de clase y guardan estrecha relación con las prácticas pedagógicas del docente.

¿por qué el docente es el centro de la clase? ¿por qué es éste el que debe modelar el uso "correcto" de la lengua al leer los casos? ¿cómo contextualizar dichos casos dentro del marco del futuro desempeño auténtico de los estudiantes?

Figure B3 Observation Field Notes 2**Dudas y preguntas**

El orden de los casos parece no tener ninguna ilación. ¿qué diferencian a los casos proveidos por el docente de otros?

¿Por qué el docente realiza varias preguntas a la vez?

Deberíamos preguntar todo el tiempo... ¿por qué? Utilizar preguntas de información podría ayudar a que los estudiantes se esforzaran se motivaran. Hay que tener presente que las preguntas de afirmación y negación no hacen pensar al estudiante, presuntamente.

Los estudiantes están dispersos. ¿cómo se podría involucrar mucho más a los estudiantes en su proceso de aprendizaje?

¿Qué relación hay con el futuro desempeño del estudiante?

¿qué material didáctico habría ilustrado mejor el tema central de los casos? ¿qué metodología habría sido más provechosa, enriquecedora y motivante para los estudiantes? ¿cómo incentivar la interacción social entre los estudiantes y lo que les circunda?


¿Qué sucedió en el cierre? ¿fue en realidad formativo? ¿cómo asegurarse de que los estudiantes logren el objetivo de aprendizaje propuesto? ¿qué más se puede mejorar de esta clase? ¿cómo se podrían mejorar la prácticas docentes?

¿Con qué acciones concretas se mejoraría las prácticas pedagógicas de los docentes en función del aprendizaje activo/significativo de los estudiantes?

Appendix C. Lesson plan analysis

The following figures depict the way some EFL teachers at Politécnico Internacional prepare their classes. It must be observed that unlikely multimodality and conflicting communicative usage, writing and reading are highly privileged.

Figure C1 Lesson Plan Analysis Sample

	
POLITÉCNICO INTERNACIONAL	SEDE: Principal (Av. Chile)
FECHA DE IMPLEMENTACIÓN: 29/09/2018	SESIÓN No 8
DOCENTE: XXXXXX XXXXXX XXXXXX	
ASIGNATURA: SOFTWARE ENGLISH III	
COMPETENCIA DE SALIDA: By the end of the cycle the students will talk about abilities and activities they can do in a specific place. Besides, they will describe actions that are happening at the moment, as well as giving and asking for directions to get to one place. In addition, students will be able to talk about different things indicating their location and quantity.	
INDICADORES DE DESEMPEÑO:	
LISTENING SKILL	
Understands descriptions of abilities and actions that people can do in a place. Besides, comprehends the description of activities that are happening at the moment. As well as understands the description of directions to get to a place. Furthermore, the student identifies countable and uncountable nouns, indicating their quantities and the location of different things.	
SPEAKING SKILL	
Talks about abilities and the activities he/she can do in a place. The student describes countable and uncountable nouns, making and answering questions about their quantity. The student also indicates the location of a variety of things. Besides, the student asks and gives indications to get to one place. Finally, he/she talks about actions that are happening and the moment of speaking.	
WRITING SKILL	
Describes in simple sentences things and their quantity. The student also writes simple messages indicating his/her abilities, activities that can be done, description of activities that happen at the moment and directions to get to one place.	
READING SKILL	
The student understands implicit and explicit ideas expressed in true, false, open, close or multiple choice questions, within an easy text about: abilities, activities at the moment, countable and uncountable nouns, directions.	

Alexander Uchuvo
La competencia de salida del curso no integra ESP

Alexander Uchuvo
It appear these skills are developed in ideal settings. There is no trace of conflicting or multimodal communicative scenarios.

This format was also provided by Politécnico Internacional teachers' development department, to EFL so that they design their classes. As part of my daily duties as teachers' coordinator, I have to check and make improving comments. However, as seen here, a further analysis was added by me.

Continuation of the Lesson plan analysis sample

<p>OBJETIVO DE LA SESIÓN: Elaborar oraciones afines a la carrera de software utilizando los diferentes tiempos verbales vistos en el ciclo teniendo en cuenta el vocabulario aprendido.</p> <p>INDICADORES DE DESEMPEÑO ASOCIADOS CON LA SESIÓN: OUTCOMES IN THE FOUR LANGUAGE SKILLS</p> <p>INICIO</p>	<p>Yesid Alexander Uchuvo Gonzalez ¿Es este un objetivo comunicativo?</p> <p>Alexander Uchuvo Se hace necesario revisar si en realidad las 4 habilidades se trabajan a la par. Pero más allá, si es menester hacer uso de otros medios para comunicar dado que se puede apreciar una inclinación hacia el uso de modos comunicativos basados en la lectura y la escritura de palabras.</p>
<p>Para iniciar el docente presenta la temática de la sesión (parcial jugadito), contenidos a trabajar, y los objetivos a alcanzar al finalizar sesión; realiza una revisión general sobre los conceptos previos sobre las clases anteriores usando una lluvia de ideas y da a conocer los diferentes términos relacionados con software y la gramática de los temas a tratar.</p> <p>Teniendo en cuenta que esta asignatura es de carácter teórico-práctico se asignarán 3 grupos de trabajo para el desarrollo de la evaluación durante la sesión, estos grupos serán asignados de forma aleatoria.</p> <p>-Conceptos a desarrollar:</p> <p>COMPUTER: it is a device that accepts information (in the form of digitalized data) and manipulates it for some result based on a program or sequence of instructions on how the data is to be processed. Complex computers also include the means for storing data (including the program, which is also a form of data) for some necessary duration. A program may be invariable and built into the computer (and called logic circuitry as it is on microprocessors) or different programs may be provided to the computer (loaded into its storage and then started by an administrator or user). Today's computers have both kinds of programming.</p> <p>PARTS OF A COMPUTER</p> <ul style="list-style-type: none"> • Mouse: Used for making selections. There are two buttons on a mouse. Most actions are performed using the left mouse button. Some mice have cords and some do not. • Keyboard: Used for entering data, generating commands. The keyboard layout is similar to a typewriter with additional keys for other functions. There is a number keypad to the right of the main alphabetical keypad. • Monitor: The monitor is the visual component of the computer. It displays information to the user. This is a required part of the computer. This part requires electricity so it will have its own power cord to plug into an outlet. • Speakers: The speakers are the audio component of the computer. • Computer System Unit: This is where everything comes together to work. The system box holds the central processing unit to act as the brains of the computer. The unit contains the motherboard which is the main circuitry for the system. The power supply for the main computer is located in the unit. All the other parts including the monitor, mouse, keyboard, speakers, and others join at the unit to become a functional system. • Printer: The printer is used to develop a hard copy or paper copy of a document or picture. The printer connects to the computer and requires the use of its own power cord. • Compact Disk (CD): This device is used for storage. Some CDs hold information to be loaded into a computer. Some are used to hold information from the computer. It depends on what type of CD it is. 	<p>Alexander Uchuvo Pese a que los docentes no han sido orientados hacia el uso del modelo pedagógico y hacia un acercamiento comunicativo de la lengua, resulta muy difícil desmarcarse de las demás prácticas pedagógicas.</p> <p>Alexander Uchuvo Al parecer, lo que se su busca es una asimilación conceptual del ESP.</p> <p>Alexander Uchuvo Solo conceptos, definiciones y algunos ejemplos.</p>

Continuation of the Lesson plan analysis sample

<p>USES OF COMPUTER</p> <ul style="list-style-type: none"> • <u>Scoreboard</u> • <u>Write</u> • <u>Recording Information</u> • Make graphs and drawings • Calculate • Play • Find information • Communicate with any part of the world <p>HOW TO CARE FOR YOUR COMPUTER</p>	
<ul style="list-style-type: none"> • Do not drink over it • Do not eat on the keyboard • Do not pull on its parts • Do not touch cables and plugs <p>TOPICS</p> <ul style="list-style-type: none"> • Can and Can't for abilities • The present continuous • Yes/No and WH questions • There is and There are • Prepositions of place • Countable and Uncountable nouns • How much and How many <p>DESARROLLO</p> <p>Se explican las reglas de la evaluación llamada Parcial Jugadito, el cual consiste en lanzar unos dardos a unas dianas (con formas de base de datos y una normal) Se conforman grupos de 2 estudiantes y se le asigna un orden y un nombre a cada grupo, luego empezarán a jugar con la primera diana que tiene forma de base de datos, cada estudiante deberá lanzar 6 dardos y dependiendo de la suerte en donde caiga el dardo el participante tendrá que responder una serie de preguntas que son de 4 tipos:</p> <ol style="list-style-type: none"> 1) PARTS OF A COMPUTER 2) USES OF COMPUTER 3) HOW TO CARE FOR YOUR COMPUTER 4) fallos y/o espacios en blancos. TOPICS <p>Luego, un integrante de cada grupo lanzará los 6 dardos en la segunda diana, allí se jugará para obtener beneficios a la hora de responder las preguntas que les correspondió.</p> <p>50pt: pista. 60pt: uso del diccionario y/o celular</p>	<p>Alexander Uchuvo Temas gramaticales.</p> <p>Yesid Alexander Uchuvo Gonzalez Resulta algo interesante esta actividad evaluativa. Habría sido muy valioso y pertinente conocer las preguntas diseñadas para la actividad. Sin embargo, encuentro que el objetivo se medir el conocimiento, no la capacidad comunicativa.</p> <p>¿será que las expectativas que se tienen de los educandos son minúsculas?</p> <p>¿cómo evidenciar los principios constructivos en una sesión evaluativa? ¿cuáles se cumplen en este diseño de sesión?</p>

Continuation of the Lesson plan analysis sample

<p>60pt: uso del diccionario y/o celular. 100pt: realizar las preguntas en parejas.</p> <p>Fallos o quedar fuera de la diana: 1 preguntas más, penitencia, trabajo extra.</p> <p>En la primera parte (de a 20 a 30 minutos) los estudiantes deberán lanzar los dardos y se les dará las preguntas que tiene que responder, luego (en 30 a 40 minutos) los estudiantes responderán las preguntas que les correspondió.</p> <p>En todo momento el docente estará observando el buen funcionamiento de la actividad y muy atento a las posibles dudas que puedan surgir con respecto a la evaluación y será quien asigne las preguntas dependiendo del perfil de cada estudiante y si se responderán de forma oral y/o escrita.</p> <p>Se crea la evaluación de esta manera (parcial jugadito) para que los estudiantes se relajen y se diviertan al mismo tiempo que muestran todo lo aprendido en el ciclo y aplicándolo a un contexto relacionado con su carrera.</p> <p>CIERRE</p>
--

Alexander Uchuvo
Parece ser que sí se tienen en cuenta los perfiles de los estudiantes, pero ¿serán necesidades, intereses o gustos? Ahora bien, en qué medida esto puede ser un acto que puede entenderse como ~~segregador~~?

Alexander Uchuvo
Se cree que involucrar un set de palabras técnicas en el marco de un juego es desarrollar las capacidades de los estudiantes.

<p>En la última parte (de a 10 a 20 minutos) para finalizar la clase, se conforma una mesa redonda, cada grupo de estudiantes dará una retroalimentación donde se valorará con los estudiantes el cumplimiento de los objetivos de la sesión. Posteriormente los estudiantes realizarán una autoevaluación sobre la clase en general.</p> <p>Terminando esta sesión el estudiante debe conocer diferentes términos relacionados con su carrera y su descripción y como usarlos, también nombrar dichas palabras por sus características y podrá utilizar diferentes tiempos verbales en inglés.</p>	
CONOCIMIENTOS / CONTENIDOS (Temas)	<ul style="list-style-type: none"> Vocabulary Parts of a computer Uses of computer How to care for your computer Topics
RECURSOS	<ul style="list-style-type: none"> Computadores y videobeam Dianas Dardos Diccionarios y celulares Marcadores
ACTIVIDAD EVALUATIVA	<ul style="list-style-type: none"> Se evaluará el trabajo teniendo en cuenta la rúbrica de evaluación adjunta. Se realizará una retroalimentación a los estudiantes y una coevaluación.
TAREAS (Próxima sesión)	Terminar Rosetta Stone Foundations .
LECTURAS/MATERIAL DE APOYO	SMART CHOICELEVEL 1 UNIT 9: WHAT CAN YOU DO THERE?
<p>RESULTADOS DE LA SESIÓN: Terminando esta sesión el estudiante debe conocer diferentes términos relacionados con su carrera y su descripción y como usarlos, también nombrar dichas palabras por sus características y podrá utilizar diferentes tiempos verbales en inglés.</p>	

Alexander Uchuvo
Quizás lo que quería decir el docente es que los estudiantes harían una autoevaluación de su proceso de aprendizaje en relación con el logro del objetivo.

Alexander Uchuvo
Se reafirma lo analizado hasta el momento.

Yesid Alexander Uchuvo Gonzalez
A todas luces el docente evalúa el exclusivamente el conocimiento, el cómo usar los conceptos abre una luz de esperanza. En esta sesión de clase se evidencia que no hay situaciones comunicativas auténticas que demanden que el estudiante se involucre en su aprendizaje.

¿cómo reorientar la enseñanza que el centro de desarrollo profesional provee a los docente de tal manera que las prácticas pedagógicas de los docentes mejoren?

Appendix D. Students' questionnaire

This students' questionnaire was made bearing in mind it must serve the needs analysis phase so that it accounts for the following objectives

- To gather opinions on students' characterization facts and opinions/beliefs on the EFL courses
- To identify PI students' characterization facts and opinions/beliefs
- To know if PI learners would like a shift in the EFL courses.

I distinguished questions addressed at pinpointing facts and opinions/attitudes to serve the aim of this questionnaire. Here there are the students' responses:

Figure D1 Students' Opinions/Beliefs in Reference to The EFL Methodology

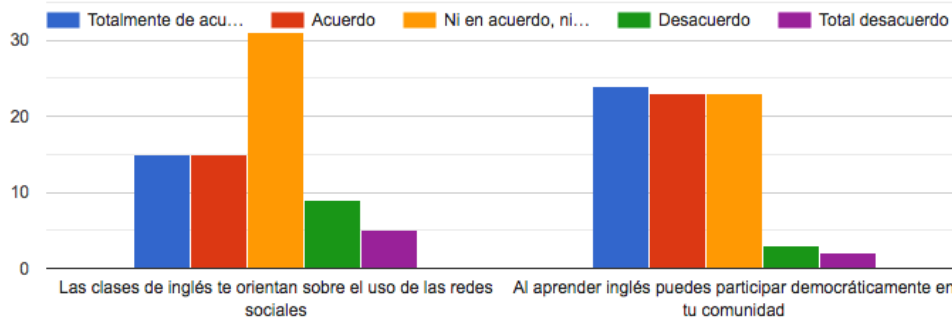
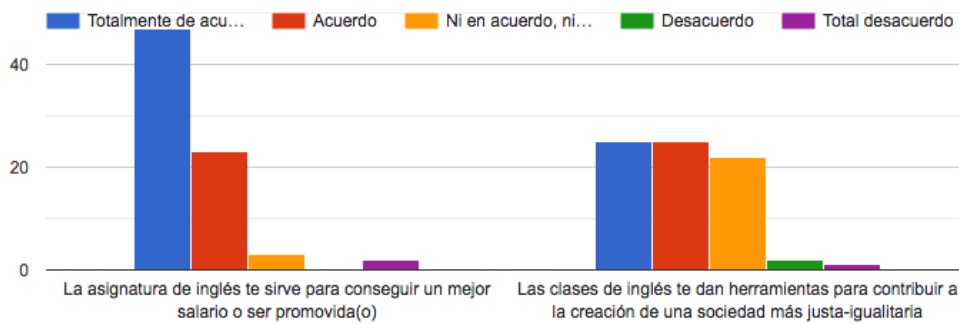


Figure D2 Students' Opinions /Beliefs in Reference to The EFL Methodology

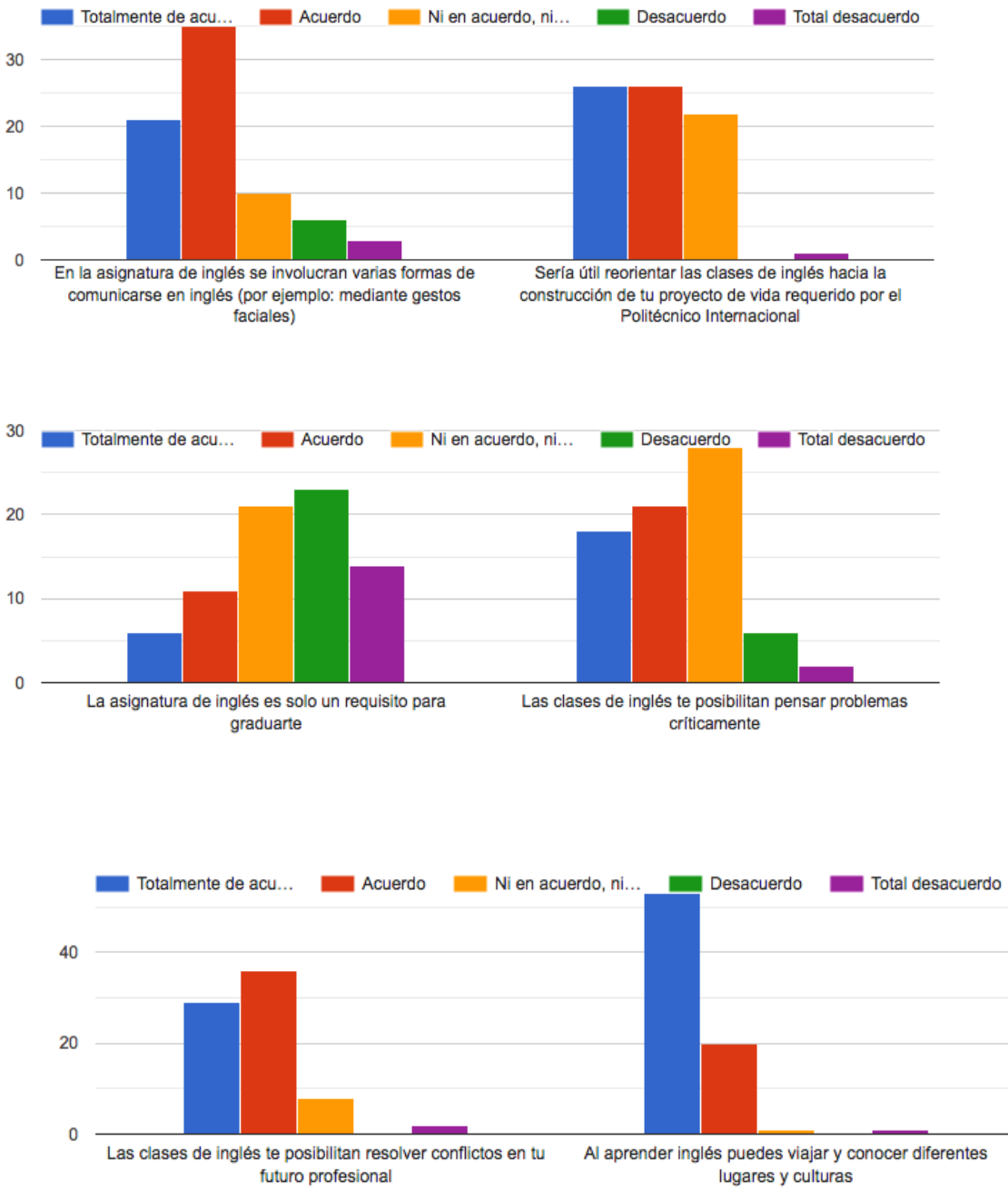
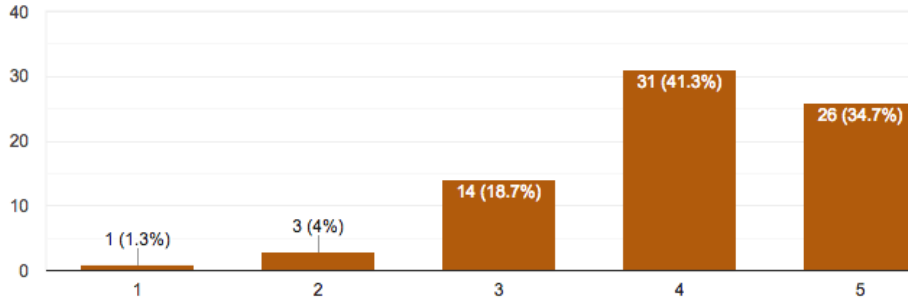


Figure D3 Students' Opinions in Regard to the Shift of English Methodology

Las clases de inglés podrían ser más interesantes si integrarían el uso de otras formas de comunicar

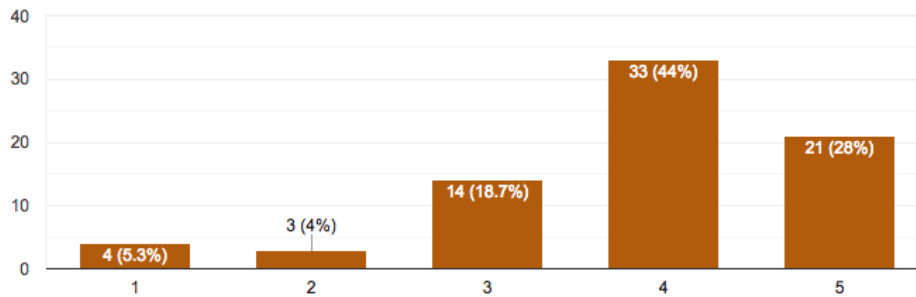
Por favor asigna un número a cada oración en orden de importancia, de acuerdo a tu opinión. 1 es el menos importante y 5 es el más importante.

75 responses



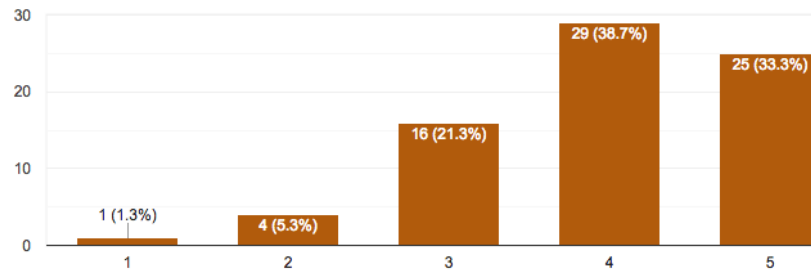
Las clases de inglés podrían ser más interesantes si me ayudaran a planear mi proyecto de vida

75 responses



Las clases de inglés podrían ser más interesantes si privilegiaran el uso de vocabulario técnico

75 responses



Appendix E. EFL teachers' logs

To gather information from the EFL teachers' participation on the online course, I employed 6 logs each one of them relates a different moment or module of the course, to wit: 1. Understanding the PoM. 2. Experiencing the PoM. 3. Designing collaboratively. 4. Incorporating the PoM. 5. Reflections based on feedback. 6. Further Reflections. Each log was designed with some prompted questions (from two to three questions per log) that could elicit the responses that in turn might help me answer the main research question. These logs were administered as these EFL teachers advanced on the online course. The following is a raw log sample.

Raw Log Entry Sample

First log: Understanding the pedagogy of the multiliteracies.

1. From what you have studied so far about the Pedagogy of the Multiliteracies, what exactly has called your attention? Why has it called your attention? Provide examples

Response 1:

In my opinion this pedagogy is complementary to what I have been doing in the classroom. It is also very ambitious because it does not take into consideration the context of teaching in a limited time once a week as we do. However, I consider this pedagogy help us see there are more usages of the language and modes of communication that we don't explore so often.

Response 2:

The multiple resources to use to teach. This pedagogy allows teachers to adopt and adapt these resources to make easier the process of learning in his/her students.

Response 3:

what it's called my attention most, is the relevance the background of the student has when preparing classes since it is important to find topics they consider relevant, meaningful and close to their environment, not only about work but also their lives, that is to say, the more vividly and closer the topic is to the reality of the individual, the more interested in the class he/she is. This can be observed in frequency of the participation and the concentration on the exercises or tasks.

Though all of the students are Spanish-speakers, they have different backgrounds and perceptions about the world around them. A short and effective example could be the moment we were talking about Means of Transportation because this part of a cruel reality of our city, most of them use Transmilenio and the others Bikes or similar, so all of them felt affected by the terrible service Transmilenio offers and because of it we had a lot of arguments, ideas and complains to share which allowed the class to be fluent. On the other hand, when spending time teaching only grammar aspects the class goes down and becomes slow and long-winded because it is not important for them, so the participation is reduced and limited.

Response 4:

Multimodality has called my attention due to the fact we just think of fostering the same types of communication. Furthermore, the fact that there are more things to be considered when we think of our students lifeworlds as the reading suggested. Finally, I hadn't reflected that at traditional pedagogy and didactic pedagogy are more than antagonists, they are complementary and necessary to cover all types of learners, conditions, and circumstances.

2. What have you learnt so far during the online course? Explain and exemplify what you have learnt.

Response 1:

I think one of the most important things that I have learnt is that there are multiple ways to communicate. In a way we are used to teaching just reading and writing in an alphabetic way, but this pedagogy shows that we can use other ways even more natural to approach to reading and writing, such as the images and sounds.

Response 2:

I have learnt how to implement this interesting pedagogy that I didn't know before.

Response 3:

I've learnt that every individual is special and brings his/her own knowledge to the class and that has to be my most valuable material to develop effective classes. When it is said that classes have to be Student-centered, it not only means student time participation but also meaningful participation. give the student significant knowledge and experience is what makes classes go on fluently. when selecting the topic and the materials one has to keep in mind the soul of the student in order to protect and prevent hurting his/her feelings; this aspect can destroy your class or create bonds and this connexion can take your class to the next level.

every time the students feels in a safety environment he/she will be able to interact naturally and spontaneously.

Response 4:

I have been learning that we overlook to many things when we teach english, especially when we teach reading and writing in the traditional way. There are multiple ways to do it that do not rest on that idea. Moreover, I know now that we have to be consciosus about our planning, prioritizing one or more of the stages critical framing, situated practice, overt instruction and transformed practice. We have understood that we stay safely in our "comfort zone" when teaching.

3. How can that be applied to enhance your teaching practices?

Response 1:

I guess that by having our students involved in their own meaning construction (not rushing them too much) using multiple ways to make meaning. I am going to use more images and gifs, instead of traditonal texts, for example. I also see that I can plan better if I think about the level or stages proposed in the pedagogy of the multiliteracies. I do find it so hard to apply the stage reagarding the analysis, though.

Response 2:

I can implement the different kind of activities that this pedagogy gives. It allows to become my classes from traditional ones in which you teach grammar-based to take advantage of different activities to teach in a proper way.

Response 3:

Every time the students feels in a safety environment he/she will be able to interact naturally and spontaneously. with this idea in mind, I prepare classes with relevant topics and create an environment of respect and confidence so the student is free to comment mistakes

without being afraid of bullying or disrespect. Additionally, the topics are selected keeping in mind the linguistic diversity of the members of the class.

Response 4:

We can switch our methodology depending on the stage we are using in the pedagogy of the multiliteracies. We can also vary the material, as well as the input and output. We can also go beyond the alphabetic reading and writing and allow other modes for the students to communicate. We can also foster critical thinking through the analysis of different texts, for example.

Appendix F. EFL teachers' artifacts

The second data collection instrument employed was artifacts. These EFL teachers made contributions and comments based on the content presented and the activities proposed in the online course, consequently I gathered the data from their participations in the *forums* and the *lesson plan* one teacher managed to design by the end of this course.

Raw Forum Entry Sample

Reflections on the EFL teaching and learning approaches.

Based on the approaches you and your partners managed to recall, please answer the following questions:

Do those approaches consider different pedagogical moves (e.g. progressive pedagogy, critical pedagogy, traditional pedagogy, etc)? why/why not? Provide examples if possible

Response number: 1 yes, because all are mixed the teaching and learning process. We mix traditional pedagogy with the use of grammar books with critical pedagogy, allowing the students think different and view the language with another view.

Response number: 2 In fact, they do. Because new movements look forward to focus on students and improve their abilities through participation. Now, it's not only the teacher giving his/her speech (in theory) and hoping students catch knowledge as well as they can. Nowadays theories are about making ESL students contribute in class and gain knowledge through experience.

Response number: 3 Few of them bear in mind those pedagogical moves.

Response number: 4 Yes, they do. They are usually linked to a pedagogical move or a knowledge theory, for instance, our famous communicative approach comes from the fact that we have a linguistic competence in ourselves that will allow us to learn any language. Another famous approach translated grammar, comes from behavioral theories that state that humans learn based on stimuli and responses.

Response number: 5 They all base their learning/teaching methods or strategies on one or several pedagogical moves. By doing so, those approaches emphasize either the usage of a specific communicative skill and /or the involving of a type of intelligence in order to facilitate language teaching or learning. For example, the Grammar Translation Method prioritizes comprehension communicative skills (reading and listening) and the involving of the logical or linguistic intelligences; the Direct Methods prioritizes the productive communicative skills and the involving of interpersonal or bodily kinesthetic intelligences, and so on.

Response number: 6 yes, as approaches were situated in different periods influenced by the time's social cosmovision, movements or ideals which lead to continuous questioning and consideration of different moves (related with the pedagogical fields).

Do the aforementioned approaches take into consideration multimodality? why/why not?

Response number: 1 Yes, in my opinion is very important and i always use. Speaking like a student and teacher, do this, make the class interesting, less boring and help in the process of the language learning.

Response number: 2 Yes, because it depends on what teachers want to focus in class. Having in mind the syllabus and the abilities teachers want to improve on their students. Except for traditional pedagogy, this one is only focused on the teacher's roll as I said before.

Response number: 3 No really. They do involve multimodality but in a very shallow way.

Response number: 4 I'm not really sure what multimodality means but I'm going to assume it means a combination of approaches. I think that these approachers usually forget or leave behind other theories or methodologies in trying to convince us that we only need this specific approach to be successful in language learning and teaching. However, when we go and experience a language class we (teachers) tend to mix and match different approaches to better suit our student's needs.

Response number: 5 Some of them take into consideration multimodality, especially, those which set communicative contexts to participate in or problems to be solved by the usage of the target language. When a communicative context is set, it is very likely that different modalities of communication appear or are taken into account when using the language.

Response number: 6 Even though one of these pedagogies is the traditional one, which involved the teacher's role as the center and was more restrictive compared to the progressive approach, the second one might consider multimodality in classes as it focuses on experience more than the formal education.

Fernando's Lesson Plan



Note: When describing the activities make clear for the reader both the pedagogical moves/stages and the multiliteracies you are trying to incorporate into your teaching practices.

POLITÉCNICO INTERNACIONAL	BRANCH: AV Chile
FECHA DE IMPLEMENTACIÓN:	SESSION:
TEACHER: Camilo Ernesto Díaz Parada	
SUBJECT: English	
GENERAL OBJECTIVE:	
OUTCOMES IN THE FOUR LANGUAGE SKILLS:	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> Students will be able to talk about past social consequences and express what they would have done if they had faced those situations. 	
OUTCOMES ASSOCIATED TO THIS SESSION:	
<p>1. PRIOR KNOWLEDGE:</p> <p>a. Input: In groups students will answer the following question: What do you think social conscience is?</p> <p>b. Output: Students will share their thoughts with the whole group through an online poll.</p> <p>2. OVERT INSTRUCTION</p> <p>a. Input: Students receive a document or watch a video in which they can find the definition of social conscience. They must read the document and check if their previous thoughts were correct.</p> <p>b. Output: Regarding the information, in groups students will discuss the following question: What do you think the importance of social conscience is? Groups must record their answers and post it on a class padlet or class blog. After all groups have posted their answers, they must listen to their classmates' contributions and comment at least on one of them saying if they agree with it or not and explaining why. (Voicethread application)</p> <p>3. SITUATED PRACTICE</p> <p>a. Input: Listening activity. Students listen to some speakers describing some situations where they social conscious was defied (e.g. a person disrespects a bank queue, a woman hits her children, neighbors' problems, etc.) They must answer the following questions: Where was the person? What other people were involved? What was the problem? Did this person do or say anything? What was the other person reaction? What was the result?</p> <p>b. Output: In groups, students discuss the following question: What other social conscious situations can you think of? Each group thinks about another situation. Then, they share their ideas by role playing them to their classmates; one group role plays the situation and the other must guess what situation they are representing.</p> <p>4. OVERT INSTRUCTION / CRITICAL FRAMING</p> <p>a. Input:</p> <p>i. Students remember the previously discussed situations. Each group is given one of the situations to be analyzed; they must answer the following questions: Do you think the person's reaction was correct or incorrect? Why? If the reaction was incorrect what would you have done if you had faced that situation? Groups prepare their answer by using a given answer model. Students share their thoughts by participating in a whole group discussion.</p> <p>b. Output: In groups, students create an infographic where they present the do's and don'ts for being a good citizen regarding the previously discussed situations. Then, they paste their infographics around the classroom to share their thoughts with the whole group.</p> <p>5. TRANSFORMED PRACTICE</p> <p>a. Input: Each student is given a situation where social conscience is defied. Then, individually each student must answer the following questions: What would have you done if you had witnessed this situation? Why?</p> <p>b. Output: Finally, each student is required to write a simple self-reflective text where they discuss</p>	

Yesid Alexander Uchuvo Gonzalez
 In general I can say that this lesson plan is clear evidence that there is improvement in the lesson planning.

Yesid Alexander Uchuvo Gonzalez
 This objective does not belong to the syllabus. It seems Camilo willingly decide to redirect the emphasis of his class towards some sort of social awareness. This may indicate this class seeks to develop a critical stance

scenario within which they might fulfill or employ a poll to gather information at work. Besides that, it embraces the participation of all the students without revealing the author of each opinion, that, in turn, fosters students participation and engagement.
 May 15, 2020, 1:14 PM

Yesid Alexander Uchuvo Gonzalez
 Teacher proposes students to contrast their ideas (he did not validate them himself-displacing his role as the authority and provider) Teacher makes

Yesid Alexander Uchuvo Gonzalez
 This is clearly a feature of the transformed practice stage owing to this activity requires students to redesign what they encountered as an

5. TRANSFORMED PRACTICE	
<p>a. Input: Each student is given a situation where social conscience is defied. Then, individually each student must answer the following questions: <i>What would have you done if you had witnessed this situation? Why?</i></p> <p>b. Output: Finally, each student is required to write a simple self-reflective text where they discuss the following interrogations:</p> <p>i. <i>After the previous activities, define in your own words what social conscience is and what its importance is.</i></p> <p>ii. <i>Remember the last time you really witnessed a social conscience problem:</i></p> <ol style="list-style-type: none"> 1. <i>What happened?</i> 2. <i>What did you do?</i> 3. <i>Do you think you acted correctly? Would you act the same way in the future?</i> 	
TOPICS	<ul style="list-style-type: none"> • Communicative: Social conscience • Language: Third conditional
MATERIAL RESOURCES	PowerPoint slides,
ASSESSMENT ACTIVITY	<ul style="list-style-type: none"> • Self-evaluation (Self-reflection) • Peer-evaluation (Opinions and Infographics) • Teacher evaluation (Self-reflective text)
HOMEWORK	NA

Yesid Alexander Uchuvo Gonzalez

✎
⋮

There are two possible interpretations of this double-bareled question intention. The first one is that the question seeks to prove whether students are able to remember the definition of the concept and its importance or not. The second interpretation, however, relies on the fact that students have constructed (from the available designs, to redesign) their definition. As for the second part of the question, it may value the students adjudication of meaning to the concept in our society.

As for the second activity, it also seems to incorporate overt instruction and critical framing.

May 15, 2020, 5:04 PM

Yesid Alexander Uchuvo Gonzalez

✎
⋮

Appendix G. Workshop transcription and field notes

The third data collection instrument relates me as data gathering instrument since I took notes making use of a field notes format. Particularly, I took notes when the EFL teachers attended a synchronous workshop. I supplemented the notes with the audio recording I listened to many times. Besides that, I transcribed verbatim the audio recording in a Word document in order to complement and expand the notes related to EFL teachers' understanding on the PoM.

Verbatim Transcription Field Notes Sample

Workshop Location: Politécnico Internacional Av. Chile branch, classroom 409, Bogotá, Colombia

Cadre: Introduction (prior knowledge activation through a game), development (review of the main premises of the theory – production of the lessons plan), closing (what did you learn today? Final comments and questions)

Date: 03/12/2019

Number of Attendees: 6

Name of Transcriber: Alexander Uchuvo González

Number of Tapes: 1

Length: 1:43:55

Name of the file: Workshop.m4a

Alex (A) : well, as I was saying, today we are going to dedicate ourselves to get deeper into the pedagogy of the multiliteracies theory, and the outcome for today's workshop is mm to design two lesson plans, and to do that, we need to understand a little bit better the theory, and then to operate it, to apply it. Well, so the way we are going to proceed is like this, first we are

gonna play a game, with that game we are going to remember some things about the theory, or if you don't know anything about the theory. I think Catalina doesn't know anything about the pedagogy of the multiliteracies; probably you know a little bit; and so you are gonna get something there, right?. And then, we are gonna check the theory, but I'm not going to dedicate too much time to do that, so we'll get feedback while we check the correct answers, we are going to mix that with theory. And then, that's the number three step, we are going to get started constructing, constructing the lesson plans, right? that's basically it. so, let's, let's do it. The way we play this game is fun and I need, I told you to bring earphone because you are gonna need them. Just position yourselves as you were students, students who don't know anything, or who are afraid of learning the language, or who are not very well connected to the language, right? And that have some difficulties reading. Now, as you already know, some of our students prefer to see, to read, and some others prefer to hear, to listen. Those are called visuals and the others ones are called audio; visual learners, audio learners. So we are going to mix those things, and that's part of the theory as well, all right. So, I'm gonna explain to you how to do that. Ready? So I click here on start, you will have the numbers... ok, we paused the game, all right? Wait, we paused the game because I wanna show you the features, the characteristics that you have. So, if you scroll down, you will see music, sound effects, read out loud, you are going to activate read out loud. Then, you are going to continue scrolling down until you get to the language, you are going to pick out English. If you have already selected it, that's ok. And then wait for me. So you activate, reload, in English, perfect. Let me see, you reload, you activated in English, perfect! Then, you play the game. Resume, that's it. There are 12 questions in total

Camilo (C): Can we continue?

A: Yeah

Catalina (CA): so, do I have to choose now?

A: Yay

CA: Okay

A: No worries, if you don't know, try to use your intuition

CA: Okay. I don't know

C: Oh oh oh,

CA: Okay

Someone knocks at the door,

A: Estamos apenas empezando. Lo estamos haciendo en Inglés, siéntate y te pone a punto.

Estamos haciendo un juego.... Apenas tengas el compu, vas a ir a la dirección que está anotada en el tablero, ingresas ese código, pones tu nombre y listo!

After 2:00 minutes and 38 seconds

A: How is it going?

Duvan (D): Can I try to get service?

A: Yeah

After 3 minutes and 53 seconds

A: Nice Duvan. You are heading number 1. You are hitting number 1. That's a special power that you can have.

CA: ahh, here...how many have I answered yet?

A: Give me a sec

CA: Yeah

A: Mmm, yeah, because that's a redemption question, so you choose a question you answered wrong and you can try it again, to fix it.

CA: Okay

A: Well, Camilo is number one now

C: yeah I got the first one wrong

A: No worries you have superpowers

C: Hahaha

D: Hahaha

A: You finished Camilo?

C: Yes!

A: Wait. Ok! Close.. that tab. Scroll down, now you see answers. Click on that, and for example, this is wrong, click on it. You now you can see the options and the correct answers.

C: Great! I see

A: Yeah you can review all your answers

CA: I finished!

A: Ok...you see here, you scroll down, click on that. Now you can see all your answers, you can validate them just by clicking on the ones you are interested to review. So you can provide yourself feedback.

CA: That's so nice!

A: How did you like the game?, now you fished it.

CA: Interesting

A: Why?

C: 'Cause it gives feedback, and, and you can use it, as you said, you can redeem yourself, I mean, I did it with one answer I got incorrect and then I was able to answer properly. That's it.

A: Ok, thanks

D: Mmm, I don't know how to put it, it's good because you have pressure, so you have to think fast. And I like that, sometimes.

A: Ok, all right

C: Pretty interesting. The question that include a listening part, that's very, I don't know, don't want to say original but a new perspective, it's a new strategy.

A: It's a new way, right? And how can you relate that with what you saw... some pictures, some gifs, audio? How can you relate that with the theory of the pedagogy of the multiliteracies?

We're going to examine question by question, no worries

How about you Camilo and Duvan that you you have, you have had the opportunity to read a little bit about theory, how can that be related to the pedagogy of the multiliteracies?

<p>of the language and modes of communication that we don't explore so often.</p> <p>Response 2:</p> <p>The multiple resources to use to teach. This pedagogy allows teachers to adopt and adapt these resources to make easier the process of learning in his/her students.</p> <p>Response 3:</p> <p>what it's called my attention most, is the relevance the background of the student has when preparing classes since it is important to find topics, they consider relevant, meaningful, and close to their environment, not only about work but also their lives, that is to say, the more vividly and closer the topic is to the reality of the individual, the more interested in the class he/she is. This can be observed in frequency of the participation and the concentration on the exercises or tasks.</p> <p>Though all of the students are Spanish-speakers, they have different backgrounds and perceptions about the world around them. A short and effective example could be the moment we were talking about Means of Transportation because this part of a cruel reality of our city, most of them use Transmilenio and the others Bikes or similar, so all of them felt affected by the terrible service Transmilenio offers and because of it we had a lot of arguments, ideas and complains to share which allowed the class to be fluent. On the other hand, when spending time teaching only grammar aspects the class goes down and becomes slow and long-winded because it is not important for them, so the participation is reduced and limited.</p> <p>Response 4:</p> <p>Multimodality has called my attention due to the fact we just think of fostering the same types of communication. Furthermore, the fact that there are more things to be considered when we think of our students lifeworlds, reading words it's just a part of what they want to express as individuals, as the reading suggested. Finally, I hadn't reflected that at traditional pedagogy and</p>	<p>Recognizing lack of use of different modes of communication</p> <p>Valuing the resources to boost students learning</p> <p>Valuing students prior knowledge to plan classes</p> <p>Anchoring teaching on students' lives: preferences, needs and contexts.</p> <p>Reflecting on making classes more participative and engaging.</p> <p>Valuing students varied backgrounds and perceptions</p> <p>(analyzing) Utilizing students immediate reality to make them participate in class</p> <p>Valuing bringing up students immediate contexts really</p> <p>Acknowledging teaching grammar does not benefit students</p> <p>Recognizing grammar it is not important for students</p> <p>Valuing multimodality Admitting making use of the "same" types of communication</p> <p>Recognizing the importance of students' worlds</p> <p>Misunderstanding the two main positions of pedagogy Valuing the importance of the pedagogies to help all types of learners</p>
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<p>didactic pedagogy are more than antagonists, they are complementary and necessary to cover all types of learners, conditions and circumstances.</p> <p>2. What have you learnt so far during the online course? Explain and exemplify what you have learnt.</p> <p>Response 1:</p> <p>I think one of the most important things that I have learnt is that there are multiple ways to communicate. In a way we are used to teaching just reading and writing in an alphabetic way, but this pedagogy shows that we can use other ways even more natural to approach to reading and writing, such as the images and sounds.</p> <p>Response 2:</p> <p>I have learnt how to implement this interesting pedagogy that I didn't know before.</p> <p>Response 3:</p> <p>I've learnt that every individual is special and brings his/her own self, knowledge to the class and that has to be my most valuable material to develop effective classes. When it is said that classes have to be Student-centered, it not only means student time participation but also meaningful participation. give the student significant knowledge and experience is what makes classes go on fluently. when selecting the topic and the materials one has to keep in mind the soul of the student in order to protect and prevent hurting his/her feelings; this aspect can destroy your class or create bonds and this connexion can take your class to the next level. every time the students feels in a safety environment he/she will be able to interact naturally and spontaneously.</p> <p>Response 4:</p> <p>I have been learning that we overlook to many things when we teach english, specially when we teach reading and writing in the traditional way. There are multiple ways to do it that do not rest on that idea. Moreover, I know now that we have</p>	<p>Recognizing multiple ways to communicate Acknowledging general emphasis on teaching alphabetic reading and writing (having a <i>habitus</i>) Realizing there can be other ways to read and write. (more natural, images and sounds)</p> <p>Acknowledging having learnt to implement the PoM</p> <p>Valuing diversity and prior knowledge to make better classes</p> <p>Reflecting on the importance students get involved actively</p> <p>Reflecting on delivering relevant (situated) knowledge and experiences to students. Admitting the importance/impact of the themes and material selection to...(help students) to approach students as humans and to enhance the classes.</p> <p>Bringing up confidence to boost students engagement in the class</p> <p>Admitting (neglecting) focusing on the same (traditional) aspects when teaching reading and writing. Perceiving other approaches to teach reading and writing</p> <p>Reflecting on being aware of the pedagogy of the multiliteracies stages when planning. Admitting EFL teachers feel safe when teaching the same way.</p>
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<p>to be conscious about our planning, prioritizing one or more of the stages critical framing, situated practice, overt instruction and transformed practice. We have understood that we stay safely in our "comfort zone" when teaching.</p> <p>3. How can that be applied to enhance your teaching practices?</p> <p>Response 1:</p> <p>I guess that by having our students involved in their own meaning construction (not rushing them too much) using multiple ways to make meaning. I am going to use more images and gifs, instead of traditonal texts, for example. I also see that I can plan better if I think about the level or stages proposed in the pedagogy of the multiliteracies. I do find it so hard to apply the stage regarding the analysis, though.</p> <p>Response 2:</p> <p>I can implement the different kind of activities that this pedagogy gives. It allows to become my classes from traditional ones in which you teach grammar-based to take advantage of different activities to teach in a proper way.</p> <p>Response 3:</p> <p>Every time the students feels in a safety environment he/she will be able to interact naturally and spontaneously. with this idea in mind, I prepare classes with relevant topics and create an environment of respect and confidence so the student is free to comment mistakes without being afraid of bulling or disrespect. Additionally, the topics are selected keeping in mind the linguistic diversity of the members of the class.</p> <p>Response 4:</p> <p>We can switch our methodology depending on the stage we are using in the pedagogy of the multiliteracies. We can also vary the material, as well as the input and output.</p>	<p>Perceiving a shift (benefit) in their teaching practices when students participate in their meaning construction.</p> <p>Valuing multiple ways students can make meaning.</p> <p>Utilizing images and gifs to teaching reading and writing</p> <p>Reflecting on planning better using the stage of the pedagogy of the multiliteracies.</p> <p>Perceiving a challenge when implementing critical framing</p> <p>Giving importance to the repertoire of activities the pedagogy of the multiliteracies may enable</p> <p>Acknowledging the pedagogy of the multiliteracies may disrupt traditional grammar-based class.</p> <p>Valuing students as human beings makes them engage int their learning process</p> <p>Including relevant topics and friendly activities to build up students confidence</p> <p>Regarding bullying and disrespect</p> <p>Planning bearing in mind students linguistic differences</p> <p>Drawing on the methodological repertoire the pedagogy of the multiliteracies may enable.</p> <p>Diversifying material (input and output)</p> <p>Relying teaching on others modes of communicating</p> <p>Using texts analysis to promote critical thinking</p>
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Appendix I. Artifacts analysis

I carried on analyzing the artifacts employing color coding.

Artifacts analysis sample

Introducing forum

Re: Introducing yourself forum

by [Camilo Ernesto Diaz Parada](#) - Tuesday, 22 October 2019, 9:54 PM

Hello everyone,

I'm Camilo Ernesto Díaz. I've been an EFL teacher for almost 4 years in different institutions. I hope this course enlarges my knowledge about strategies and methodologies for language teaching. I'm really curious about how a literacy approach can help us in the foreign languages teaching process.

Re: Introducing yourself forum

by [Marcela Velasco Sanchez](#) - Wednesday, 23 October 2019, 3:00 PM

Hi Camilo! i am as curious as you about this course, and as i see i have similar expectation about it.

See you in the process!

Re: Introducing yourself forum

by [Marcela Velasco Sanchez](#) - Wednesday, 23 October 2019, 2:57 PM

Hello everyone!

My name is Marcela, i am professional in modern languages and have an emphasis on information and communication technology. i have experience in this and i like to mix it with my classes. I want to take this course first, because the name is very interesting and really call the attention.

I am sure i will learn a lot, so ... see you in the process.

Re: Introducing yourself forum

by [Paula Valentina Zuluaga Lopez](#) - Thursday, 31 October 2019, 1:22 PM

Hey there!

My name is Paula and I am a language teacher for more than three years now. I joined this course because i believe it will help me improve my classes (not only English classes), and also, because I can learn from others.

Hope to read you all :)

Re: Introducing yourself forum

by [Heimar Duvan Pardo Pintor](#) - Monday, 4 November 2019, 9:32 PM

Hello everyone!

My name is Duvan and I'm an English and French teacher, I studied at La Salle University. I've been a teache for almost three years and there have been ups and downs... any way I like being a teacher.

I like reading, playing the guitar and listening to music.

I hope to learn new strategies to help my students when writing, it's kind of challenging sometimes to them.

Thanks for having me here and I hope to achieve what is expected.

Appendix J. Workshop and field notes analysis

I proceeded to analyze the data stemming from the last gathering information instrument.

Figure J1 Workshop and Field Notes Analysis Heading

Workshop Location: Politécnico Internacional Av. Chile branch, classroom 409, Bogotá, Colombia		
Cadre: Introduction (prior knowledge activation through a game), development (review of the main premises of the theory – production of the lessons plan), closing (what did you learn today? Final comments and questions)		
Date: 03/12/2019	Number of Attendees: 6	Name of Transcriber: Alexander Uchuvo González
Number of Tapes: 1	Length: 1:43:55	Name of the file: Workshop.m4a
Research: EFL teachers' reflections and perceptions on the pedagogy of the multiliteracies framed in a teacher development course at Politécnico Internacional		
Research questions:		
1. What do the EFL teachers' reflections on the pedagogy of multiliteracies evidence about their understanding of this pedagogy framed in a teachers development course at Politécnico Internacional IES?		
1. How do EFL teachers perceive the possible usefulness and challenges in the implementation of the pedagogy of the multiliteracies?		

Figure J2 Workshop and Field Notes Analysis Sample 1

<p>dian dian. Y así con cada uno de estos ejercicios. Claro me estaban dando información y estaban procesando información que yo necesitaba ehh para poder constatar que sí estuvieran hablando de un trabajo. Ahora/</p> <p>AN: Pero, pero no el trabajo soñado o preferido para ellos.</p> <p>A: No, pero para nosotros sí dentro de nuestra comunidad. O sea, no necesariamente, el objetivo no necesariamente tiene que ser your job, sino que puede ser about others.</p> <p>AN: Entonces sí está, por eso, a eso voy, pero bueno no es por, es por el mismo, es la pregunta va orientada es que si yo puedo evaluar el mismo objetivo en cada estación.</p>	<p>Concerning about how to evaluate the class objective using the pedagogy of the multiliteracies</p> <p>Concerning about how to evaluate the class objective using the pedagogy of the multiliteracies</p> <p>Teacher seems to be interested in the constraints and affordances of each stage (although he is not referring to the stages, but the stations) to evaluate the proposed objective. Now, it can be argued that the achievement of a class goal must be measured in a scale depending on the cognitive effort each stage demands from the learners, therefore, if I'm guiding my students to critically analyze a phenomenon, I will bear in mind that the difficulty of this stage must pair a different type of measurement, and so on and so forth.</p> <p>Problematizing how to measure a class objective</p>
<p>A: Sí, se puede.</p> <p>AN: Pero no en ésta porque los trabajos ya están acotados, y no estamos hablando del trabajo original de esa persona. Háblame de ese trabajo, no me hables de tu trabajo favorito, puede ser que el trabajo favorito de esa persona no esté dentro de esos cuatro, por ejemplo.</p> <p>A: Cabe, cabe sí cabe.</p> <p>AN: Pero entonces finalmente no logré saber cuál es el trabajo favorito.</p>	<p>It seems teacher worries about the statement of the objective in terms of what must be accurately measured. This can potentially imply that, as stated above, objectives must be flexible and at a certain degree mutable depending on the occurrences in the class and the population.</p> <p>Problematizing how to measure a class objective in the multiliteracies framework.</p> <p>Teacher sticks to the original objective arguing that it would be hard to know to what extent those students were capable of talking about their dream/perfect job.</p>

Figure J3 Workshop and Field Notes Analysis Sample 2

<p>desde lo desde lo complejo a lo a lo menos complejo. Este, esta, esta propuesta es así.</p> <p>C: Digamos y ahí si retomo un poquito de lo que decía Andrés, es que, digamos, particularmente, en esta, en este diseño de clase cómo se evaluó, o sea, qué se evaluó y cómo, porque sí yo aprendí en la estática o en la 80, pero al final tengo que tener un test común que me diga sí sé montar bici, y en determinado momento, eso se va a volver a algo estándar.</p> <p>A: Claro! Entonces yo evaluaba el objetivo, yo digo <u>to talk about</u>, el objetivo de esta clase era, a <u>perfect/dream job</u>, claro yo llevé a los estudiantes a un nivel más amplio, cuando yo los hice hacer la hoja de vida, cuando ellos me la presentaron: <u>Okay</u>, <u>what did you choose?</u> I choose to be a cleaner, <u>why?</u>, because a, b, c, d, and f. Ok, did you accomplish the objective? Of <u>course</u></p>	<p>Concerning about what and how to evaluate using the pedagogy of the multiliteracies</p> <p>It seems this teacher would like to deepen into the what and how to evaluate/assess making use of the pedagogy of the literacies. At the same time, this may be also revealing that the he can't comprehend that each stage demand a performance that can be validated if necessary; and that's up to the teacher/designer whether to include it or not.</p> <p>Validating knowledge through standardized tests</p> <p>It seems that this teacher is worried about what the standardized tests can require from the students. But most importantly, he apparently naturalizes that a standardized test is the only way to validate, or not, what we really know.</p>
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Figure J4 Workshop and Field Notes Analysis Sample 3

<p>comunicar, hay maneras de comunicar diferentes y que, pues, de alguna u otra manera ellos necesitan estar conscientes ser conscientes de ello.</p> <p>AN: Listo y otra cosa que uno encuentra en las universidades es la manera en que el estudiante llega a los últimos semestres preparado para escribir una tesis. Entonces esto ¿cómo promueve a partir de esto la escritura académica en la universidad? Sabiendo que en el colegio el estudiante tuvo una proceso de alfabetización, por lo que sumerced explica que acá la literacidad no existe o no se trabaja ese término en español, y pasa la universidad, y usted se ha dado cuenta acá, y en la Pedagógica también sucede, por eso en la Pedagógica nos daban</p>	<p>Concerning about academic writing / Questioning the functionality of the pedagogy of the multiliteracies related to the academic writing</p> <p>Teacher perceives here a poor performance of academic writing as students may not be well prepared to tackle this sort of tasks. This teacher is also reflecting on the way that the pedagogy of the multiliteracies, favoring all types of communication, may be in detriment of the academic alphabetic reading and writing. He may be also concerned that <u>university</u>(EFL teachers), following the pedagogy of the multiliteracies, may neglect the reading and writing process.</p> <p>The words “ese tipo de escritura”, “escritura muy informal” and “texto bien elaborado” may be revealing that this teacher privileges the standardized academic writing whereas he seems to be reluctant to promote other modes of communication.</p> <p>He is seemingly aware that students have been in contact with the alphabetic reading and writing for a long time, regardless</p>
<p>unas clases de escritura académica empezando la carrera, que los estudiantes vienen con ese tipo de escritura, pero yo no estoy transformando ese tipo de escritura con el que llegan que es una escritura muy informal, no la estoy transformando en una escritura académica para prepararlo en todo el proceso de la universidad y llegar a un punto en el que él pueda escribir un texto bien elaborado, y pueda desarrollar un texto escrito como una tesis, eh digamos que preguntaba eso, ¿cómo esto promueve</p>	<p>they are still not competent to meet the academic writing standards. That is why it is the university and/or we, EFL teachers, need to help our students prepare themselves to face varied conflicting / challenging scenarios</p>

Figure J5 Workshop and Field Notes Analysis Sample 4

<p>puedo tomar ese producto ya podría hablarte desde lo que tú quieres, desde lo que.</p> <p>AN: lo que, entonces ¿lo que cambia no es la forma pedagógica tradicional sino la forma de presentar la información? o sea yo estoy llegando a esa conclusión, a través del modelo, del ejemplo que nos da con ese ejercicio que nos presentó de las doce preguntas /</p> <p>A: eh y...</p> <p>AN: O sea yo, yo me pongo en el rol de estudiante y me siento todavía en una evaluación tradicional eh, sino que con el con el momento en el que están yo ya debo saber interpretar estas opciones de respuesta, sí?</p> <p>A: y eso cambia, / eso cambia la manera tradicional</p> <p>AN: Sí, sí, si yo le pongo esto mismo, no por eso digo, o sea la forma de evaluación es la misma, pero la presentación de la información cambia, en gran parte, en cierta manera en la</p>	<p>Concerning about employing the pedagogy of the multiliteracies to evaluate/Showing resistance?</p> <p>Teacher is still concerned about the content on the surface, but what this reflection may be implicating is that he is worried that his teaching practices still remain the same but with a different mask. Maybe he is preoccupied that we naturalize old-fashioned ways to evaluate students just by using other tools. All in all, it seems he does not value the functionalities of the theory of the pedagogy of the multiliteracies.</p> <p>It can be inferred in this chunk that teacher repels traditional ways to evaluate since they presumably have been boring and ineffective. However, it can also be deduced that this way of evaluating demands from students a high capacity of interpretation</p> <p>Teacher takes a firm stance reducing traditional evaluation to the way the information, the exercises, are presented.</p> <p>Underrating / problematizing the usage of signs, images and icons / Showing Resistance?</p> <p>This teacher now reflects on the possible challenges when implementing multimodality with a certain population that may not have free access of other forms of making meaning like signs, memes and images. He may be experiencing a sort of resistance due to the fact he is set in his ways, even before he</p>
<p>respuesta. Si yo le pongo ese tipo de respuestas a un estudiante, tengo estudiantes de gastronomía que tienen más de 50 años, por ahí, hay símbolos o hay imágenes o iconos que el estudiante no va a interpretar de la forma en que un estudiante de 18, 19 años lo va a hacer</p> <p>A: Que está bien</p> <p>AN: Entonces, ¿en qué momento o cuál funcionalidad tendría mi</p>	<p>strives to corroborate whether those students can actually access those other forms of representing and communicating meaning.</p> <p>Questioning functionality of the theory to embrace the whole population/ Showing resistance?</p> <p>He questions the incorporation of multimodality in exams as his students might be unable to enter and decipher other ways of representing meaning. Moreover, he is concerned about homogeneity/heterogeneity as he wishes he could cover all types of students, but he overlooks (may not be clear for him)</p>

Appendix K. Grouping the labels

I continued grouping the labels on an excel document. When reading the grouped labels, I found out certain emergent relationships that later I made explicit by sorting out the labels in accordance with their shared properties and features.

Figure I1 Category 1 Labels

1. What do the EFL teachers' reflections on the pedagogy of multiliteracies evidence about their understanding of this pedagogy framed in a teacher development course at Politecnico Internazionale IS?				
2. How do EFL teachers perceive the possible usefulness and challenges in the implementation of the PoM?				
Usefulness		Challenges		Divergent / outliers
4	Acknowledging having widened perspectives to plan classes.	Concerning about what and how to use the PoM given the institution's settings and population		Admitting focusing on the same traditional aspects when teaching reading and writing.
5	Valuing teaching literacy from a different angle	Problematising how to evaluate in the multiliteracies framework.		Seeking linguistic means to perform communication.
6	Valuing verbalization of ideas exchange to improve critical framing incorporation	Concerning about employing the PoM to evaluate		Acknowledging not preparing students to think critically
7	Valuing more usages of the language and modes of communication	Concerning about how to evaluate the class objective using the PoM		Validating knowledge through standardized tests
8	Valuing multiple ways students can make meaning	Concerning about how to evaluate the class objective using the PoM		Acknowledging not using greater analysis
9	Valuing (the meaning of) pictures as carriers of meaning	Concerning about how to evaluate the class objective using the PoM		Valuing verbalization of ideas exchange to improve critical framing incorporation
10	Valuing the use of the PoM to disrupt grammar lessons	Problematising the type of questions in an evaluation		Valuing the flexibility and the methodological repertoire to embrace diversity.
11	Valuing the incorporation of the PoM through different modes of communication in the basic levels			Admitting EFL teachers feel safe when teaching the same way.
12	Valuing the incorporation of listening	Advocating for a change of mind to improve teaching		Confusing theory with a design recipe
13	Valuing the flexibility and the methodological repertoire to embrace diversity.	Admitting teaching demands preparation and to know each students' program deeply to cover each profile needs.		Confusing theory with a design recipe
14	Valuing the resources to boost students' learning	Acknowledging there must be a better adaptation of questions to each PoM stage		Misunderstanding the two main positions of PoM
15	Valuing diversity and prior knowledge to make better classes	Perceiving a challenge when implementing critical framing		Questioning functionality of the theory to enhance the whole population
16	Valuing the importance of the pedagogues to help all types of learners	Recognizing a challenge to promote the critical framing (there must be a better adaptation of questions to each PoM stage)		Recognizing lack of use of different modes of communication
17	Valuing a student-centered, hands on doing and modes of communication thanks to the PoM	Questioning the functionality of the PoM related to the academic writing		Concerning about academic writing / Questioning the functionality of the PoM related to the academic writing
18	Acknowledging being open-minded to make use of a broadened methodological repertoire	Underlining / problematising the usage of signs, images and icons		Underlining / problematising the usage of signs, images and icons
19	Perceiving a shift (benefit) in their teaching practices when students participate in their meaning construction.	Recognizing the challenge for students to use signs		
20	Valuing the level of consciousness awareness achieved through the PoM	Recognizing a challenge to promote the critical framing (there must be a better adaptation of questions to each PoM stage)		
21		Advocating for a change of mind to improve teaching		
22				
23				
24		Perceiving lack of time, resources and institutional support		
25		Advocating for reduction of meaningless institutional activities and time to plan lessons collaboratively.		
26		Advocating for time to plan lessons.		
27		Asking for some institutional help to bring the PoM alive		
28		Assuming / perceiving the presence of resources and institutional guidelines will enhance teaching		
29		Expressing lack of material resources		
30		Perceiving lack of resources and institutional guidance to implement the PoM		
31		Pointing out there are timing constraints and different coworkers schedules.		
32		Pointing out there are timing constraints and different coworkers schedules.		
33		Pointing out there are timing constraints and different coworkers schedules.		
34		Pointing out there are timing constraints.		
35		Reflecting on the time and settings conditions as a constraint		
36		Asking about the time utilized to design a lesson		
37		Questioning time employed to design a lesson		
38		Admitting the implementation of the PoM stages takes time, but when being fully aware they are easily incorporated.		
39		Acknowledging the incorporation of the PoM takes time and constant feedback		

Figure I2 Category 2 Labels

1. What do the EFL teachers' reflections on the pedagogy of multiliteracies evidence about their understanding of this pedagogy framed in a teacher development course at Politecnico Internazionale IS?				
2. How do EFL teachers perceive the possible usefulness and challenges in the implementation of the PoM?				
Usefulness		Challenges		Divergent / outliers
4	Acknowledging having widened perspectives to plan classes.	Concerning about what and how to use the PoM given the institution's settings and population		Admitting focusing on the same traditional aspects when teaching reading and writing.
5	Valuing teaching literacy from a different angle	Problematising how to evaluate in the multiliteracies framework.		Seeking linguistic means to perform communication.
6	Valuing verbalization of ideas exchange to improve critical framing incorporation	Concerning about employing the PoM to evaluate		Acknowledging not preparing students to think critically
7	Valuing more usages of the language and modes of communication	Concerning about how to evaluate the class objective using the PoM		Validating knowledge through standardized tests
8	Valuing multiple ways students can make meaning	Concerning about how to evaluate the class objective using the PoM		Acknowledging not using greater analysis
9	Valuing (the meaning of) pictures as carriers of meaning	Concerning about how to evaluate the class objective using the PoM		Valuing verbalization of ideas exchange to improve critical framing incorporation
10	Valuing the use of the PoM to disrupt grammar lessons	Problematising the type of questions in an evaluation		Valuing the flexibility and the methodological repertoire to embrace diversity.
11	Valuing the incorporation of the PoM through different modes of communication in the basic levels			Admitting EFL teachers feel safe when teaching the same way.
12	Valuing the incorporation of listening	Advocating for a change of mind to improve teaching		Confusing theory with a design recipe
13	Valuing the flexibility and the methodological repertoire to embrace diversity.	Admitting teaching demands preparation and to know each students' program deeply to cover each profile needs.		Confusing theory with a design recipe
14	Valuing the resources to boost students' learning	Acknowledging there must be a better adaptation of questions to each PoM stage		Misunderstanding the two main positions of PoM
15	Valuing diversity and prior knowledge to make better classes	Perceiving a challenge when implementing critical framing		Questioning functionality of the theory to enhance the whole population
16	Valuing the importance of the pedagogues to help all types of learners	Recognizing a challenge to promote the critical framing (there must be a better adaptation of questions to each PoM stage)		Recognizing lack of use of different modes of communication
17	Valuing a student-centered, hands on doing and modes of communication thanks to the PoM	Questioning the functionality of the PoM related to the academic writing		Concerning about academic writing / Questioning the functionality of the PoM related to the academic writing
18	Acknowledging being open-minded to make use of a broadened methodological repertoire	Underlining / problematising the usage of signs, images and icons		Underlining / problematising the usage of signs, images and icons
19	Perceiving a shift (benefit) in their teaching practices when students participate in their meaning construction.	Recognizing the challenge for students to use signs		
20	Valuing the level of consciousness awareness achieved through the PoM	Recognizing a challenge to promote the critical framing (there must be a better adaptation of questions to each PoM stage)		
21		Advocating for a change of mind to improve teaching		
22				
23				
24		Perceiving lack of time, resources and institutional support		
25		Advocating for reduction of meaningless institutional activities and time to plan lessons collaboratively.		
26		Advocating for time to plan lessons.		
27		Asking for some institutional help to bring the PoM alive		
28		Assuming / perceiving the presence of resources and institutional guidelines will enhance teaching		
29		Expressing lack of material resources		
30		Perceiving lack of resources and institutional guidance to implement the PoM		
31		Pointing out there are timing constraints and different coworkers schedules.		
32		Pointing out there are timing constraints and different coworkers schedules.		
33		Pointing out there are timing constraints and different coworkers schedules.		
34		Pointing out there are timing constraints.		
35		Reflecting on the time and settings conditions as a constraint		
36		Asking about the time utilized to design a lesson		
37		Questioning time employed to design a lesson		
38		Admitting the implementation of the PoM stages takes time, but when being fully aware they are easily incorporated.		
39		Acknowledging the incorporation of the PoM takes time and constant feedback		