


**SHAPING LISTENING AND SPEAKING SKILLS THROUGH THE  
MULTILITERACIES MODEL**

**ÁNGELA NATALI OLIVOS VALENCIA**

**ADVISOR: ZULMA BUITRAGO**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
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<b>Autor(es)</b>	Olivos Valencia, Angela Natali
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<b>2. Descripción</b>
<p>Trabajo de grado que sigue los principios de la investigación cualitativa, el enfoque socio-crítico y los parámetros de la investigación acción y se propone encontrar el impacto al implementar el modelo de multialfabetización (Multiliteracies Model) discutiendo casos de injusticia social, en el desarrollo de habilidades de escucha y habla de Inglés en estudiantes del grado noveno del IED Liceo Femenino Mercedes Nariño. A partir de estos elementos se formula una propuesta pedagógica que pretende abordar las dificultades en dichas habilidades y así como fomentar el pensamiento crítico. Se realiza intervención metodológica implementando las fases del modelo de multialfabetización, usando como recurso la multimodalidad de la lengua.</p>

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#### 4. Contenidos

Esta monografía contiene un trabajo de investigación sobre la implementación del modelo de multialfabetizaciones con el propósito de formar habilidades de escucha y habla en las estudiantes del grado 901 de la IED Liceo Femenino Mercedes Nariño , jornada tarde el documento inicia contextualizando y delimitando el problema. Continuando con el estudio, se registra el componente teórico sobre el modelo de multialfabetización, habilidades de escucha habilidades de habla , injusticia social y pensamiento crítico Posteriormente se presenta la metodología utilizada y las categorías de análisis planteadas para la investigación; luego se describe la propuesta empleada y la información obtenida a lo largo de la investigación. Finalmente se consignan los resultados, conclusiones, y las recomendaciones a tener en cuenta como referencia para trabajos similares.

#### 5. Metodología

La presente investigación se desarrollo a partir de un enfoque cualitativo que pertenece al paradigma socio-critico, el cual tienen como objetivo promover las transformaciones sociales y dar respuesta a problemas específicos presentes en el seno de las comunidades pero con la participación de sus miembros. En este caso, las estudiantes del IED Liceo Femenino Mercedes

Nariño. Desarrollando cuatro fases, observación, sensibilización, intervención y evaluación propuestas por la investigación acción.

## 6. Conclusiones

- Las situaciones de injusticia social desarrolladas a través de las fases del modelo de multialfabetización crearon un impacto positivo y productivo en la población haciendo uso de la lengua extranjera , ya que proporcionaba vocabulario contextualizado.
- La multimodalidad de manera visual, escrita, gestual o digital y el trabajo en grupo contribuyeron al desarrollo positivo de las habilidades auditivas en los estudiantes de noveno grado.
- En cuanto a las habilidades orales, los estudiantes se sintieron motivados dado que podían expresar sus ideas y utilizar las TIC de una manera creativa y diferente. Desarrollando los procesos de habla (Conceptualización, formulación, articulación-auto monitoreo)
- Las situaciones de injusticia social fueron un recurso de motivación para las estudiantes en su proceso de aprendizaje ya que eran interesantes para algunas de ellas, podían desarrollar su interacción, sentían los temas como parte de su contexto, tomando el riesgo de participar y expresar sus opiniones.
- El modelo de Multialfabetización y las situaciones de injusticia social fomentaron el pensamiento crítico.

<b>Elaborado por:</b>	Angela Natali Olivos Valencia
<b>Revisado por:</b>	Zulma Rocio Buitrago

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## ABSTRACT

The present study is an Action Research project that is proposed and developed in order to find the possible impact of working with social injustice situations on students' listening and speaking skills, in a group of 39 eighth graders from the Liceo Femenino Mercedes Nariño. There were found some weaknesses on listening and speaking skills, as well as some eventually social discussion between students. Thereby, the pedagogical proposal was designed based on the Multiliteracies model in order to put together the two key elements of the research question, literacies and social injustice, so as to propose an intervention, divided into four phases or stages with the population. Artifacts, questionnaires, and field notes were the data collection instruments that provided the findings and conclusions for the project below.

**Key words:** listening, speaking, social injustice, multiliteracies.

## **CHAPTER 1: INTRODUCTION**

This chapter presents a characterization of the local and institutional context, as well as the general information in which the participants of this current research were immersed. In addition, the results of the test and survey administered to the students are depicted through a diagnosis aimed at delimiting the precise difficulties and needs of students in regard to their English learning. Finally, the reader will find the statement of the problem, the research question, the research objectives, and the rationale of the study.

### **Characterization**

#### **Local Context**

This research study was conducted at “Liceo Femenino Mercedes Nariño” public school. It is located on Caracas Avenue No. 23–24 Sur, in the San José neighborhood, which belongs to the locality of Antonio Nariño in Bogotá, whose social strata is between two and three. It is a residential area with some near commercial areas. Next to it, there is a center of integral attention to victims called ‘Dignificar’. In addition, the school is located on Caracas Avenue, where the Restrepo and Olaya Transmilenio stations are, and it is near Primero de Mayo Avenue, with other public transport, which facilitates students’ access to school.

#### **Institutional Context**

The Liceo Femenino has a unique branch, which is very big. There, it is possible to find buildings with the classrooms, where the students of kindergarten, elementary and high school take class in the three academic shifts: morning, afternoon, and evening. In addition, there are two libraries, one auditorium, a special classroom for language called “CRI” (Centro de Recursos de Idiomas), other laboratories and a church. Furthermore, the

institution has recreational areas such as two courts, a long field, a restaurant, and a cafeteria.

The institution's Education Project (PEI) is "Liceísta, reflexiva y autónoma, transformadora de la sociedad con perspectivas científicas y tecnológicas". This establishes the students' profile according to some values and perspectives. In the same way, the school works based on holistic education, whose fundamental ideas include pedagogic and didactic actions in curriculum administration, significant and cooperative learning, and the development of critical thinking.

As a Vision, the I.E.D Liceo Femenino aims that by the year 2016, it will be recognized as a leader in the teaching and learning cooperative process and as a model for the education of women with human qualities such as autonomy, critical sense, responsibility, creativity, and independence. In addition, students will be able to use the knowledge and skills acquired: in business development, basic English, and technologies, on the construction of their life projects. This will allow them to be leaders, to adopt political decisions and efficient achievement in life situations and thus, work for the well-being of the community and contribute to the transformation of society.

On the other hand, as a Mission, the institution carries out the integral training of women 'liceistas'; it promotes values such as respect, honesty, identity, solidarity, and autonomy. These values generate the construction of the students' life projects, which are oriented in the transformation of the contexts where they interact, and it guarantees the enjoyment of a full life.

## Population

The population of this research project is course 901 in the afternoon shift. All of them are girls from thirteen to fifteen years. It is a group of 40 students and most of them live in localities around the school such as San Cristobal sur, Rafael Uribe Uribe, Antonio Nariño, ciudad Bolívar and Usme. 95% of the students are from Bogotá, and the other 5% are from the interior of the country. At home, most girls live with their parents, grandparents, siblings, and in some cases, with other relatives. The others live only with their mothers or fathers. The students' parents work as employees in factories of clothes or public transportation; however, some parents have their own shops, and some mothers are housewives.

Regarding students' cognitive processes, the survey and field notes showed evidence that pupils use abstract concepts such as love, confidence, or loyalty to define a person. In addition, they use memory as a cognitive strategy to learn because they repeated and memorized information to do presentations (Field note 1). However, this process turned mechanical since students did not understand the meaning of words they pronounced. Another relevant element is the exchange of concepts from their culture into a foreign language, which was evident when they prepared some presentations about holidays that are popular among Colombian culture, but they worked on it in English. It showed how concepts learned in one context could be applied to another. (See field note N°1-2).

In the socio-affective section, the survey (Annex 2) points out that 53% of students consider that parents should be authoritarians, 30 % said democratic, 15% permissive (See graphic #1). For most of the students, the order of importance of people close to them are father, mother, teacher, and best friend. Moreover, when pupils identified terms to define

the human being in words, loyalty, faith, and love, were in the first place followed by care, wisdom, and difference. Next hope, choice, and confidence, and in the last place, purpose, courage, and competence. These results were related with the purpose of PEI in the emotional issue.

Finally, the survey showed evidence (See graphic #2) related to English, their strengths on reading and writing skills and weaknesses in listening and speaking. In addition, most of them did not practice English at home, and disliked activities such as taking English classes out of school or participating in the English classes. Nevertheless, with respect to the activities to learn English, the ones that were most practiced by them were listening to music, then reading comics or stories, watching movies, and finally, playing video games. In addition, girls were interested in the Anglo culture and preferred to learn about customs and traditions, characters 19%, and history 15 % (See graphic N°3).

### **Diagnosis**

In order to write this diagnosis, it was important the use of data collection instruments such as observation, field notes, survey, and the test done by students. Thus, the results of those instruments are presented below.

First of all, thanks to the observation checklist and field notes, it was possible to describe the classroom environment, where was possible to observe that the students were organized in fixed lines most of the time in a large classroom, and there was not any kind of visual or colorful decoration in English. Inside of the classroom, there was a plasma TV, which was used as a resource in some presentations.

However, there was another classroom ‘CRI’ where students were located in round tables. This classroom had resources such as recorders, books, and computers but they were not useful at all, given that most of them were damaged or had to be updated. (See field note 3). Besides, the materials did not have a real or meaningful context.

In general terms, students did not like the English class too much, or participated in it or took other English courses (See graphics 4), 73% considered that their level of English was intermediate. According to the Common European Framework of Reference for Languages, they were in an A2 Level due to fact that they had the ability to deal with simple, straightforward information and could express oneself in familiar contexts. Also, only 34% of them studied English at home by listening to music, reading stories or comics and watching movies. However, they did all the activities proposed in class with enthusiasm and wanted to learn about Anglo cultural countries.

Regarding to the topics in this academic period, they worked on the simple past tense, the simple future tense, and reflexive pronouns. All these grammar topics were developed around some special celebrations according to their interest. Besides this, they produced short texts making invitations, flyers, and writing the plan of a festival. On this, they used their creativity with colors, papers, and images (See field note N° 5 -6). As tools, the students used Google translator or dictionaries. In addition, regarding writing, 30% of students said that it was one of the easiest skills in English for different reasons, such as their continuous practice or the possibility that they had to analyze information and then write, which was evident during the class activities developed in their notebooks. (See field note 5).

Since the resources were not so efficient, during the CRI time, students developed reading activities on a photocopied book; it is an autonomous work, which was signed at the end of the class by the teacher. This situation was related to the results of the reading test where 65% of students got most of the questions correct. Also, 46% of the students expressed that reading was the easiest skill in the English class because they learned faster, they had better understand and it was a step to write (See graphic n°2).

When it came to talk about speaking, there was not enough emphasis on it. The students did not use the language at all during the English class to ask something or to interact with each other; they spoke all the time in Spanish. The only opportunity during this time when they pronounced words in English was during oral presentations in groups, about celebrations in Colombia. Students only spoke about information that they memorized and read from their PowerPoint presentation and papers. Another point is that students were not conscious about what they said or how a word was pronounced. For example, during one presentation, one of the students read a title, “As is it celebrated?” instead of “How it is celebrated” (See Field note N°1) which was translated, but she never realized her mistake. Besides, the teacher constantly had to correct their pronunciation.

Moreover, in the survey only 15 % of students showed that the speaking skill was the easiest in contrast with 53% that said it was the most difficult, (See graphics N°2) due to the fact that they did not know how to pronounce some words and they felt shame or fear to do it. These last elements were clear in the presentations. Students did not speak aloud or look at their classmates when they talked and they needed the teacher’s help on many occasions, to pronounce some words. Nevertheless, during warming up activities with tongue twister, students were enthusiastic, they liked and tried to pronounce well, and

during other activities, they practiced and asked if they were right or wrong about their pronunciation (See field note N°5).

On the other hand, listening practice in eighth grade is also minimum. They only had the opportunity to listen to the teacher who spoke most of the time in Spanish to give instructions or to correct them. When she spoke in English, students did not seem to understand what she said and asked for repetition. (See Field note N°2). There was an important factor that did not allow them to practice listening, it was the lack of technology resources such as a video reproducer, speakers, and computers.

Considering the diagnosis test, only 10% of the students answered more than six questions right, out of nine and only 23% guessed through an image the answer about listening. However, the test was related to oral meaning comprehension and they understood the message of the oral test. In addition, the results of the survey showed that for 23% of students, the listening skill was one of the most difficult; in contrast with 19%, which considered that it was the easiest.

Additionally, students of 8th grade analyze, define, and debate cultural and social issues. For instance, in the survey, 50% of students believed that loyalty, love and confidence define a human being, followed by 30% who said care, wisdom and difference (See graphic N°6). Also, this could be seen in an informal conversation with the students in which they discussed about a ball robbery and how they did not accuse anyone because they felt fear of retaliation. However, they were involved in the problem because they knew who had done it. It is a situation that they considered as an injustice (See field note N°5).

In this part, it was possible to see that as teenagers, students are more critical about their life and surroundings.

Lastly, it is worth mentioning that even though there were presented some problems relating to all language skills and some social issues, this project is not going to focus its attention only on one aspect of language, since the main concern here is multimodal thinking in which now the literacy not only consists of learning to read and write but also on being able to navigate in a super symbolic world (Northon & Wiburg,1998:69) that allows the literacies development. In addition, this project considers the emphasis on the access to the evolving language of work, power, and community, and fostering the critical engagement necessary for students to design their social futures (The New London Group, 1996).

### **Statement of problem**

Most of the activities in the English class were around writing and reading. Students worked all the time in the CRI (Centro de Recursos de Idiomas) on the development of printed activities about reading comprehension, which sometimes worked as input to create different written texts such as flyers, cards, posters, paragraphs or dialogues and then oral texts such as presentations or sketches. However, on these oral activities, students only spoke memorized information. Hence, the oral skill was one of the weaknesses in 801 grades, which needed improvement and development from different perspectives with a communicative aim.

On the other hand, the difficulties found through the analysis of the initial data collection were also related to poor emphasis on speaking skills, due to the few interactions

between the teacher and students speaking in English, and between students, since the places where students were did not provide interplay in the classroom. Additionally, the lack of resources did not allow them to practice in different ways in order to progress on the development of the speaking skills.

Thereby, here we must not concentrate our attention on language and competences in a separate way ignoring that they need to be linked, so that students can learn the language as a whole and not as a fragmentary process (Brown 2000). It is necessary to take into account the multimodal nature of texts to explicitly define “meaning making in different cultural, social or domain-specific contexts which is made through the different textual modes, including written, oral, visual, audio, gestural, tactile, and spatial.” Thus, it involves the use of language as a whole (New Learning Online, n.d).

On the other hand, as human beings and youngsters, the students of 901 grade showed a great interest in arguing and working on cultural and social situations (See field note N°4), that allowed us to work on a different kind of pedagogy in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users, as they work to achieve their various cultural purposes (Taylor & Francis Group, 2000).

### **Research Question**

How may the listening and speaking skills of a group of ninth graders at Liceo Femenino Mercedes Nariño be shaped by the implementation of the Multiliteracies model when discussing social injustice topics?

**General Objective**

To ascertain the impact that the multiliteracies model may have on the development of listening and speaking skills of a group of ninth graders at Liceo Femenino Mercedes Nariño.

**Research Specific Objectives**

- To characterize how students describe their own familiar experiences and take part in something that is unfamiliar using English.
- To describe how students conceptualize and generalize listening information by grouping it into categories.
- To document students' critical framing by relating social injustice to their context
- To analyze how students transform their cultural sites with the new learning in a creative way using their speaking skills

**Rationale**

This research project aims to highlight the importance of encouraging English as a global tool of interaction and integration. Furthermore, students must develop literacies regarding the significance, not only in linguistic terms but also in cultural, communicative, and technological diversity, with the idea to express their feelings, thoughts, beliefs, and opinions, and understand their surroundings from different uses of language, instead of just repeated memorized information.

Therefore, according to the standards proposed by “Ministerio Nacional de Educacion”(2006), in ninth grade, pupils should acquire some knowledge for their development of foreign language acquisition. They must identify key information in short conversations from real life, recognize the purpose of different kinds of oral texts presented in class or use previous world knowledge to understand what they hear, regarding listening. (Ministerio de Educación Nacional, 2006). However, students of 801 grade at Liceo Femenino Mercedes Nariño were not even close to those purposes since they did not practice the skill enough.

Besides, within the conversational and monologue field, as a speaking skill, according to the standards of MEN, eighth and ninth graders should be able to express their opinion about the general topics of their interest, they must participate in conversations when they have the time to think about their speech. Supporting their general knowledge, students of this level should also show that they recognize the foreign culture and its cultural elements (Ministerio de Educación Nacional, 2006). Thereby, the observed learners need to improve this matter since their classes are emphasized on literacy (as writing and reading).

On the other hand, students in 901 at Liceo Femenino are at the concrete operational level, where they are critical about concrete subjects and events. This was evident in the analyzed results; students made their voices heard amongst them and according to what they thought and reasoned about a specific problem developed in their classroom (See field noteN°5). They were conscious about what happened and discussed about it. Nevertheless, although they were able to operate in this way, in the foreign language matter, students

were not aware of what they said or how they pronounced a word in English; they only spoke from memory and what they read as a mechanical process (See field note N°1).

In this way, Multiliteracies, through access to the evolving language of work, power, and community, and fostering the critical engagement (The New London Group, 1996) could provide the students with another opportunity to understand from a different perspective of the use of language. In addition, students could reflect, analyze, and criticize their own worlds and then maybe transform their acts face to the reality. Also, in this way it was possible to break with the traditional view of the language that apprehends all the competences in a separated way, ignoring that they need to be linked so that students can learn the language and not as a fragmentary process (Brown, 2000).

Alternatively, it is remarkable that this project included social injustice due to the reconnaissance of our history. Colombia has been a country that lived through more than fifty years of a civil war which has influenced the economy, social/individual and educational development produced by daily social injustice. During the observation time, students usually talked about fair and unfair situations, but they need to construct their arguments about that. For instance, as teachers and researchers, we must give students tools to recognize, analyze, criticize, and change themselves and their realities. “It is necessary that the weakness of the powerless is transformed into a force capable of announcing justice. For this to happen, a total denouncement of fatalism is necessary. We are transformative beings and not beings for accommodation” (Freire, 1970, p.43).

## CHAPTER 2: LITERATURE REVIEW

This chapter will help the reader to understand the most important concepts that support this research such as Multiliteracies model, listening and speaking skills, social justice, critical thinking and communicative approach. To do so, it is necessary to see the research studies which are portrayed in the state of art followed by the main concepts named above.

### **State of the art**

Palacios Nilsen and Chapetón Claudia Marcela (2014) did an action research called *Students' Responses to the Use of Songs in the EFL Classroom at a Public School in Bogotá: A Critical Approach*, which aimed to foster interest, participation, and self-expression in an EFL classroom at a public school in Usme. The author from 'Universidad Pedagógica Nacional' focused the study on responses of 11th graders in regards to the use of songs with a social content, from a critical perspective of the pedagogy, within a framework of literacy as a situated social practice.

Through questionnaires, field notes, interviews, and students' artifacts, the author showed the results. This revealed that the use of songs, encourages students to participate in a more active and critical way. It could also provoke meaningful connections to real life issues allowing students to read the world and interact with their peers, using music as an opportunity to share ideas, thoughts, and feelings in a comfortable, respectful, and friendly environment.

The above research is relevant due to the fact that it presents some aspects related to multiliteracies, since it used another communicative means, music, which promotes

students' interpretations, analysis, and dialogue in a critical way. On the other hand, it is relevant how social issues contents seemed to be a matter to get students' attention and to promote literacies development.

A research entitled "The use of audiovisual aids to create an effective and meaningful learning environment to improve listening and speaking skills in fourth Grade Students at Liceo Femenino Mercedes Nariño School" was a research done by Vela Gabriela (2012), in this research the use of audiovisual aids such as radio, television, videos, and songs can help improve listening and speaking skills. Those tools were useful at the time of learning a foreign language in a classroom as they enhanced motivation in students. Also, the author identified some advantages of using videos and mass media because they help not only to improve listening and speaking skills but also, they allow to enhance other aspects of language such as pronunciation, vocabulary learning, and motivate students, which facilitates a learning process in the target language. This research considers Vela's study since it is evident the possibility of improving language abilities and motivate students to learn English using multimodal texts.

William Urrutia and Esperanza Vega (2010) did a research with English students of Federico García Lorca School, they identified students' difficulties when attempting to speak English, students could understand commands and simple instructions through listening exercises but they did not want to talk during the English class. The authors proposed the use of games to improve these skills. As a result, the students felt better, free, and confident when they participated in oral tasks, particularly during games. They saw collaboration, solidarity, and interaction among them. In addition, they were relaxed and happy whenever they had to work in small groups.

In addition, the authors quoted Bygate (1987) who acknowledged that speaking is a skill that deserves attention as much as the literary skills in both the native and the foreign languages. Thus, this supports the current project on the basis that it focuses on these oral elements to communicate in a foreign language. Speaking and listening skills as proposed could be improved by other means, like games that involve pictures, stories, memory cards, guessing, and speculating.

In 2009, Blanco Carlos from Universidad Pedagógica Nacional did a work related to enhancing the oral production and the intercultural competence on students. The author stated that by having classes with real elements, such as real-life situations from our own culture and the foreign language culture. Students can link knowledge and motivation. It gives them a space to express by avoiding the fear of making mistakes. Also, he highlights the need of giving positive feedback, making clear that mistakes can be made, and corrections are another step of the process and there is no need of feel ashamed, students will only need the commitment to improve. Blanco's research supports the current one because it displays how relevant and important is to work on student's real context, and as it is well known, the students face many injustice situations, as individuals of society.

The authors of another connected research are Tuba Angay-Crowder, Jayoung Choi, and Youngjoo Yi (2013) whose research described the implementation of the theoretical concept of multiliteracies to a pedagogical practice, developing the four components or phases: situated practice, over instruction practice, critical framing, and transformed practice. (Kalantzis and Cope, 2000). They created a context in which digital storytelling was designed and implemented to teach multilingual middle school students on a summer program in a city in the southeastern United States. Through this, students were

involved in “assembling, editing, processing, receiving, sending, and working on information and data to transform diverse resources of ‘digitalia’ ... into new digital resources and multimodal texts with representational meaning and communicative purposes” (Lankshear&Knobel, 2003, p. 173).

As a result, this proposal allowed students to create and recreate their multilingual or multicultural life, their identities and promoted their leadership skills. In addition, the authors stated that this pedagogical approach might not resonate with some ESL classrooms because of the time limitations, resources, and rigid curriculum. However, they also recognized how the implementation of class tasks that are aligned with the four components in a multiliteracies pedagogy (Kern, 2000; NLG, 1996) could enhance future pedagogical attempts in designing and implementing similar multiliteracies curriculum in other educational contexts.

Taking into consideration that multiliteracies model was one of the main aims of this project, the last study reaffirmed the fact that the implementation of the four phases of multiliteracies model promote the development of many skills, such as linguistic, digital, critical, cultural, etc. Besides, it shows “the digital storytelling” as a good example of communication tool to foster multiliteracies. Here, according to the authors, the challenge is going to be the implementation of this model in a classroom environment.

To continue, Candace R. Kuby (2012) from the University of Missouri carried out a research called “OK This Is Hard:” Doing Emotions in Social Justice Dialogue. This case study aimed to explore emotions in relation to social justice dialogue while teaching 5- and 6-year-old kids in a summer enrichment program in a relatively affluent, suburban community in the southern USA. The author shares vignettes, and portrait sketches, to

illustrate how emotions are personified, placed, and fissured, drawing upon narrative, and critical sociocultural theories.

In the article, the author reveals how the analysis focused on moments of "emotional collisions" has inspired dialogic conversations about social injustices. In those moments students made rich conversations around the topic, they were curious to explore injustice and make the teaching practice from a critical literacy perspective. The previous research is related to the current one as it showed how social injustice topic promote the development of literacies. Students interpreted and analyzed different codes from the alphabetic one, since they illustrated vignettes and then discussed social injustices in a critical way.

To finish, another associated research was developed by RawiaHayik (2011), who took conflicts on religious and ethnic backgrounds from students of a middle school in a small village in the Galilee area of Israel to develop critical literacy. The author read aloud a picture book that portrays a fatal conflict to his diverse students and invited them to create a sketch symbolizing what the story meant to them. As a result, students related the story to their realities showing profound responses and they developed their critical literacy from four dimensions: disrupting the commonplace, considering multiple viewpoints, focusing on the socio-political and acting to promote social justice.

Accordingly, this research project was useful for the current one as it used social issues in education. This study also showed the development of literacies since the author used picture books and art as a different code to learn and "to express critical understandings and to get messages of justice and democracy out into the world, ...

demand change, develop powerful voices and ... speak out collectively against injustice” (Lewison et al, 2008, p. 12).

In the same way, the author stated how students “use literacy to compose their own narratives, counter narratives, letters, essays, reports, poems, commercials, posters, plays and webpages to promote social change” (Lewison et al, 2008, p. 12). That are related to the transformed practice stage on the multiliteracies model.

### **Theoretical Framework**

In this section, some theoretical aspects will be developed to clarify the basis on which the project will be sustained.

### **Multiliteracies Model**

According to Gee (2007), the new literacy studies display literacy as a social and cultural achievement with different ways of participating in social and cultural groups with a full range of contexts. This conception leads us away from the individual idea about literacy, with the axis on reading and writing, giving way to the interaction from different perspectives, interests, and therefore, different codes. Thus, there is not just one literacy, we start to talk about literacies “There are many different social and cultural practices which incorporate literacy, so, too, many different “literacies” (legal literacy, gamer literacy, country music literacy, academic literacy of many different types) (Gee, 2007 p. 4). It means there is not one way to perceive and live reality.

In this sense, The New London Group. (1996) had originated “A pedagogy of multiliteracies” that involves in general terms two perspectives: First, the multiple ways of communication, “where the textual is also related to the visual, the audio, the spatial, the behavioral, and so on.” (p.4) Second, cultural and linguistic diversity. “differentiated

English, marked by accent, national origin, subcultural style and professional or technical communities”. (Cope, B., & Kalantzis, M. 2000 p. 6). In other words, it implies the variations in language use according to different social and cultural situations, and the intrinsic multimodality of communications, particularly in the context of today’s new media.

Luke and Freebody (1999) have outlined roles for the reader in a postmodern text-based culture that involves their competences: *Code breaker / coding competence*, the participant identifies codes associated with words, visual symbols, sounds and verbal communication; *meaning maker / semantic competence*, the participant makes meaning based on their previous knowledge; *text user / pragmatic competence*, here they use text functionally considering the audience, purpose, etc.; and *Text analyst / Critical competence* level at which participants state their point of view and critically analyze texts and use this to create new texts.

Later, Cope and Kalantzis (2000), integrated those roles and competences into a pedagogical framework known as the **Multiliteracies Model**, on it they incorporated four phases: situated practice, over instruction, critical framing, and transformed practice; which are part of the learning cycle and aim to assist teachers in the effective delivery of multiliteracies pedagogy.

The present project takes this process of knowledge or Multiliteracies model as a tool to implement the pedagogical proposal, which will be explained in chapter four. This keeps in consideration the multimodal ways of communication, and the variation of use of language according to students’ social and cultural situations; in this case the social injustice situation. This model might contribute to the improvement of students’ listening

and speaking skills with meaningful communicative purposes in the English learning process.

### **Listening Skills**

For the currently study, listening was the first skill to the meaningful promotion of English as a foreign language. According to Brown (1994), listening is the major component in language learning and teaching. It is a fundamental part of an effective communication; this skill promotes learners' confidence and disposition to the foreign language learning, especially if they are going to use it in a communicative way in their context.

In regard to listening skills, Anderson (1985) and Levelt (1993) presented three stages of processing spoken language: first, the perception of 'input,' which implies non-verbal information like facial expressions or gestures, and the verbal expression with significant and insignificant noises that the listener perceives. Second, the 'decoding process,' which is associated with the significant elements that the listener hears; some of this information is conducted to the short-term memory and to some parts of the brain cortex where the mind recognizes significant items regarding the language levels as phonological, lexical, semantic, and syntactical, then develops an interpretation of what the speaker expressed. Lastly, the 'output,' consisting of the production of an appropriate response to the speaker, which might be verbal and/or non-verbal. (Cited in Lynch 2009)

### **Speaking skills**

Oral production was also a key component of this research, since it helped students to learn the language and to use it in their effective communication by constructing dialogues and simple conversations, aiding students to socialize and exchange their ideas and later internalizing aspects of their social environment. In this sense, Harmer (2002) defined the speaking skill as the ability to produce utterances with an intention and a purpose, which can involve expressing opinions, ideas, and wishes, as well as negotiating, solving problems or establishing social relationships like friendships.

Levelt (1993) explains that speaking is composed of four important processes: Conceptualization, which implies planning the content of the message based on the previous knowledge of the speakers, the topic, the communicative situation, and discourse patterns. Formulation, where speakers organize their ideas, choosing the appropriate words and phrases to express the intended meanings, and placing them as well in a grammatical and discursive sequence; this is also the moment in which speakers prepare the speech sound patterns. Articulation, which is related to the actual use of the articulatory organs such as the tongue, lips, teeth, etc. And self-monitoring, which deals with the mind capacity to observe speech and allows the speaker to identify and correct mistakes in real-time.

Thus, the **speaking and listening skills** were considered in this research, as processes to achieve a real and meaningful communication. These skills are relevant not only for the importance when learning a foreign language, but also because they allow humans to construct their perspectives and identity. Therefore, students would be able to communicate by themselves considering situations in which they are immersed as members of society.

## **Communicative Approach**

The main purpose of the Communicative Approach also known as Communicative Language Teaching CLT, according to Bérard (2014), is to establish communication by considering students' needs, which determine the aptitudes that they want to develop (oral comprehension and expression or written comprehension and expression). That is oriented by the contextualization with the real and daily life of the student for a better and faster language acquisition, using it in real situations and respecting the socio-cultural codes. In other words, CLT, establishes communication with real meaning, where students are involved in real communication using their natural strategies for language acquisition that allows them to learn how to use the language.

Jack C. Richards (2006) sorts out that the Communicative Approach allows students to participate actively in classroom activities based on cooperative instead of individualistic strategies of learning; they are expected to take on more responsibility by being autonomous of their language learning process with the teacher only as a facilitator and monitor of that process. In this sense, Mitchell (1994) summarizes three aspects that have to do with the educational process in the classroom: The first one establishes that the classroom activities should maximize the use of the target language by the learners, including their attention in messages and tasks rather than to correctness; the second one explains how normal and counterproductive making errors is in the learning process, the last one explains how important the extensive experiences in the target language used are instead of grammatical explanations and language analysis.

Keeping in mind the previous theoretical considerations regarding the Communicative Approach or Communicative Language Teaching, we need to consider the

purpose of developing the communicative competence of students, which will be taken into account the four phases of multiliteracies model which proposes the communication of students through: experience, comprehension, analysis, and transformation about real situations. With those approaches and contexts, students could improve not only their level of the foreign language in oral comprehension and expression, but also their interaction with others by knowing how to communicate with each other according to their cultural and communicative background.

### **Social Injustice**

On the other hand, **Social Injustice**, is another key concept included in this project, as it is understood as the inequality of rights, based on discrimination and resource distribution. However, this concept is analyzed by answering: What does social justice mean? The United Nations' (2006) documented Social Justice in an Open World: The Role of the United Nations. There, they describe social justices from two perspectives, the social "with humanity as a common factor," and the economic with "distribution of the fruits of human activity."(p12)

In the social sense, it is implied the elimination of all forms of discrimination promoting the equality of rights, "Everyone is entitled to all the rights and freedoms..., without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status" (1948, Art. 2). Thus, people must receive an equal treatment in health, education, and living conditions. In the same way from the economic perspective, *social justice* must promote social, economic,

cultural, and political conditions of equality on the distribution of income, opportunities for work, remunerated employment, civic, and political participation.

Students, as an active part of the society, are immersed in daily life, thoughts and experiences, which sometimes are far from the Social Justice. In the current research, students will recognize those social injustice situations using English as a tool and the way to interact, comprehend, and express themselves about it. The above promotes the use of the language with a communicative purpose, and critical thinking with the focus on students' real situations.

### **Critical Thinking**

Finally, this project considers Critical Thinking, since learners must be conscious of their thinking regarding their reality and use it in the process of language learning. According to Paul and Elder, (2001) critical thinking is that mode of thinking about any subject, content, or problem, in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent to thinking and imposing intellectual standards upon them. In other words, it refers to the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing their own thinking.

Referring to critical thinking in language, Brown (2004) asserts that, in an ideal academic language program, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners. In this matter, Rafi, (n.d.) expressed that promoting critical thinking into the FLT classrooms is important for several reasons. First, if learners can take charge of their own thinking, they can monitor and evaluate their own

ways of learning more successfully. Secondly, critical thinking expands the learning experience of the learners and makes the language more meaningful for them. Finally, critical thinking has a high degree of correlation with the learners' achievements.

Once these concepts are clarified, it is important to explain the methodology this research used, its data collection instruments, as well as the ethical issues considered for the development of this investigation.

### **CHAPTER 3: METHODOLOGICAL DESIGN**

This chapter focuses on the methodological aspects such as the research approach, the research design, and the process of determining the type of instruments to collect data. Additionally, the ethical considerations taken into account within the study.

#### **Type of Research**

The present study is a *Qualitative Research*, according to Kalmbach and Carr (2006) generally this method assumes the nature of knowledge as fluid and subjective, due to the idea that it depends on the reality of students who have different viewpoints and constant changes. Furthermore, reality is a construction of culture, history, and specific settings that are recognized in a qualitative way.

Hence, relating to Mack's (2005) characteristics of qualitative research, in this project it is possible to see that through a natural setting, multiple sources of data, researcher as a key instrument, and the emergent design, this method is powerful and convincing. Here the participants will be able to provide intangible factors, which come from

their contexts, religion and beliefs using their language skills with communicative purposes.

### **Research Method**

This research is developed upon the Action Research paradigm. According to Kalmbach and Carr (2006) it is a “practitioner-based” form of research. In other words, like in this current project, the practitioner-teacher applied this method, in her own classrooms with the goal of improving pedagogy and students’ learning around language. The action research here aims to improve the listening and speaking skills, and involves the multiliteracies model elements to be “self-reflexive, critical and systematic to explore teaching contexts” (Burns, 2010 p.2).

Furthermore, the current research is an Action Research project because the researcher played two roles: as a teacher and as a researcher and the study involved the four stages of Action Research according to (Burns, 2010): *Planning*, which is developed through the design of a strategy to overcome a problem. *Action*, which is the intervention, where the researcher trials the change, follows the plan, collects, and compiles evidence, questions the process, and makes changes as required. Then, *observation* comes. This is implemented using data collection, analyzing, and reporting the evidence and findings. Finally, there is *reflection*, which is a constant variable during the research and refers to evaluating the cycles of the process and then implementing the findings or a new strategy. These stages represent an essential part of the research process and they are cyclical.

## Categories

In matter of the procedures followed in chapter 5 to analyze and interpret data, this study considered the priori approach proposed by Freeman (1998), who stated through that, the researcher is looking for determined things in advance. An a priori approach will be applied, like in this case, when the researcher has a set of names and/or categories already determined to the data that came from the theory, in this research , Multiliteracies Model.

For instance, this project based on Freeman theory , establishes Superior /Subordinate relationship to organize categories. The first two phases of Multiliteracies model, situated practice and over instruction, were grouped into "Comprehending input" as the first main category. On the other hand, there are two other phases, Critical Framing and Transformed Practice, which are into the second category "Critical Production".

## Units of Analysis

In table 1 the unit of analysis are presented ,which are going to be analyze, according to the categories and subcategories explained above as well as the indicators in each one.

### *Description of the Units of Analysis*

<u>Units of Analysis</u>	<u>Categories</u>	<u>Subcategories</u>	<u>Indicators</u>
Listening Skills	<b>Comprehending Input</b>	Situated Practice	<ul style="list-style-type: none"> <li>▪ I acquire vocabulary and concepts to use it in context to express previous and new knowledge</li> </ul>

		Over Instruction	<ul style="list-style-type: none"> <li>▪ I identify vocabulary and used it to classify and categorize information</li> </ul>
Speaking Skills	<b>Critical Production</b>	Critical Framing	<ul style="list-style-type: none"> <li>▪ I am able to express ideas and opinions in English correctly.</li> </ul>
		Transformed Practice	<ul style="list-style-type: none"> <li>▪ I use the learned vocabulary, concepts, and structures in English to speak in creative and critical way.</li> </ul>

### Participants and sampling

The participants of this project were a group of Colombian ninth graders at Liceo Femenino Mercedes Nariño School with an A1 level of proficiency in the English language. The group was composed of thirty-nine students with ages from thirteen to fifteen. The sampling was of sixteen participants since that was the number of students that completed all class and online activities, and from which was received parents' consent.

### Data Collection Instruments

This study used field notes, interviews, and classroom documents (or students' artifacts: listening and speaking activities and tests) to collect data to analyze the specific phenomenon.

The first instrument used was the field notes. According to Sabino, (1992 p.116), through this "researchers use all of their senses to examine people in natural settings or naturally occurring situations." In the same way, Emerson (1995) stated that these are tools, which serve to give account of the experiences and observations that the researcher has made while actively participating along with the target population. This instrument helps

the teacher to recognize what the research problem is by taking notes about the behaviors, interests, and values of the students, and the preoccupations they generate to the teacher.

Taking into consideration the fact that the current is an Action Research project, it was important to use field notes, since they were an essential instrument to collect the data for the whole process. At the beginning, they were used in order to identify the problem of the population, however, during the classes they were used to register and analyze the development of students' listening and speaking skills.

Regarding interviews, Walonick (1993) comments, that it is the most convenient and inexpensive way of gathering and collecting information about a particular issue; it is mainly made up of a list of questions and it should include clear instructions. In qualitative research, the questions need be open, with space for answers and details. This instrument helped in the current research to identify students' perceptions about learning, concepts, or the changes in their perception in regard to listening and speaking skills or the English class in general. Besides, it allowed the recognition of the points of view about social injustice issues during class activities. Besides, it is important to notice that according to Almbach and Carr (2006) interviews include surveys, questionnaires, formal and informal interviews, focus groups, and sociograms, which opened the possibilities of questions to collect data.

With respect to students' artifacts or classroom documents, Kalmbach and Carr (2006) state that those are any kind of physical documentation that sheds additional light on the research question and topic during a process. In addition, periodically collecting students' exercises over a specified period helps to identify learners' main improvements and to diagnose the elements on which the teacher should focus on to help students improve

in their learning further on (Burns, 2010). In this study, the students' performance regarding listening and speaking skills during the phases of the multiliteracies model were analyzed through the examination of materials such as worksheets and tests, posters, videos, and recordings, where students produced and communicated their ideas.

### **Validity**

Validity is an essential part of a research. It determines whether the research truly measures what was intended to measure or how truthful the research results are. (Joppe, 2000)

In the same way, according to Cohen, Manion & Morrison (2007) validity is an indicator that gives veracity to the research using certain instruments that are collected. In this sense, it is important to take into account that the researcher should consider the "honesty, depth, richness, and scope of the data achieved" (Cohen, Manion & 24 Morrison, 2007, p. 133).

To achieve validity, this study adopted the triangulation technique. This triangulation involves the collection of data from multiple sources (in this case field notes, interviews, and artifacts) with the intent to obtain diverse views of the studied phenomenon with the purpose of enhancing validity (Cohen & Manion 1997). In this process, according to Bryman (2003), there is more than one approach used in the investigation of a research question to enhance confidence in the ensuing findings.

### **Ethical Issues**

To avoid ethical issues, this project functions under a set of considerations to respect and protect the population's identity, emotional, physical, mental, and financial

aspects. Hence, for this purpose Cohen, Manion, & Morrison (2007) consider those main aspects, the informant consent that means approbation from parents through a consent letter for their daughters to participate in the present project. Also, the participants' anonymity and confidentiality to protect their identities. In this sense, the name of the students will never be revealed and will be replaced by S (for student) and a corresponding number (S1, S2, and so on).

Finally, relating to school, it is important the acceptance of the research setting where the project is being developed, as well as the clarity of the teacher's role which, as was mentioned before they are the teacher and the research

#### **CHAPTER 4: PEDAGOGICAL INTERVENTION**

This chapter aims to describe the methodology of the pedagogical proposal, which was developed with a group of ninth graders from the public school "Liceo Femenino Mercedes Nariño" to reach the specific objectives. For that purpose, in this section the model, the units, the phases, and activities in which the intervention was developed are presented, as well as the vision of language and learning related to the Multiliteracies model, and the chronogram of activities.

##### **Multiliteracies Model**

The main approach or model considered in this project is Multiliteracies. This model per Cope B, & Kalantzis M (2000) focuses on modes of representation broader than

language alone. These modes differ according to culture and context, and have specific cognitive, cultural, and social effects on learners. In addition, these authors argued that this is a different kind of pedagogy in which language and other modes of meaning are dynamic representational resources, constantly being remade by teachers and learners as they work to achieve their various cultural purposes.

The Multiliteracies model suggests the necessity of an open-ended and flexible functional grammar which assists language learners to describe language differences: cultural, subcultural, regional/national, technical, context-specific, and so on as well as the multimodal channels of meaning: oral, visual, audio, gestural, tactile, spatial, and technological, which nowadays are so important for communication. (New Learning Online, nda; Iyer & Luke, 2010). For this reason, during the implementation of the model songs, dialogues, videos, images, comics, stories, articles, etc., were used.

Furthermore, the term ‘multiliteracies,’ coined by the New London Group (Mills, 2006; Kalantzis & Cope, 2008), encompasses both: the meaning making from texts and the multimodal nature of them, most of the time immersed in the new advancements of technology. Therefore, during the whole process students and the teacher-researcher also interacted on “Edmodo”, which is an online networking application that enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. There, students created their profiles and had the possibility to have access to some videos used in class, links to practice grammar, information to create their videos, presentations, or images and also to communicate with each other and with the teacher. Hence, this tool contributed to the use of the multimodal text and meaning making.

On the other hand, as mentioned in the theoretical framework, this model follows four main phases of the learning cycle, which were developed during the units (Discrimination, Emphaty Teachers Strike). Kalantzis and Cope (2000) have presented them as a way to assist teachers in the implementation of the model. First, there is *Situated Practice*, which is based on the world of learners, in this they reflect upon their own experience and observe the new concepts. Secondly, there is *Over Instruction*, through which students shape for themselves an explicit metalanguage design referring to the topic, here they classify terms and connect them with the concepts and theories. The next stage is *Critical Framing*, it relates meanings to students' social contexts and purposes, learners analyze functions and structures and evaluate their own and other people's visions from different perspectives in a critical way and how to express it. The last phase is the *Transformed Practice*, in this phase, students transfer and apply the new learning concepts or theories and then they can re-create and innovate their own meanings from one context to another.

### **Time Line**

In the following chart, it is possible to see how the elements presented above were organized in a time line and connected in order to reach the main objective of this research. Also, in relation to the pedagogical intervention, the project was organized in 3 units, that were developed in 12 weeks. Those weeks were divided due to the teachers' strike, the process started in March, it stopped from April to August when it continued .

Unit-Cycle	Phase	Activities	Time	Use of language
<b>Discrimination</b>	<i>Situated Practice</i>	Vocabulary game Video <i>Ugly Duck</i> Circle Diagrams(Known) Poster Definition Create EDMODO account	Week 1	Grammar: Simple Present Vocabulary: Verbs related to discrimination - adjectives (physical appearance)
	<i>Over Instruction</i>	A-z vocabulary game Image description Make concept organizer - reading comprehension	Week 2	
	<i>Critical Framing</i>	Mimic game Use of images, songs, comics to write an opinion	Week 3	
	<i>Transformed Practice</i>	Free Creations: song- poems-comics-posters Presentation	week 4-5	
<b>Empathy</b>	<i>Situated Practice</i>	Whisper sentences Describing feelings Vocabulary activity	Week 6	Grammar: Simple Past Vocabulary: Irregular Verbs - Adjectives (feelings)
	<i>Over Instruction</i>	Tongue Twisters Image description Reading and listening(tale) Complete a chart	Week 7	
	<i>Critical Framing</i>	Video (listening comprehension) Writing opinions	Week 8	
	<i>Transformed Practice</i>	Listening-Speaking Analyze grammar in context Creation of a dialogue (Edmodo-email)	Week 9	
<b>Teachers' Strike</b>	<i>Situated Practice</i>	Vocabulary game Listen and read an article, classify causes and effects	week 10- 11	Grammar: Cause and effect- Because and So Vocabulary: around the strike topic
	<i>Over Instruction</i>			
	<i>Critical Framing</i>	Describe their experience, make a recording (Edmodo- email)	week 11- 12	
	<i>Transformed Practice</i>			

The First Unit as a Social Injustice situation was “Discrimination.” In this unit students worked on the use of language on simple present and vocabulary games related with the topic. These elements were used with communicative purposes on a Circle diagram, concept organizer, reading activities, discussions about songs, comics, or images, and finally the creation of a text with a particular situation where discrimination was evident. In class students presented their work orally in front of their classmates.

In the second unit, Empathy was the topic, understood as the action of being aware, being sensitive to, and experiencing the feelings, thoughts, and experience of another. Even though it is not a specific social injustice situation, it is relevant to know and recognize this element in order to understand these types of situations. In terms of the use of language, students worked on the past simple and vocabulary around adjectives. Furthermore, like in the previous unit, there were group and individual activities, which consisted on vocabulary games, video reconstruction and comprehension, discussions, conversations, reading comprehension, and the creation of dialogues.

The third unit named Teachers’ Strike, emerged because of the strike that teachers of public schools made in the current year because of social injustice situations, which consisted of many actors, even the students. In the communicative purposes and the use of language, students worked on “Cause and effect” and “Because or So.” In this activity there was more individual work; however, there was also collaborative work in groups. Students developed activities such as: body language, drawing, recording, reading and writing, listening comprehension, and an organized chart.

## **Vision of Language and Learning**

Considering the aspects above, it is possible to present two visions of language connected with the multiliteracies model based on Ian Tudor (2001). The first one is *language as Self-expression*, this means a construction of a closer relationship to show emotions, aspirations which allow for exploring of one's own interests. Also, in this perspective learners as individuals feel comfortable to express themselves, make sense and construct their realities learning language with personal meaningfulness, in this case around the topic of social injustice.

Likewise, considering the cultural and social aspects immersed along this project, the second vision of language is *Culture and ideology*. From this vision learners use language effectively to interact with culture and the views of the world. Hence, since social injustice is the main topic in this project, this vision is integrated because cultural and ideological aspects of language are manifested from the sociocultural dimension of language, shaping daily teaching practices.

On the other hand, the present project with the multiliteracies model included two main visions of learning based on Ian Tudor's (2001) theory. Considering students of ninth grade of Liceo Femenino Mercedes Nariño as the population in this project, the first vision of learning is *Experiential learning*. This population has some experience in the target language; the communicative purposes were required for the phases of the Multiliteracies model; the multi-dimensional nature of communication and materials; as well as, the communication strategies with collaboration among learners during the activities.

In addition, this project considers the vision of learning and *the role of affect*. Here the teacher-researcher considered the requirements of the multiliteracies model to the use of multimodal texts (audio, oral, visual, tactile, and so on) because it demands a positive relationship between the learner and the learning material and the creation of supportive language classrooms, which helps to foster that positive involvement far from mechanical ways. Also, the phases of multiliteracies presented above need students to be influenced by a variety of cognitive, psychological, and experiential factors, as these factors give rise to a certain affective interaction with activities and the learning process in general. (Tudor, 2001, p. 95).

## **CHAPTER 5: DATA COLLECTION ANALYSIS AND FINDINGS**

### **CATEGORIES**

Based on the pedagogical intervention and the data collected from instruments proposed for this research, the following chapter was done relying on all the data collected in order to analyze the categories proposed. As we mention in chapter 3, those categories were stated from Multiliteracies Model theory, using an a priori approach in order to analyze and draw some finding from the research question.

The following chart presents the categories and subcategories that were established.

<b>Research Question:</b> How may the listening and speaking skills of a group of ninth graders at Liceo Femenino Mercedes Nariño be shaped by the implementation of the Multiliteracies model when discussing social injustice topics?	
<b>Category 1: Comprehending Input</b>	<b>Category 2: Critical Production</b>
<b>Subcategory 1: Situated Practice</b>	<b>Subcategory 1: Critical Framing</b>
<b>Subcategory 2: Over Instruction</b>	<b>Subcategory 2: Transformed Practice</b>

### *Comprehending Input*

This first main category refers to the development of students in the first two phases of the Multiliteracies model and the improvement of listening and speaking skills, when they tried to comprehend a new concept related to social injustice. As a result, in the subcategories Situated Practice and Over Instruction there are detailed elements that evidence how students expressed their previous ideas, received, and categorized the new information, and understood the concepts.

### **Situated practice**

According to Cope and Kalantzis (2012) this phase refers to the immersion in experience and the utilization of available discourses, including those from students' varied life worlds. Thus, the students had the opportunity to listen, view, watch, and talk about something that was familiar to them. Also, as a part of the process, they were introduced in something less familiar and worked with that in the same way. In this research, the above was possible thanks to the use of new vocabulary, students' motivation around the topic and the use and response to the multimodality of a text, namely, visual, oral, written, audio, and spatial.

Some scientists argue that it is important to create strategies to encourage students to learn vocabulary and to be conscious of the importance of it (Hatch & Brown, 1995) (Nation, 1990) (Flohr, 2008). Given that the topics required the use of a new vocabulary, it was necessary to include strategies to help students to acquire it; that was the first step before involving them into the topics and later in other activities. Hence, through games, body language, flash cards, listening and pronunciation activities students learned new vocabulary. Then, when students recognized and understood the new vocabulary, they used it in context with a communicative purpose, to express their previous knowledge about the topic and the meaning of the new concept.



Image 1. Circle Diagram. March 14<sup>th</sup>, 2017

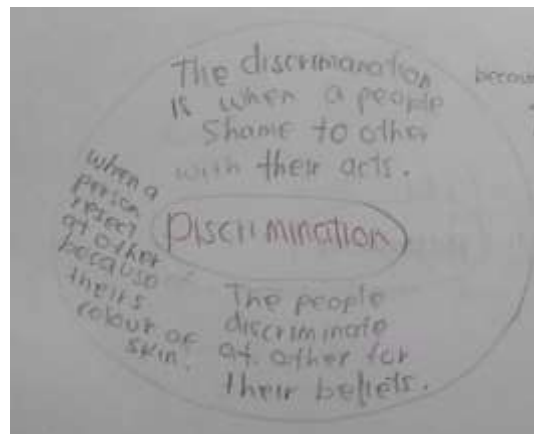


Image 2. Circle Diagram. March 14<sup>th</sup>, 2017

In images N.1 and 2 it is possible to see how Student 1 and 2 used words such as, unfairly, reject, skin, discourage, beliefs, acts as part of the new vocabulary, which was worked before the circle diagram activity. Here it is evident that they identified, internalized, and used the new vocabulary in context to express their previous ideas about discrimination.

On the other hand, once the students had the ability to use the new vocabulary, they felt motivated and interested in the topic. It promoted their participation in the activities,

interaction with classmates, and cooperative work to internalize new concepts. Also, they felt an improvement in English since they had new vocabulary.

Taking into consideration the survey, question No.2,” ¿Qué habilidades de inglés consideras que has mejorado?”. Most of students’ answers referred that they had an improvement in their listening and reading skills. They supported that, as it is appreciated in the following fragments.

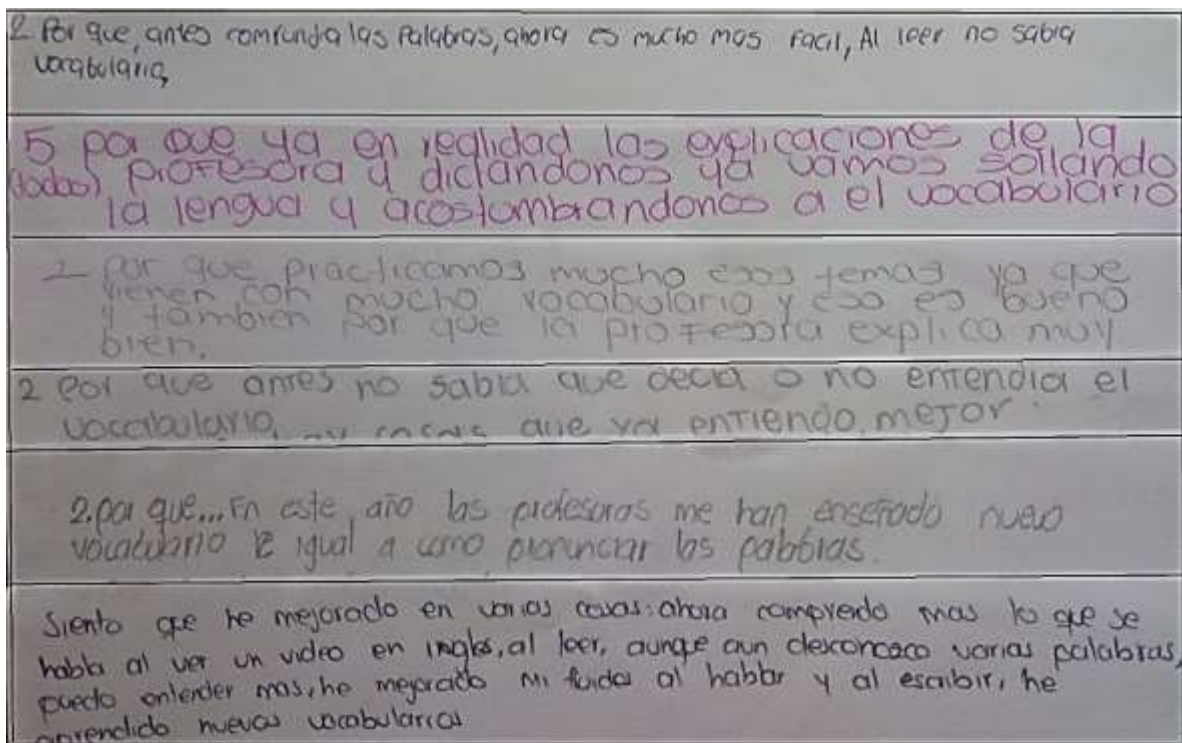


Image 3: Excerpts Question 2 Survey. October 3<sup>rd</sup>, 2017

Those Excerpts above evidence an improvement of listening and reading skills since students learnt and used new vocabulary. This motivated students because they felt they could understand the topic and it gave them confidence to continue working. Therefore, the vocabulary was the base to comprehend and develop activities.

On the other hand, once students had learnt new vocabulary, it was possible to work on reading texts, images, writing, charts, oral instructions, and explanations. These facilitated the understanding of concepts and the development of activities, in this case to express students' previous knowledge around the topics.

The following excerpt of the field note shows the elements presented before. As soon as students were motivated by the recognition of new vocabulary, they interacted in the classroom, worked on different kind of texts, and on the activities proposed. On those activities, they especially expressed their previous knowledge around the topics.

“During the whispering game students work on the vocabulary about feelings and empathy. They were enthusiastic, laugh a lot and pronounce the learned words. After that, it was possible to explain them the following activity ,which they understood and worked quickly. The activity implied that teacher read some sentences (which were included the previous vocabulary) then they answered on a paper sheet, how they felt facing each given situation. presented. That was a pair work, students discussed between them what the teacher said and then wrote looking on their notebooks the words that could help them to express their feelings. ”

(Field Note, April 18<sup>th</sup>, 2017)

### **Over Instruction**

In the Over instruction phase, systematic, analytic, and conscious understanding is relevant, with the use of explicit language. During this process, students conceptualized, defined terms, categorized situations, and made concept maps. They achieved this because they had the opportunity to work with their classmates and at home through online resources.

The first main element in this subcategory is group work. According to Brown (1994), when students work together in pairs and groups, they share information and come to each others' aid. They are a "team" whose players must work together in order to achieve goals successfully. In this opportunity, the teams defined the concepts and connected terms in concepts maps as we proof in the following images of students' works.

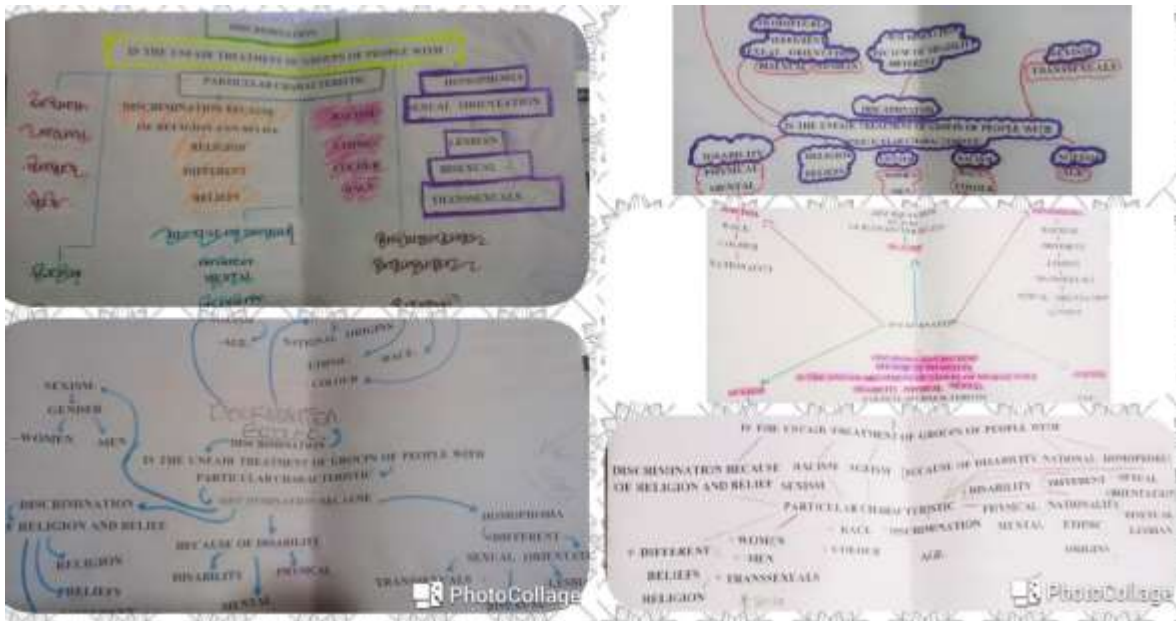


Image 4. Students' Work Concept Map Artifacts. March 21<sup>st</sup>, 2017"

During group work, students developed collaborative and cooperative learning. Collaborative learning was developed when students engaged teachers to provide them with assistance and guidance in order to organize concepts. In the same way, Cooperative learning was acquired because the learning activities were dependent on the socially structured exchange of information among learners. They had the need to interact with their classmates in order to achieve the goal of the categorization and definition of concepts. The mentioned above is evident in the following Excerpt of the field Note.

“Students must organize in groups of four some words into a concept map. During the activity, they discussed how to organize the words and they started to work actively. They asked for help to the advisor teacher, who was in the class...” (Field Note March 14<sup>th</sup>, 2017)

Furthermore, the exchange during activities promoted students’ interaction, solidarity, motivation, and the achievement of comprehension. In relation to what was mentioned before, students expressed their opinion in question 4 of the survey as is evident below.

“¿Consideras que las actividades propuestas te ayudaron a interactuar en inglés con tus con tus compañeras?  
¿De qué forma?”

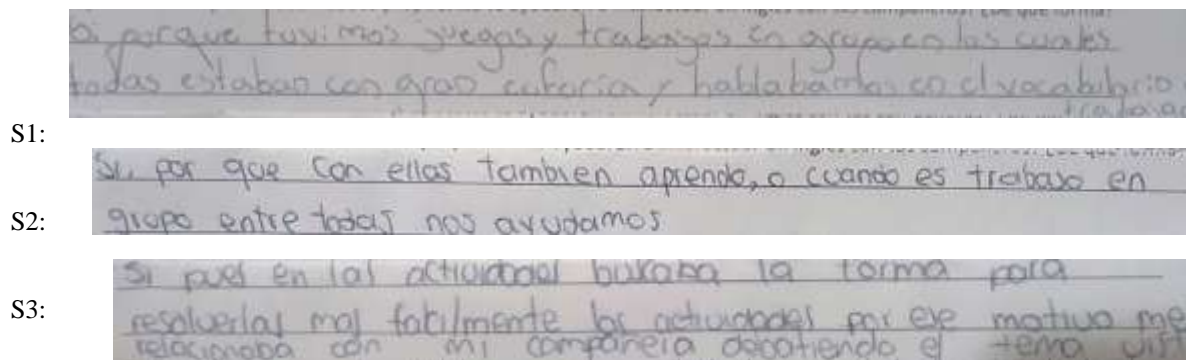


Image 5. Excerpts Question 4 Survey. October 3<sup>rd</sup>, 2017

On the other hand, students worked better on the objectives of the over instructions phase, as they had the possibility to work at home with the materials used in class. As was mentioned in chapter 4, the teacher and students interacted and practiced in “Edmodo”, in this webpage the teacher posted especially the videos that were the main input source used in class to develop the phase.

In images 5 and 6 it is possible to find how those videos were shared on Edmodo. There, the students found the links and the activities that they had to develop.

Edmodo allowed them to find and work with the digital resources, and to develop their technological skills.

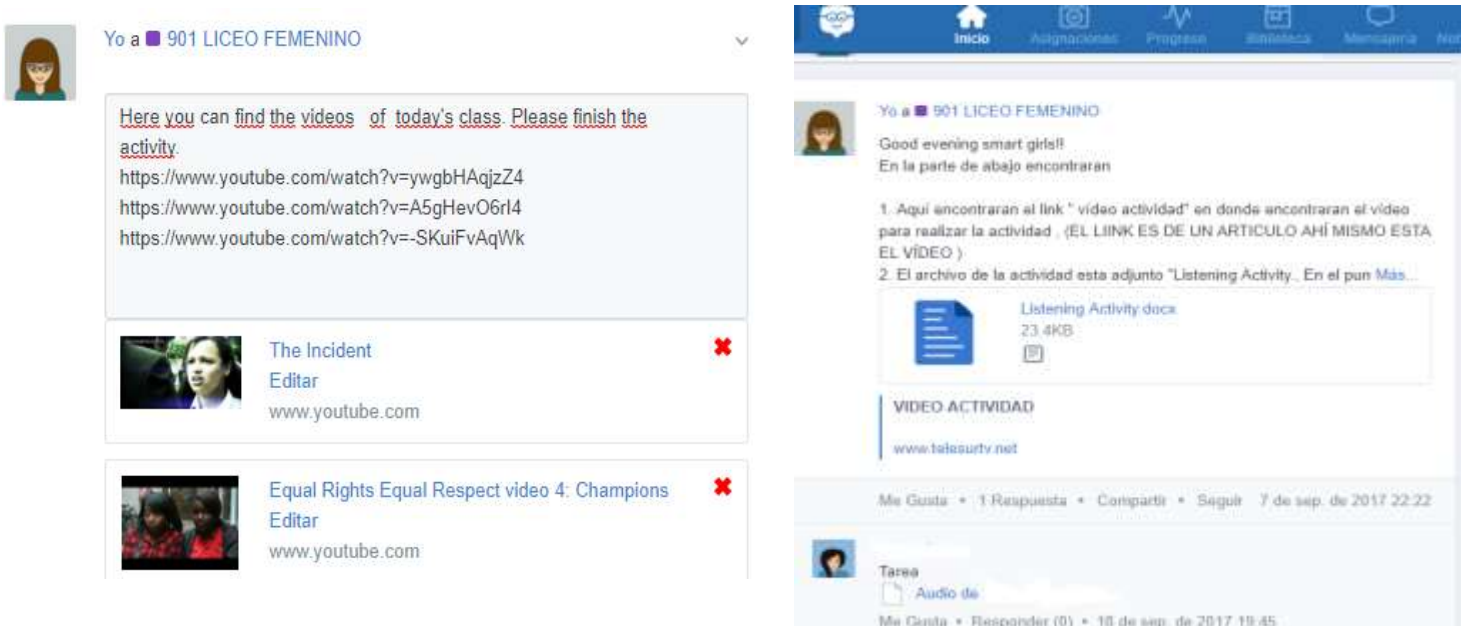


Image 6. Edmodo Post “Emphaty.”

Additionally, the excerpt of the field note presented below demonstrates that students were asked to finish the activity at home. That reflects a process of autonomy from them. They were the ones who decided to go home and finish the activity started in class. Students organized the concepts or classified them when they tried by themselves to understand better and look for other on-line sources.

“The time is over and some students did not finish the activity. They came and asked me, if it was possible to post the video (about teachers strike) on Edmodo because they could not understand well and wanted to finish the activity.” (Field Note, August, 29<sup>th</sup>, 2017)

Finally, the over instruction phase was the second main input to comprehend the social injustice topics. In general terms, when the students worked on material such as videos or on-line sources, they felt an improvement on their English level. They understood

the concepts better, had the possibility to be at home, and did the exercises on their own. That was evident in the results of activities because students could conceptualize and classify concepts according to some situations presented.

### ***Critical Production***

After the first main process of comprehension, where students received input from the multimodality and showed understanding of concepts and topics, we were in the analysis of the production part of the Multiliteracies model. In this process, students expressed their ideas in an analytical and critical way, using what they learned in the previous phases in context. In this part, it is possible to analyze the use of language, since students used some strategies to construct their productions and took the risk in order to speak in English thanks to their motivation and interest. Finally, into this Critical Production category there were established Critical Framing and Transformed practice subcategories.

### **Critical Framing**

The Critical Framing phase of the Multiliteracies model according to Cope and Kalantzis (2012) requires the interpretation of the social and cultural context of particular design of meaning, standing back from meanings and the viewing critically in relation to their purposes and cultural context. This time students used songs, images, comics, videos, and their own experience to write explanations, analyze or justify social injustice situations.

Given that there was previous comprehension of topics, students felt comfortable working on them (discrimination, empathy, and teachers' strike). They recognized the

situations immersed in those topics and liked to express their points of view. For instance, in question 8 of the survey, students' answers showed how relevant it was to work on daily situations that allowed them to express their opinions or ideas in different activities.

8. “¿Qué tipo de aportes consideras que tuvieron para la clase de inglés temas como la discriminación, la empatía o la protesta?”

*S1: Nos permitió expresarnos de muchas formas y a hablar en inglés un poco.*

*S2: Fue más fácil porque entendí mejor ya que comprendí.*

*S3: Nos permite a la vez reflexionar sobre problemas sociales y dar nuestro punto de vista.*

*S4: Por esos medios hizo que se me facilitara el inglés ya que son temas interesantes y es lo que pasa en la vida real.*

*S5: Ayudó porque son temas en los que podemos expresar ideas y el hacerlo en inglés requiere un poco más de esfuerzo.*

(Excerpts. Question 8 Survey. October 3<sup>rd</sup>,2017)

Furthermore, the previous excerpts evidence how those topics motivated learners and promoted the use of English. In this sense, they needed the language to express themselves in a communicative way.

In addition, it was evident that during the critical framing phase, students developed their critical thinking. Paul and Elder, (2001) express it as the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing their own thinking. In this respect, it was possible to observe how each student had his/her preferences and stated his/her ideas in different ways to face some situations.

“Today's activity implies the use of images, comics, songs or poems these represent different situations with a particular way of discrimination. Students chose one of them and in groups analyzed the sources. Most of students preferred to work on Racisms and Homophobia. They discuss their ideas around it ... at home students must present their personal point of view and post it on Edmodo”( Field Note. March 21<sup>st</sup>, 2017)

The excerpt of the field note shows how students selected not only the source but also the topic that they liked the most. After that, they defined the criteria to argument their opinions; here are some pieces of their writings:

Excerpts “Opinion about Discrimination situations”

*S4: “...Is very sad find the human cruelty only for have a different belief, and even more for the people of the photo are children not criminals, children with dreams, hopes and a life in front, but all that this devastated for horrible people”*

*S5 “Consider that over time these problems have been generated on the basis of religious beliefs...Also lately the most frequently seen impact on homophobia is the fact that homosexual persons adopt minors as children. This has been rejected by heterosexual people because they believe that God created a woman and a father to raise the child and not woman with woman or man with man”*

*S6 “In 2008 when Obama won the presidential calls, there were many Americans who discriminated against him because of his skin color, and this city had not had any president equal to him. But changed the prospects of racism as he was president (one of the best) for 8 years in a row.”*

Students’ Artifacts “Opinion.” March 24<sup>th</sup>, 2017

As we can read, S4 chose an image around Nazism, he related this to children’s rights. S5 supported his opinion about Homophobia making a relation to religious beliefs and children adoption and S5 used Barack Obama’s presidency as an example. Those elements presented on the excerpts of their opinions supported students’ interpretation around the designed meaning, and the relations that they established considering the general social and cultural context.

Usually the time to develop this phase during the class was not enough. For that reason, students were invited to do the production at home and post it on Edmodo. Most of

the girls preferred to make a written production in the first unit; however, during the process, they used different tools from ICTs such as, images editors, pictures, PowerPoint, or PowToon presentations and expressed their ideas in a more elaborate way, as it is shown below.



Image 8. Students'Works "Teachers' strike opinion."August 15<sup>th</sup>, 2017

### Transformed Practice

The last phase required the transfer in meaning making practice, which puts the transformed meaning to work in other contexts or cultural sites. In other words, in this phase, students transformed their cultural sites with the new learning. Students presented situations in which they solved a problem or “acted in the correct way”. This time, the new

learning around social injustice topics was recreated in an innovative way, in different settings and suggesting new problems.

The utilization of multiple texts and media forms provided students with the opportunity to comprehend and relate to the “increasing complexity and interrelationship of different modes of meaning” (New London Group, 2000, p. 25). Therefore, during the whole process of production, the use of multimodality was the means and the tool to develop speaking skills. The students used their creativity and produced different kinds of texts such as images, videos, dialogues, poems, songs, comics etc., and those helped them and promoted the use of oral language.

“Today we have some student’s presentations. They created some situations of discrimination and captured them into comics, articles, images and poems, what they should present are their works...some groups demanded to make their presentations first”

“...During the presentations was evident the preparation of the speaking, S9 reads a papers while was speaking... into groups students divided the functions, one of them presents the member of the group, other explain the kind of text used and the other two show the situation.”(Field note April 4<sup>th</sup>, 2017)

The previous excerpt shows how students organized their groups to present their ideas and to make their classmates and teacher understand their work. In the same way, there was a previous preparation, students felt comfortable and enthusiastic to show what they did. Besides, students used to speak, to argument and to socialize their works.

Also, here are shown some students’ creations. Image 9 shows a comic, on it students presented a homosexual person, who is demanding his rights in front of the society that usually discriminates him because of his sexual orientation. The second example presented in image 10 is a Meme. In that work, students decided to use a photograph to

show the situation, people immersed in the picture were one student's parents who helped the group. In the meme, they used irony as a way to show their rejection face to gender discrimination. Finally, it is important to say that during this presentation students received correction in their pronunciation and in the specific task, like in the sentence. "I'm not sexist. Sexist God that made girls inferior."

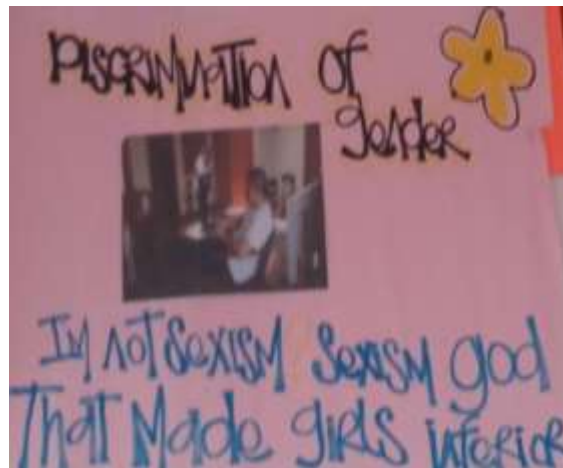


Image 9. Students' Creation "Discrimination of gender"

Image 10 Students' Creation "Homophobia"

Students' Artifacts April 4<sup>th</sup>, 2017

On the other hand, during the Transformed practice phase, it was clear students' development of the four main processes of speaking proposed by Levelt (in Bygate, M., 2001). Firstly, the Conceptualization, usually during class time students planned the content of the message that they wanted to transmit. They considered the topic, the communicative situation, and discourse patterns according to the situation.

“Students start working in the preparation of their audios, they made a draft on their notebooks. Some student come to ask for help and advisor” (Field note April 4<sup>th</sup>, 2017)

Secondly, the Formulation; students used the writing to organize their ideas.

Through this and with their classmates, they chose the appropriate words and phrases to express the intended meanings, and placed them as well in a grammatical and discursive sequence. At that moment students also prepared speech sound patterns. They usually asked for the pronunciation of the words that they were going to use.

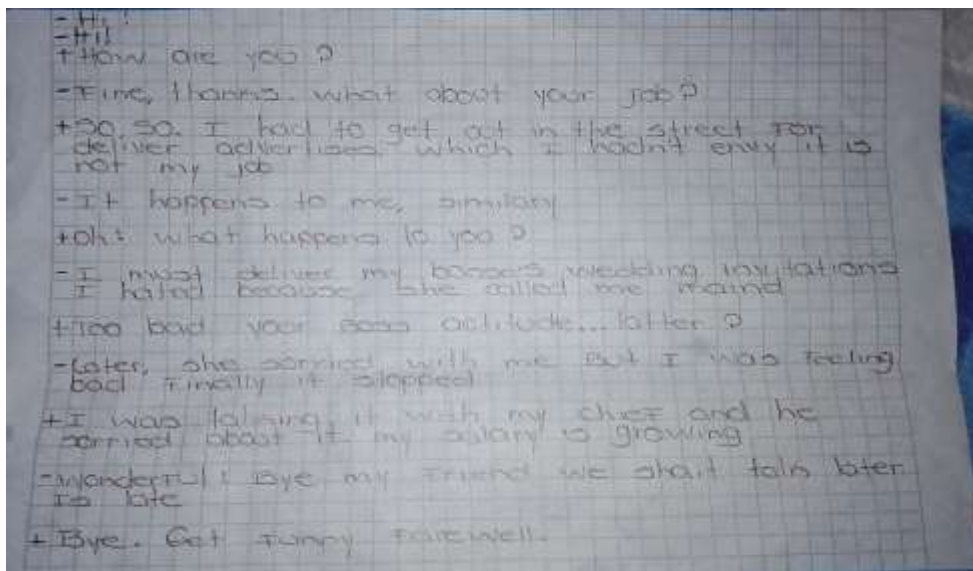


Imagen 11. Students' draft of Dialogue Artifact. May 2<sup>nd</sup>, 2017

The processes of Articulation and self-monitoring was evident in the production. Students used the articulatory organs such as tongue, lips, teeth, etc., to produce their speech. Additionally, they dealt with the mind capacity to observe them and then identified and corrected mistakes in real-time when they expressed ideas, in their presentations, videos, and recorders. It is possible to appreciate the above too in the following excerpt of the survey.

In addition, students expressed how relevant correction of their mistakes was for them, since they usually received and asked for correction of their pronunciation. After the whole development of Multiliteracies phases, students found as a strength the constant correction because it was a way to improve their speaking skills.

## Findings

Now, a summary of the results found in the analysis of categories will be presented, taking into account their pertinence to give a response to the research question stated for this project, which is: How may the listening and speaking skills of a group of ninth graders at Liceo Femenino Mercedes Nariño be shaped by the implementation of the Multiliteracies model when discussing social injustice topics?

	Fotalezas	
Escuchar	El habla en ingles de la profesora y la ayuda en...	
Hablar	El participar y corregir en grupo	
	Fotalezas	
Escuchar	Cuando tenemos videos	
Hablar	Que la profe sea corregida	
	Questivo vocabularios no bien dicho	
	Fotalezas	
Escuchar	Que la profe nos explique	
Hablar	Que la profe nos corrija	

Image 12. Excerpts Survey "Strength in Listening and Speaking skills"

Firstly, the Multiliteracies model allowed the use of multimodality, which was relevant in the development of the learning process. This promoted the acquisition of new vocabulary and the multiple possibilities to use it in order to comprehend a topic and

express students' ideas and understandings. Also, once students had the use of new vocabulary, they felt motivated and they could understand better when teacher spoke in English or when they had to work on listening comprehension.

In addition, the model and the social injustice topic promoted cooperative and collaborative learning. Students had the possibility to interact with their classmates and teachers, expressed their ideas between them and helped each other to understand concepts. That interaction accomplished and forced a constant use of speaking during activities and in class time.

Secondly, even though the main objective of the research was the improvement of listening and speaking skills, the Multiliteracies model also reinforced other skills. During the whole process, the written, visual, tactic, gestural, spatial, and digital skills were promoted as we evidenced in the activities. However, what was interesting here is that all those skills supported and reinforced the listening and speaking skills. Usually students used those abilities to comprehend listening activities and patterns, to express their ideas and interact in an oral way.

The social injustice situations such as discrimination, empathy, and teachers' strike were interesting to students. Those topics make part of their context and the students had the perception that made the use of English easier because they had specific communicative purposes. During the activities, they showed their ideas, expressed their perceptions and opinions about some situations. In this sense, the topics and the Multiliteracies model addressed students' critical thinking too.

In this chapter of the research project, the analysis of data collected as well as the findings were presented. All the categories and sub-categories were defined and exemplified with data samples and the main findings were discussed in the light of theory. Now, in the next section of this document the conclusions and implications will be presented.

## **CHAPTER 6: CONCLUSIONS**

### **Conclusions**

The research project executed in the beneath chapters allowed to draw the following conclusions about the purpose of finding an impact when discussing social injustice situations, using the multiliteracies model in the development of listening and speaking skills.

The social injustice situations developed through the phases of the multiliteracies model created a positive and productive impact on the population as input or new language targeted for the population, because it provided contextualized vocabulary. Students aimed to learn, internalize, and practice the new words by putting them into context; this helped them to consolidate their previous knowledge and link it to the new one.

Once students had the use of new vocabulary, they could understand and get on better during listening activities. These activities were supported not only by multimodality in a visual, written, gestural and digital way, but also by the group work, along the phases. Thus, those elements, essential in the Multiliteracies model, also contributed to the positive development of the listening skills in ninth graders.

In addition, the social injustice situations were a resource of extrinsic motivation for the students in their learning process because they were interesting for them, and it fostered a good performance in the activities accordingly, they could develop their oral interaction among them because they felt the topics as part of their context and took the risk to participate and express their thoughts about it. And more than these arguments, the social injustice situations through the multiliteracies model had a good impact on this population since as we mentioned before, it promoted multimodality, the students could receive and understand the target language through these in order to use it in the subsequence speaking activities.

Regarding speaking skills, students were motivated given that they could express their ideas and use ICTs in a creative and different way. The Communicative Approach that this research used, proved that having an environment of discussion and grounded knowledge, as well as using materials related to students' likes, increased the will from students to participate and promote the development in the processes of speaking. In speaking works or productions, students usually conceptualized, formulated, articulated, and self-monitored their speaking in a cooperative and collaborative way.

Finally, as well as the social injustice situations, the Multiliteracies model fostered critical thinking. This model prepared students not only to meet the needs of society, but to actively analyze issues of gender, race, and class and in the process, create an authentic and equitable democracy. In other words, it implies social transformation from individual thinking, mass culture and mass institutional learning to plural thinking, diverse culture, and new learning.

## **Limitations**

During this research project process, some limitations were present. To start with, the time constraints related to the implementation part of the process. Time was not enough to develop as many activities as the researcher wanted, in order to foster a more natural listening and speaking process in the classroom. As it is known, English learning must be a constant process and the chance to see the group only once a week, as well as the emerging situation of the teachers' strike hindered the learners' improvement.

Furthermore, another limitation was the resources to develop listening activities in class. The school and the classroom had some resources such as TV, a video beam, and computers but they were not available all the time. For that reason, sometimes the researcher had to bring her own, which were not so good to the activities because the classroom was so big and there were many students. In regard to this, the number of students could be another limitation because catching their attention and controlling the activities with forty students in groups, needs a lot of cooperation from the homeroom teacher.

To conclude, the last limitation present was around the teachers. The constant change and the short time of each teacher in the school could not give enough support to this process from school.

## **Pedagogical Implications**

Regarding the educational field, it is important to mention the use of multimodality fostered by the Multiliteracies model, as a key element in education. Nowadays, students'

abilities go further and they must and need to explore them to learn from different perspectives and resources. Also, there should be an integration in the subjects that promotes learning from students' contexts, perspectives, and real life like in this case with the discussion of social injustice situations.

On the other hand, regarding the implications for the institution, it is important to mention that official schools do not have enough time for the English class and language teachers many times cannot do their best. Hence, this project made students live a different experience using ICTs and social networkings as Edmodo, to complement and support class activities and contribute to the learning of English as a foreign language.

Finally, it is necessary to mention that for the researcher to perform the role of a guide along the process, provided her a wide view on how boosting students' attitudes regarding their learning process can be a valuable tool in the classroom; thus, they were motivated and developed and autonomous work. In the same way, the researcher could elucidate how her practice as a teacher could improve. She realized that it is important to give clear directions that students can understand easily, considering that sometimes, they will not be used to attend lessons in English. For that reason, she concluded that speaking slowly modulating her tone of voice, using her body gestures to support what she wanted to communicate and using other visual, audio, written, digital sources are effective ways to help children to understand directions in the spoken language.

### **Further research**

Considering the insights that this research provided regarding the use of Multiliteracies model to improve listening and speaking skills when discussing social injustice through different small resources, it would be significant if other researchers on the one hand, delve into one specific resource such as a book or a movie at the beginning and then developed the process using different ones.

On the other hand, it would be relevant to examine how this process could spread its impact using the advance theory of Multiliteracies, The New learning by Cope and Kalanzis, which give more assistance in the process of implementation and in the same way evaluate more deeply students' oral, written, and multiple skills. Finally, other research projects could consider other kinds of topics, the most important thing is the advance in two principles of the use of language: the commutative purposes and the development of critical thinking.

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## ANNEXES

### Appendix 1 Consent Form Format

 <small>UNIVERSIDAD PEDAGÓGICA NACIONAL</small> <small>Resistencia al cambio</small>	<b>FORMATO</b>
<b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>	

**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 Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, 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

<b>Facultad, Departamento o Unidad Académica</b>	Facultad de Humanidades-Licenciatura en Español-Inglés y Lenguas extranjeras		
<b>Título del proyecto de investigación</b>	Shaping Listening And Speaking Skills Through Multiliteracies Model		
<b>Descripción breve y clara de la investigación</b>	El presente proyecto tiene como propósito desarrollar habilidades de habla y escucha en inglés como lengua extranjera a través del uso y discusión de situaciones de injusticia social aplicando del modelo pedagógica de Multialfabetizaciones .		
<b>Descripción de los posibles riesgos de participar en la investigación</b>	<b>Debido a que el presente es una proyecto se fundamenta en la investigación - Acción Participativa , que requiere la identificación y trabajo en una problemáticas específicas del aula no se prevén riesgos al participar en la misma</b>		
<b>Descripción de los posibles beneficios de participar en la investigación.</b>	La interacción. participación y conocimiento de nuevas temáticas desde una perspectiva crítica en donde requiere el uso del inglés como lengua extranjera que le permitan al estudiante diferentes habilidades de tipo cognitivo y lingüístico		
<b>Datos generales del investigador principal</b>	<b>Nombre(s) y Apellido(s) : Angela Natali Olivos Valencia</b>		
	<b>N° de Identificación:</b> 1094919651	<b>Teléfono:</b>	3043998918
	<b>Correo electrónico:</b> del_aolivos651@pedagogica.edu.co		
	<b>Dirección:</b> Cr 120 a 63ª 89		

**PARTE DOS: CONSENTIMIENTO INFORMADO**

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:  
 \_\_\_\_\_

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:

Tipo de Identificación

N°

\_\_\_\_\_

Autorizo expresamente su participación en este proyecto y

**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.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: \_\_\_\_\_

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea.  
 Firma el adulto responsable del niño o adolescente,

\_\_\_\_\_  
 Nombre del adulto responsable del niño o adolescente:

\_\_\_\_\_  
 Nombre del testigo:

\_\_\_\_\_  
 N° Identificación: \_\_\_\_\_ Fecha:

\_\_\_\_\_  
 N° de identificación:

\_\_\_\_\_  
 Firma del Testigo:

\_\_\_\_\_  
 Teléfono:

# Appendix 2 Students Consent form signed

**FORMA DE CONSENTIMIENTO INFORMADO**

Yo Belenne Juarez mayor de edad, identificada con Cédula de Ciudadanía 98221114 a 11/06/2012, en domicilio en la ciudad de Bogotá, Dirección Calle 140 No. 100-100, Teléfono y/o celular 310221114, como estudiante de Psicología en la Universidad Pedagógica Nacional.

Como adulto responsable del niño/a o adolescente(s) con:  
 Nombre(s) y Apellido(s) Reynoldo Gonzalez Tipo de identificación CC N° 100000000 Falsos datos

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

1. He sido invitado(a) a participar en el estudio e investigación de manera voluntaria.
2. He leído y entendido esta forma de consentimiento informado y el nombre de mi hijo y explicado.
3. Todas las preguntas han sido contestadas satisfactoriamente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado(a) acerca de forma detallada las 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 las investigaciones garantizan la 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 e imágenes que se generen en el marco del proyecto.
9. Sé que esta investigación me otorga los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video e imágenes que se generen, que se recolecten haber conocido previamente a su publicación en:

En concordancia, el presente documento ha sido leído y entendido por mí, en su totalidad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente:

Belenne Juarez  
 Nombre del adulto responsable del niño o adolescente \_\_\_\_\_  
 N° identificación 98221114 Fecha \_\_\_\_\_ Nombre del hijo(a) \_\_\_\_\_  
 N° identificación \_\_\_\_\_ N° de identificación \_\_\_\_\_  
 Teléfono \_\_\_\_\_ Teléfono \_\_\_\_\_

Firma del Testigo \_\_\_\_\_

**FORMA DE CONSENTIMIENTO INFORMADO**

Yo Maria Esperanza Caballero mayor de edad, identificada con Cédula de Ciudadanía 98221114 a 11/06/2012, en domicilio en la ciudad de Bogotá, Dirección Calle 140 No. 100-100, Teléfono y/o celular 310221114, como estudiante de Psicología en la Universidad Pedagógica Nacional.

Como adulto responsable del niño/a o adolescente(s) con:  
 Nombre(s) y Apellido(s) Karen Daryana Pinzon Tipo de identificación CC N° 100000000 Falsos datos

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

1. He sido invitado(a) a participar en el estudio e investigación de manera voluntaria.
2. He leído y entendido esta forma de consentimiento informado y el nombre de mi hijo y explicado.
3. Todas las preguntas han sido contestadas satisfactoriamente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
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7. Conozco el mecanismo mediante el cual las investigaciones garantizan la 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 e imágenes que se generen en el marco del proyecto.
9. Sé que esta investigación me otorga los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video e imágenes que se generen, que se recolecten haber conocido previamente a su publicación en:

En concordancia, el presente documento ha sido leído y entendido por mí, en su totalidad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente:

Maria Esperanza Caballero  
 Nombre del adulto responsable del niño o adolescente \_\_\_\_\_  
 N° identificación 98221114 Fecha \_\_\_\_\_ Nombre del hijo(a) Karen Daryana Pinzon  
 N° de identificación \_\_\_\_\_ N° de identificación \_\_\_\_\_  
 Teléfono \_\_\_\_\_ Teléfono \_\_\_\_\_

Firma del Testigo \_\_\_\_\_

**FORMA DE CONSENTIMIENTO INFORMADO**

Yo Johana Cifuentes E. mayor de edad, identificada con Cédula de Ciudadanía 98221114 a 11/06/2012, en domicilio en la ciudad de Bogotá, Dirección Calle 140 No. 100-100, Teléfono y/o celular 310221114, como estudiante de Psicología en la Universidad Pedagógica Nacional.

Como adulto responsable del niño/a o adolescente(s) con:  
 Nombre(s) y Apellido(s) Natalia Lopez C. Tipo de identificación CC N° 100000000 Falsos datos

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

1. He sido invitado(a) a participar en el estudio e investigación de manera voluntaria.
2. He leído y entendido esta forma de consentimiento informado y el nombre de mi hijo y explicado.
3. Todas las preguntas han sido contestadas satisfactoriamente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado(a) acerca de forma detallada las 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 las investigaciones garantizan la 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 e imágenes que se generen en el marco del proyecto.
9. Sé que esta investigación me otorga los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video e imágenes que se generen, que se recolecten haber conocido previamente a su publicación en:

En concordancia, el presente documento ha sido leído y entendido por mí, en su totalidad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente:

Johana Cifuentes E.  
 Nombre del adulto responsable del niño o adolescente \_\_\_\_\_  
 N° identificación 98221114 Fecha \_\_\_\_\_ Nombre del hijo(a) \_\_\_\_\_  
 N° de identificación \_\_\_\_\_ N° de identificación \_\_\_\_\_  
 Teléfono \_\_\_\_\_ Teléfono \_\_\_\_\_

Firma del Testigo \_\_\_\_\_

**FORMA DE CONSENTIMIENTO INFORMADO**

Yo Alicia A. Valenzuela mayor de edad, identificada con Cédula de Ciudadanía 98221114 a 11/06/2012, en domicilio en la ciudad de Bogotá, Dirección Calle 140 No. 100-100, Teléfono y/o celular 310221114, como estudiante de Psicología en la Universidad Pedagógica Nacional.

Como adulto responsable del niño/a o adolescente(s) con:  
 Nombre(s) y Apellido(s) Maria E. Heredia Urbina Tipo de identificación CC N° 100000000 Falsos datos

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

1. He sido invitado(a) a participar en el estudio e investigación de manera voluntaria.
2. He leído y entendido esta forma de consentimiento informado y el nombre de mi hijo y explicado.
3. Todas las preguntas han sido contestadas satisfactoriamente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
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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 las investigaciones garantizan la 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 e imágenes que se generen en el marco del proyecto.
9. Sé que esta investigación me otorga los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video e imágenes que se generen, que se recolecten haber conocido previamente a su publicación en:

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Alicia A. Valenzuela  
 Nombre del adulto responsable del niño o adolescente \_\_\_\_\_  
 N° identificación 98221114 Fecha \_\_\_\_\_ Nombre del hijo(a) \_\_\_\_\_  
 N° de identificación \_\_\_\_\_ N° de identificación \_\_\_\_\_  
 Teléfono \_\_\_\_\_ Teléfono \_\_\_\_\_

Firma del Testigo Judy

**FORMA DE CONSENTIMIENTO INFORMADO**

Yo Maria Fernanda Urbina mayor de edad, identificada con Cédula de Ciudadanía 98221114 a 11/06/2012, en domicilio en la ciudad de Bogotá, Dirección Calle 140 No. 100-100, Teléfono y/o celular 310221114, como estudiante de Psicología en la Universidad Pedagógica Nacional.

Como adulto responsable del niño/a o adolescente(s) con:  
 Nombre(s) y Apellido(s) Rafael Tipo de identificación CC N° 100000000 Falsos datos

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

1. He sido invitado(a) a participar en el estudio e investigación de manera voluntaria.
2. He leído y entendido esta forma de consentimiento informado y el nombre de mi hijo y explicado.
3. Todas las preguntas han sido contestadas satisfactoriamente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado(a) acerca de forma detallada las 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.
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7. Conozco el mecanismo mediante el cual las investigaciones garantizan la confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
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9. Sé que esta investigación me otorga los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video e imágenes que se generen, que se recolecten haber conocido previamente a su publicación en:

En concordancia, el presente documento ha sido leído y entendido por mí, en su totalidad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente:

Maria Fernanda Urbina  
 Nombre del adulto responsable del niño o adolescente \_\_\_\_\_  
 N° identificación 98221114 Fecha \_\_\_\_\_ Nombre del hijo(a) \_\_\_\_\_  
 N° de identificación \_\_\_\_\_ N° de identificación \_\_\_\_\_  
 Teléfono \_\_\_\_\_ Teléfono \_\_\_\_\_

Firma del Testigo \_\_\_\_\_

**FORMA DE CONSENTIMIENTO INFORMADO**

Yo Mary Tereza I. mayor de edad, identificada con Cédula de Ciudadanía 98221114 a 11/06/2012, en domicilio en la ciudad de Bogotá, Dirección Calle 140 No. 100-100, Teléfono y/o celular 310221114, como estudiante de Psicología en la Universidad Pedagógica Nacional.

Como adulto responsable del niño/a o adolescente(s) con:  
 Nombre(s) y Apellido(s) María Fernanda Urbina Tipo de identificación CC N° 100000000 Falsos datos

Autorizo expresamente su participación en este proyecto y

**Declaro que:**

1. He sido invitado(a) a participar en el estudio e investigación de manera voluntaria.
2. He leído y entendido esta forma de consentimiento informado y el nombre de mi hijo y explicado.
3. Todas las preguntas han sido contestadas satisfactoriamente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado(a) acerca de forma detallada las 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 las investigaciones garantizan la confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
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9. Sé que esta investigación me otorga los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video e imágenes que se generen, que se recolecten haber conocido previamente a su publicación en:

En concordancia, el presente documento ha sido leído y entendido por mí, en su totalidad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente:

Mary Tereza I.  
 Nombre del adulto responsable del niño o adolescente \_\_\_\_\_  
 N° identificación 98221114 Fecha \_\_\_\_\_ Nombre del hijo(a) \_\_\_\_\_  
 N° de identificación \_\_\_\_\_ N° de identificación \_\_\_\_\_  
 Teléfono \_\_\_\_\_ Teléfono \_\_\_\_\_

Firma del Testigo \_\_\_\_\_





### Appendix 4 Field Note

<b>FIELD NOTE 1</b>	
<b>LICEO FEMENINO MERCEDES NARIÑO</b>	
<b>GRADE:</b> 801	<b>TEACHER:</b> ROSARIO CARDONA
<b>FECHA:</b> August 22	<b>TOPIC:</b> HOLIDAYS
<b>OBJECTIVES:</b> Make oral presentation about some festivities	
<b>OBSERVATION</b>	<b>INTERPRETATION</b>
<p>The class started at 3:35 with an activity of warming up , called from A to Z where students wrote on the board by groups adjectives with all the letters. Most of the students participated using dictionaries to tell the right word.</p> <ul style="list-style-type: none"> <li>• The presentations about holidays was the next, there were some recommendations to do it               <ol style="list-style-type: none"> <li>1. Do not red</li> <li>2. Make no more than 5 slides in PowerPoint</li> <li>3. Students could choose the festivity</li> </ol> </li> </ul> <p>Into the classroom there is a plasma t.v , with the connection to use USB . it is locked above to the board in a kind of closet</p> <p><b>Activity:</b> Presentations</p> <p>group #1 talked about Black and white carnival in pasto . into the presentation there was evident the use of translation and the students read all the time, for that reason teacher finished the presentation</p> <p>group #2 one of the student did not attend to class, they will present next class</p> <p>group # 3. Hallowen , during the presentation student 1 ask for the pronunciation of some words and student 2 read all the time , the teacher make corrections in the pronunciation and said to them go back to their places due to they were not prepared</p>	<p>Students develop activities in a collaborative way most of them participated actively.</p> <p>It is important that teacher explains the instructions before to start</p> <p>The resources into classroom help students to improve their presentations</p> <p>The fact that some students did not prepared their presentation so well do not allow to the other students know about other festivities</p> <p>Students may feel they are not good pronouncing words in English.</p>

<p>group #4 The powerpoint presentation didn't work on the T.V, students tried with their cellphones but it was impossible</p> <p>Before to continue with the teacher emphasized on how they need to follow instructions</p> <p>group # 5 Colombian Christmas Celebration student 1 read on the slide and student 2 too for the teacher was evident that it was not interest on the topic and ask to one of them, "¿Por qué escogiste el tema si no te gusta?" and the student reply "profe nunca celebro nada" then they went back to their places.</p> <p>group # 6 Christmas There were many correction from the teacher in pronunciation, students present the information in a organized way and the spoke trying to remember all the information.</p> <p>During the presentations some students were on their phones, others were studying and trying to remember the information of presentation</p> <p>group 7 halloween on this was evident the use of translation again "As is it celebrated?" was the sentences that the teacher remarked and as the others they read all the time.</p> <p>The class is almost over the teacher told them about the grades that were missing, she gave an advice for those who were missing in order to take into account the instructions</p> <p>Finally was announced a Quiz for next time, about listening</p>	<p>Sometimes the resources do not work properly according with students' needs</p> <p>it is relevant the interchange of concepts from their culture into a foreign language, they work on holidays which are popular in Colombian's culture but they work on it in English</p> <p>Students make mechanical process because they do not understand the meaning of words they pronounced</p>
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## Appendix 5 Lesson Plan

### LESSON PLAN No. 1

I.E.D.: LICEO FEMENINO ANTONIO NARIÑO

DATE: MARCH 14<sup>TH</sup>

PROFILE		
<b>Name of the Lesson: Learning by experiencing</b>	<b>Subject:</b> Discrimination Vocabulary	<b>Grade Level:</b> 901
<b>Number of students:</b> 39	<b>Duration:</b> 80 MIN	<b>Instructional Settings:</b> the lesson requires individual and group work
<b>General description of lesson:</b> the multiliteracies model considers four main knowledge processes, this lesson is focused on the first one “the experiencing” on this, students are going to show what they already know and what is new for them about discrimination, using the present simple as review.		
OBJECTIVES		
<p>To discuss their own familiar experiences, interests, and perspectives about discrimination by using the present simple</p> <p>To describe unfamiliar situations or contents relating to the discrimination topic in English</p>		
MATERIALS	AUDIO-VISUAL RESOURCES	
photocopies, videos	-game boards, flashcards, papers -markers	(Tape recorder, video-beam, DVD, computers, etc.)
PROCEDURE		
<p>- <b>Warm up:</b> flashcard mimic Vocabulary game about discrimination</p> <p>- <b>Presentation:</b></p> <p><b>Activity 1</b> Students are going to watch a video of tale “the ugly ducky” as a way to introduce the discrimination topic *On a photocopy, with a circle diagram student write up to eight facts that they know about discrimination in the inner circle spaces, considering what they saw and what they know using the previous vocabulary.</p> <p><b>Activity 2</b> Five-minute challenge. Groups of five. Students list as many acts of discrimination as they can in five minutes, then they share as a class.</p> <p><b>Activity 3</b> Defining discrimination</p> <p>Groups of 5. Students receive different types of discrimination written on a piece of paper, one per group. Each person in the group should take the paper and annotate it using words, imagery and examples to create a definition of that type of discrimination. Each person has 2 minutes to annotate.</p> <p>- <b>Practice:</b> The different types of discrimination are placed in different parts of the room. Then the teacher reads out the definitions without revealing the type of discrimination and she will ask the students to stand by the word.</p> <p>- <b>Wrap-up</b> After studying the topic, they add new knowledge to the outside circle; (which is on the same circle diagram) and compare the inner and outer circle facts, share their before and after wheels in a small group discussion.</p> <p>- <b>Homework:</b> Create an account in “EDMODO” and join to the class group where there are going to be some useful links to practice the present simple.</p>		
ASSESSMENT		
The objectives of this lesson are going to be evaluated through the circle diagram.		

LESSON PLAN No.5

I.E.D.: LICEO FEMENINO ANTONIO NARIÑO

DATE: April 25<sup>TH</sup>

PROFILE		
Name of the Lesson: critical framing	Subject: Reading	Grade Level: 901
Number of students: 39	Duration: 80 MIN	Instructional Settings: the lesson requires individual and group work
General description of lesson: This lesson is focus on the development of the knowledge processes proposed in the multiliteracies model ( Analyzing) through the topic of empathy around.		
OBJECTIVES		
To interpreted and understand reading situations		
To analyses people situations and perspectives through empathy		
MATERIALS          AUDIO-VISUAL RESOURCES		
TV, USB, photocopies		
PROCEDURE		
<p>- Warm up: (10 minutes)</p> <p>Tongue Twister . All the students must pronounce the tongue twister until all the class remember its pronunciation (Appendix 1)</p> <p>- Presentation: (10 minutes)</p> <p><i>teacher shows an image, through this they present one more time the meaning of empathy and describe the activities for the class which will be around this topic.</i></p> <p><i>-Practice</i></p> <p><b>Activity 1 ( 15 Minutes) Cut Ups</b></p> <p><i>Teacher gives to students a short tale (Appendix 2) . it is Chop into pieces at the paragraph level. Student then have to put it back into the correct sequence. This develops an understanding of text and paragraph structure.</i></p> <p><i>Activity 2 (10 minutes) Then teacher plays the audio of the tale to check if it is in the correct order</i></p> <p><i>Activity 3 (10 minutes) Students answer some reading comprehension questions. (appendix 3)</i></p> <p>Activity 4 students must to analyze the topic of the tale poverty and generosity from different perspectives of the people involve on the tale through a PCQ chart (pros, cons, questions) (appendix 4)</p> <p><b>Wrap-up (10 min)</b></p> <p>Share students answers</p>		
ASSESSMENT		
This lesson is going to be evaluated through the whole class, with students participation and their answers around the activities.		

**Appendix 1 of lesson(Tongue Twister)**

Bitty Batter bought some butter  
 "But," said she, "this butter's bitter.  
 If I put it in my batter,

It will make my batter bitter."  
 So she bought some better butter,  
 And she put the better butter in the bitter  
 batter,  
 And made the bitter batte

**Appendix 2 of lesson (Reading)**

# A Village on the Road

In a land far away, once upon a time there was great poverty: only the rich could manage without great problems. Three of those rich men, and their servants, were traveling on the same road, in a convoy, when they came to a very poor village. Seeing this poverty provoked different reactions in all three rich men.

The first couldn't stand to see it, so he took all the gold and jewels from his wagons and shared them out among the villagers. He wished them all the best of luck, and he left.

The second rich man, seeing the desperate situation, stopped for a short time, and gave the villagers all his food and drink, since he could see that money would be of little use to them. He made sure that each villager received their fair share and would have enough food to last for some time. Then, he left.

The third rich man, on seeing such poverty, speeded up and traveled straight through the village without stopping. The two other rich men saw this from a distance, and commented with each other how the third rich man lacked decency and compassion. It was good that they had been there to help the poor villagers...

However, three days later, they met the third rich man who was traveling in the opposite direction. He was still traveling quickly, but his wagons, instead of the gold and valuables they had been carrying, were now full of farming implements, tools, and sacks of seeds and grain. He was heading to the poor village to help them out of poverty.

This happened a long, long time ago, but we can see the very same thing happening today too. There are some generous people who give only so that people can see how much they are giving. They don't want to know anything about the people they are giving to.

Other generous people really try to help others, but only so that they can feel better about themselves.

But there are other generous people: the best kind. To them it doesn't matter what the other kinds of generous people think of them. Nor do they give in a showy way. Instead, they truly worry about how best to improve the lives of those they are helping. They give greatly of something much more valuable than money. They give their time, their vision and their lives.

**Appendix 3 of lesson Questions**

1. What are the main characters of the tale?
2. According to the text what does the generous people?
3. What was the reaction of the rich man

first

second

third

4. what of the rich men reactions do you consider was the best and why?

Appendix 4 PCQ

RICH MENS	Pros	Cons	Questions
Poverty	1		
1	2		
2	3		
3			
Generosity	1		
1	2		
2	3		
3			

**Appendix 6**  
**Students' listening**  
**Comprehension**  
**activity in Critical**  
**Framing phase**

Disability-related bullying video stills

Part 1:

- 1 Mr Rowland is teaching students about witchcraft in a history lesson.
- 2 The next day, Tanya talks to Dylan. She says she saw what Craig posted on his Facebook and asked how the bullying makes him feel. He explains he feels like the witches that Mr Rowland described.
- 3 One student called Dylan starts to have a fit.
- 4 Tanya gets annoyed and Mr Rowland sends her out of class for her unhelpful behaviour.
- 5 Dylan checks his Facebook and sees a message from another student.
- 6 Dylan and Tanya become friends and things start to change for the better.
- 7 Tanya is on Dylan's Facebook page and it is unclear if she sent the message.
- 8 Tanya is seen caring for her Mum who is a wheelchair user.
- 9 Other students say horrible things, laugh, video Dylan and ask if he is witch.
- 10 Tanya apologises to her teacher and says she was angry that the students were picking on Dylan. Her mum is a wheelchair user and she knows how it makes her feel.
- 11 Mr Rowland and Tanya talk to discuss what can be done to improve things.

Situation of Dylan →  
 I think that accore  
 Felt + sad, rejected, n

Situation of tanya →

Putting myself in the place of her I think that would be very sad by the situation of its matter and also funny by the ignorance of the people of its class

Situation of the Teacher →

I think the teacher would feel confused at the moment when tanya left the class, and on the other hand he would feel happy and satisfied to find a solution.

## Appendix 7 Transformed Practice phase

### Transcription of Dialogue "Empathy" video

**S1:** today I saw a lesbian girl while I walked in the school, she was cutting herself

**S2:** why do you say that she is lesbian? Did you talk to her?

**S3:** it's obvious, if she did it is because she is lesbian and rejected

**S4:** no, there are many situations that can make you feel bad

**S2:** if she is depressed that doesn't mean she is lesbian

**S3:** when have you seen a happy lesbian? The homosexual people are idiots and you must be very idiot to cut yourself

**S4:** having troubles don't make you an idiot, sometimes you can feel that the life is a maze without exit and You Can hate yourself for all your troubles, maybe she wants to hurt everybody but she can't do it and the only person that she can hurt is herself and maybe she needed express her pain in more pain

**S3:** are you lesbian?

**S2:** empathy isn't synonymous of lesbian

**S4:** no, I'm not. I'm just saying there are many lesbians who are happy and don't need to hurt themselves

**S1:** maybe they don't express their pain, maybe they change the physical pain to mental pain

**S2:** or maybe they don't feel pain

**S4:** we want to say that cutting yourself don't make you an idiot or homosexual, and being homosexual don't make you depressed

**S1:** well, maybe you are right, the next time I'm going to try talk to her and i will not judge her



### Students 'Song Discrimination

**SEXISM**

She was Born diferent from the others. with a Froblem of Sexual orientation. they said it is normal thing! Because She liked women and She did not want to change.

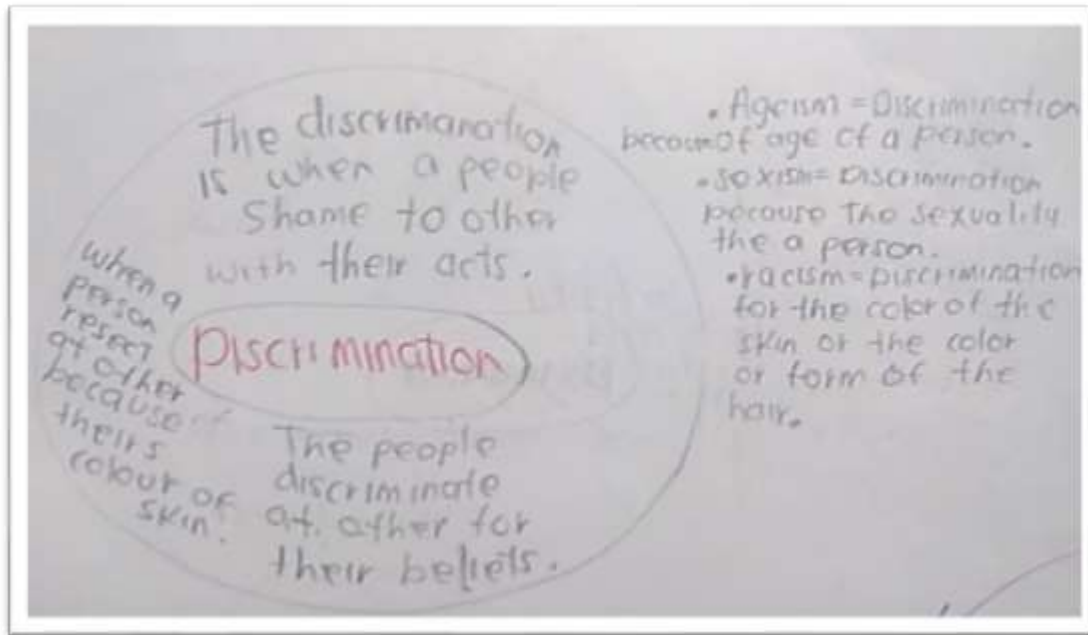
He IS Juan grew UP being transsexual and his family did not want to accept mom and dad to Psychologist they wanted to take him. She is Mariana a girl ViSexual all dictated by its way of thinking. She Changed man to be normal but no one wanted to accept it

**Comic about Discrimination**



## Appendix 8 Situated practice

### Discrimination



### Teachers' Strike



## Appendix 9 Over Instruction

Liceo Femenino Mercedes Nariño

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_



Answer the following questions according to the video.

1. What do the teachers demand?

\_\_\_\_\_

2. Who were also on the strike?

\_\_\_\_\_

**True (T) or False (F)**

3. The students from private schools and universities joined to the teachers \_\_\_

4. The student said that the public education must be a human Right \_\_\_

5. Write another idea that you got from the video

**Classify the following sentences in "Cause and Effects" and then write the sentences using "Because or So"**

Teachers and their families

The union abandoned talks with the government

The Ministry of Finance said the government didn't have a sufficient budget to pay the debts owed to teachers

There is a precarious health care service

Cause	Effect