

11th Graders Acknowledgment of Their Community Through Multiliteracies in an EFL Classroom

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Received: July 26, 2022

Accepted: August 26, 2022

Online Published: October 25, 2022

doi: 10.5539/elt.v15n11p25

URL: <https://doi.org/10.5539/elt.v15n11p25>

Abstract

Giving worth to students' local realities as a background to get meaningful learning not only in the English class but in all the subjects and go further the simple lesson that starts and finishes inside the school walls, is what school communities should expect from education. As Hawkins states: "Learning is enhanced when teachers invite and acknowledge the knowledge, beliefs, and experiences that students bring with them into the classroom" (Bransford, Brown, & Cocking, 2004).

This study reports a pedagogical involvement into students' closest contexts, the school, and their neighborhood, to depict eleventh-grade students' perception of their community context through inquiry in a public school, which is evidenced by the use of multiliteracies. Throughout this study, English was used as a means to communicate what the students found while mapping and observing both contexts, by making connections between the subject syllabus and the findings they made as a result of their local explorations. Data collected from students' artifacts, the teacher's journal, and surveys showed the student's growing interest in their contexts' recognition which was paramount to make them feel like part of the change in their community contexts. Careful reflections upon findings during the students' community mapping at their school and neighborhood, encouraged their participation in classroom projects, boosting their critical consciousness by recognizing and assuming a new transformative role that positioned them with a different perspective.

Keywords: Community-based pedagogy (CBP), Critical Pedagogy (CP), multiliteracy, multimodality, social justice

1. Introduction

In the last decades, principles of education have assumed a social endeavor in order to revolutionize education traditionally, advocating a view of teaching practices as a democratic act, rejecting the imposition of knowledge, and bringing to the classroom principles of social justice in the teaching and learning process (Giroux, 2007). Nowadays, teachers must conceive, the assets of the outside context, in their social significance... through which the school itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons (Dewey, 1990, p. 14). Thus, by assuming a more active role in school research, teachers become reflective practitioners, teacher-researchers, or action researchers (McNiff, 2002).

Being aware of the new role of transformative teachers, and based on these relevant theoretical constructs, this research study has been addressed towards the acknowledgment of my students' social reality, by implementing multiliteracy tasks for community inquiry. Likewise, the twenty-first century finds us at a critical juncture for re-evaluating English language practices, since the technological revolution has facilitated and amplified human communication such that everyday student interactions, now essentially, include digital interfaces. Language, text, image, gestures, discourse norms, and practices are being rapidly expanded and reinvented in response to new media and global networks which are also a paramount part of our education system.

On account of my reflections and previous teaching experiences as an English in-service teacher of a public school placed in one of the most vulnerable neighborhoods in Ibague Colombia, I had the opportunity to realize the existing gap between the English curriculum that frames our daily actions in the classroom and our students' inherent realities, which every day are immersed in each single teaching act of school life. Consistently I addressed this Action Research Project (ARP) with the main goal of depicting the eleventh-grade students' understanding of their community context through their school and neighborhood inquiry.

The implementation of multiliteracies and multimodality tasks may encourage students to awaken their critical consciousness and to become agents of change by recognizing themselves as assuming a transformative role, to make a few changes starting with their perspective; by thinking about the community, they deserve and would like to be part of. In Creswell's words (2002) action research intends to improve the practice of education by inquiring on local issues or problems to reflect upon them, collecting and analyzing data, and implementing changes based on findings (as cited in Hernández, 2016).

Equally, this study is framed within the Community-Based Pedagogy (CBP) since it highlights the connection between school and the students' context. Community-based pedagogies are outside school practices, life experiences, and assets that learners and teachers, (who want to have a deeper understanding of the local places in which their students interact), bring into the classroom to enlighten class dynamics and curriculum constructs Clavijo (2016).

In the context of EFL learning, outside school practices, elements, symbols, people, and situations, that students and teachers identify during a process of joint inquiry, become both theory and inspiring material for teacher researchers, especially in this generation of meaningful and critical literacy practices with students.

For all the above-mentioned to be appropriately fulfilled, individuals need to be intellectually developed, and according to Vygotsky's (1978) theory of social construction which takes the view that an individual's intellectual development results from social interactions within specific cultural contexts. This kind of prerequisite community for development can be created in the classroom which is already a part of society if treated properly.

Summarizing this article presents the most relevant theoretical constructs of the study, the implemented methodology, descriptions of each instrument, findings, conclusions, and pedagogical implications of the research.

2. Problem Statement

Most of the time the students at my school used to complain about their neighborhood insecurity and watched it from the sidelines without getting involved in such a way they could help to change the problematic situations. Furthermore, they made part of the problems unconsciously by participating in gangs, marijuana smokers, thieves, and gossip among others; giving continuity to the problem due to they did not know any other lifestyle and that it was the only perception they had. They had the idea that for belonging to the strata they were (1 and 2), they had to suffer the same social problems a "poor community" was condemned to live in, but they had not realized that they could transform their community's history by giving little steps.

Being aware of this situation, I started doing actions in my English class that contributed to knowing more about my students' context by grasping the perception they had of their neighborhood. This perception allowed me to project my English class as a means to potentiate my students in that community, leading them to become a key part of their community development and at the same time, adapting the class contents to the community work framed on the Community-Based Pedagogy. According to Lastra, Durán & Acosta (2018), CBP involves the knowledge of the community, its beliefs, constructs, and perceptions that people from the community hold and shared in their day-to-day (p. 211). The knowledge that can be constructed as a result of the students' community inquiry, can constitute a suitable moment to turn the curriculum into a source of vast opportunities for the students to value their local knowledge. Schecter, Solomon, and Kittmer (2003), cited by Sharkey (2016, p. 33).

In this sense, observing and interrogating the places outside the four walls of the classroom gave my students a deeper perspective about the way they conceived their world, and improved their ability to recognize, not only their community- problem situations, but also gave them, the chance to reshape it. Thus, considering this, the research question that emerged from this issue was:

How is the student's acknowledgment of their community evidenced through the use of multiliteracies in an EFL classroom?

3. Literature Review

3.1 Critical Pedagogy

Critical pedagogy attempts to understand some complex questions related to inequity in educative scenarios, like the one in the public school, where this research was conducted, all together; (CP) is concerned with the ways that schools and the educative system withstand and reproduce structures and relations of domination, as findings in classroom projects reported in my study. Thus, the belief that, if education is a place for the reproduction of oppression and domination, can potentially be a place for the disruption of oppression and even liberation. As such,

the task of critical pedagogy is to guide scholars, school teachers, and citizens to understand what is responsible for oppression in schools and society and what steps are necessary for the disassembling of domineering systems (Norooziasiam, 2011).

Hence, critical pedagogy through critical thinking looks for the creation of a healthy non-alienating classroom-social relationship with no dominant policy overhanging the minds of individuals which occurred in my students when they could express without any fear or hesitation what they thought about what they had observed and recognized.

Akbari (2008) rightly defines critical pedagogy as "connecting word to the world" (p. 1241), but for this connection to be established, the marginalized learners (those felt to require getting conscious) must learn how to tackle their world problems. Freire and Macedo (cited in Lin, 1999) believe that marginalized learners must learn to "read the world" before they "read the word" (p. 1241). In other words, this was the starting point for my students to come to an understanding of the cultural, political, and social practices that constitute their world and their reality in their communities, with which they could begin to make sense of the written words that described their reality to better understand their contexts and made part of them actively cited by Norooziasiam & Soozandehfar (2011).

That is why important that schools' curriculums take into account the development of the students' critical consciousness to thrive on them the ability to read their world in connection with the different subjects. This made possible the recognition of their context widely to awaken their sense of belonging and thus, act.

Brazilian educator Paulo Freire (1970) realized that inequality is sustained when the people most affected by it are unable to decode their social conditions. He proposed a cycle of critical consciousness development that involved gaining knowledge about the systems and structures that create and sustain inequity (critical analysis), developing a sense of power or capability (sense of agency), and ultimately committing to taking action against oppressive conditions (critical action). This cycle was essential in my students' worldview transformation.

3.2 Social Justice

The concept of justice as a topic that requires social arrangements by allowing all of participating as coequals in social life; provides a lens through which to articulate the cultural, economic, and political domains of justice that define the quality of teaching in high poverty schools. This approach situates the work of teaching within actual communities and considers what teachers need to understand and learn to do concerning context (Fraser, 2007, p. 27 cited by Keddie, 2012, p. 1). Thus, we as teachers must take into account the students' contexts to make our pedagogical practices and arise our students' sense of belonging to their community and so, promote equalitarian participation in society.

Nevertheless, some scholars hold the view that when people engage in economic activity for survival, personal and professional growth, and the collective welfare of society, inequality is inevitable but should remain within acceptable limits that may vary according to the particular circumstances, The International Forum for Social Development Social Justice (2006, p. 11). Apart from the issue of unemployment, an area in which social justice appears to have suffered setbacks in recent years, there is the crucial question of whether societies offer their people sufficient opportunities to engage in productive activities or instructive opportunities.

In this sense, the school must take into consideration the community knowledge with which the students could articulate their communities and the school, allowing them to get engaged in it and boost them towards their personal and professional growth and so, their community development; quoting Cope and Kalantzis (2000), "teachers cannot remake the world through schooling but we can instantiate a vision through a pedagogy that creates in microcosm a transformed set of relationships and possibilities for social futures; a vision that is lived in schools" (p. 19).

On the other hand, 'fixing' educational problems, such as inequality, is frequently seen as a matter of 'fixing' teachers, students, and families. Improving literacy, for example, is seen as the way to improve educational outcomes which in turn will improve economic conditions for everyone, and thereby eradicate poverty and inequality. Comber (2016, p. 3). Making space to talk about inequity, and teaching students how to take action, schools must integrate students' socio-political realities into their ongoing work and contribute to critical consciousness development in such a way the students realized that the instruction is based on their local space. In this regard, the differences produced by global market economies may threaten the values of social justice on which democracies are contingent. However, it has been clear for some time that 'reducing inequality is the best way of improving the quality of the social environment, and so the real quality of life, for all of us' (Pickett and Wilkinson, 2009, p. 29).

As a result, schools with a genuine commitment to disrupting inequities find ways to lighten the unenviable underprivileged students. Deprived students may have little choice in what social burdens they must bear, but educators have a choice in alleviating them. Likewise, students' local realities must be the basis to get meaningful learning not only in the English class but in all the school subjects, since CBP facilitates that English learning practices can go beyond those lessons that commonly start and finish inside the classrooms and most of the time overlook the reality that is behind each participant and even the teacher's world.

3.3 Community-Based Pedagogy

Community-based pedagogy helps teachers to recognize that all communities and surroundings have intrinsic educational and cultural assets and resources that educators can use to enhance meaningful learning opportunities. Correspondingly, the concept of cultural asset is defined by Gibson (2015) as follows:

In every community that manages to sustain or revive itself over time, there are cultural factors that contribute to the vitality and robustness of the people living there. These factors are shared and creative, which is to say they are cultural and they are assets that make life valuable, that make life worth living. These cultural assets can be material, immaterial, emotional, or even spiritual (p. 112).

Therefore, it is valuable for English teachers to start appreciating those intrinsic cultural and linguistic assets, inherent to the communities where teaching takes place, to integrate them into the school curriculum to give a voice to our students.

In regards to community pedagogies (Sharkey & Clavijo, 2012) theorize:

Community-based pedagogies are curricula and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit. It is an asset-based approach that does not ignore the realities of curriculum standards that teachers must address but emphasizes local knowledge and resources as starting points for teaching and learning (p. 41). In the same token, Warburton and Martin (1999), posit that "Community – Based Pedagogies include the way people observe and measure their surroundings, how they solve problems and validate new information, the processes whereby knowledge is generated, stored, applied, and transmitted to others" (p. 1).

In these terms, this study gives value to my students' community by making relevant their local knowledge as the starting point for the development of the English curriculum, which means that my students could have the possibility to read their world based on the development of the knowledge. Moreover, this study could lead my students into discovering new aspects of the world they have been immersed during years and have passed by without discovering its real essence.

Sharkey and Clavijo (2012) argue that the curriculum of (CBP) recognizes "the realities of curriculum standards that the teacher must address" (p. 13), but gives priority to the reproduction of local knowledge and acquaintances in the students' contexts and families. In other words, the inclusion of what González, Moll, and Amanti (2005) have termed Funds of Knowledge "to refer to the historically accumulated and culturally developed bodies of knowledge, and skills essential for households or individual functioning and well-being" (p. 133).

Since, community-based pedagogies are outside school practices, life experiences, and assets that learners and teachers (who want to have a deeper understanding of the local places in which their students interact) bring into the classroom to enlighten class dynamics and curriculum constructs; in the context of EFL learning, outside school practices, elements, symbols, people, and situations that students and teachers identify during a process of joint inquiry become both theory and inspiring material for teacher researchers, especially in this generation of meaningful and critical literacy practices with students.

Inspiring studies like Community-Based Pedagogies and Literacies in Language Teacher Education: Promising, beginnings, intriguing challenges, conducted by Judy Sharkey and Amparo Clavijo, collaboratively (2012), show the importance of the value of the funds of knowledge that communities have which can be brought to the classrooms to make the learning process and the knowledge exchanging more meaningful for them and the community.

Therefore, all the information that teachers can obtain from students through an integration process of students' lives and diverse cultural backgrounds, is considered the student's funds of knowledge, families, neighborhood, and school surroundings. They become rich funds of knowledge to be explored in class throughout multiliteracies classroom activities, nevertheless, they have been ignored by curriculum designers and teachers, in planning teaching strategies for young learners.

For Short (2009), "without invitation... we may not feel the courage to pursue [the] uncertainties or tensions [of the outer world]; invitation beckons us to feel some safety in taking the risk to pursue those possibilities by thinking with others" (p. 12).

3.4 Multiliteracy and Multimodality

Language is pragmatically dealt with in an ideal sociocultural atmosphere, where multiliteracies constitute a good approach that makes the learners engage in a fluid relationship between society and texts. Language can be the best tool to empower learners and they can have a desirable language experience in a language classroom that goes beyond linguistic knowledge, where things are handed on to the learners to be negotiated and challenged. English teachers must have the appropriate skills, strategies, and insights to navigate the rapidly changing views of literacy successfully and, subsequently, support their students' achievement in these same areas. Expanding literacy in the classroom could include promoting multimodal anchoring techniques alongside traditional literacy activities (Sewell & Denton, 2011).

On the other hand, the relationship between technology and foreign language literacy evolves rapidly, as a consequence of a widespread of new multimodal texts that can be found on websites permanently. The concept of multiliteracies emerged to explain the changing rules of reading and writing according to the new type of texts that include other kinds of media such as image, voice, and movement (Gee, 2009; Kress, 2003). Multiliteracies pedagogy offers a conceptual platform that fits the needs of students in digital times: combined modes and genres and a critical framing (New London Group, 1997). The term critical in reading the community associated with the element of critical framing proposed by the New London Group (1997) in the manifesto of the multiliteracies pedagogy, which involves students standing back from what they are studying and viewing it critically about its context, emerged gradually after analyzing the community. Fairclough (1992) elaborates the concept of 'critical' 'as the ability to critique a system and its relations to other systems based on the workings of power, politics, ideology, and values. In this sense, people become aware of and can articulate the cultural locatedness of practices' (as cited in New London Group, 1997, p. 84).

Thus, the use of multiliteracies in the English classroom has the potential to enrich the curriculum for most students; however, for those students, who do not have the prerequisite skills necessary for the development of traditional literacy skills, a multiliteracies approach to learning may pose different benefits and challenges, since they may experience new ways of communication and interaction. A major difference between Multiliteracies and the conventional view of literacy is that in the Multiliteracies perspective, literacy is not restricted to printed or written forms of language instead, it involves multiple modes of representation, such as music, gestures, and pictures (Perry, 2012; New London Group, 1996). In other words, although printed and written literacy is important, it is only one kind of literacy that makes meaning in a narrow area. The view of literacy as multimodal is one of the characteristics defined by Multiliteracies scholars. Multiliteracies theory also contends that literacy is situated and has a social purpose (Olthouse, 2013). Literacy is situated because literacy practices are different in different contexts. Moreover, the Multiliteracies theory claims that educating students to be able to "design social futures" is a specific purpose of literacy (Olthouse, 2013). The "social futures" refers to the achievement of meeting the requirements in ethical and practical challenges in the new era, which include participating in meaningful work and civic activities with people from diverse backgrounds (New London Group, 1996). Accordingly, and dynamizing the students' findings reports, in this study the shift was done from the traditional texts to the ones based on multimodalities which were presented in a variety of ways such as letters, posters, PowerPoint Presentations, photographs, lapbooks which portrayed the students' understandings of the community; their school and neighborhood.

4. Previous Studies

Many studies have attempted to bring critical pedagogy into language classes. Thinsain's action research presented many contributions to my project, he showed how the language could be an important tool to empower the learners to have a more fluid relationship with the language and their real context; and described in detail, interesting ways to involve learners in learning processes while developing a critical consciousness upon their positioning in society. Additionally, it led to the understanding of how classroom research processes with meaningful content, definitively helped improve the classes and accomplish very good results with the students, as I managed to evidence in my study.

Among the national studies carried out on this topic, Professors Rincon and Clavijo (2016) developed research in a public institution in the south of Bogotá which aimed to transform the way the tenth grader- students were related to the community to create learning environments for developing students' language and literacies. In their study, students became inquirers in their neighborhood, which allowed them to recognize their community

and offered opportunities for students' and teachers' development by using multimodalities. Their pedagogical experience contributed to my study with significant constructs on students' social identity building and interesting examples of literacy practices, enhanced through a more contextualized perspective from their school and neighborhood.

Moreover, in 'Mapping Our Ways to Critical Pedagogies: Stories from Colombia, Clavijo & Sharkey (2020) reported a study done by two Colombian teachers based on the development of critical pedagogy. Here, these teachers connected the students' contexts and the curriculum for English learning. Among the findings, the researchers could reflect upon the social, economic, and cultural issues in their students' communities and generate new proposals that articulated the students' interests and needs with the English curriculum. This study gave me more clarity about how to implement these pedagogies into my daily practices by considering my students' realities.

On the other hand, in a study conducted in Venezuela based on critical pedagogy and EFL, as it is stated in Carmen's (2001) paper; BruttGriffler & Samimy used EFL learners' reflection through discussion and diary writing to empower learners through critical praxis generated from within. They emphasized the ongoing process of self-reflection and a "construction of subjectivity". This final antecedent let me realize the way as teachers and students participated in co-constructing the class through a process of negotiation.

A study conducted by Lee, Yi-Hsuan, & Ting-Chin (2019) presented an experience that evidenced the ability students gained to communicate their contexts' understanding by developing critical perspectives. In this way, processes of reading and writing evolved more autonomously and authentically through multiliteracies. This study reinforced the importance of encouraging my students toward multiliteracy tasks to report their community understanding.

5. Methodology

5.1 Research Design

For the development of this project, Action Research (AR) was chosen as the methodological design that framed the study. AR is considered by Griffie (2012, p. 109) as a small-scale investigation done by teachers about problems that daily emerge in the classrooms to renew the curriculum or the teaching practices. The implementation of the steps in the cycle of Action Research allowed the participants in this study to be more aware of the reality in their community, where they became an active part of its transformation, by assuming from the English class, a different perspective in regards to social justice; likewise, as a teacher-researcher, this design gave me, the possibility to delve into a problem and seek solutions to it. "Actions taken come from an ongoing social process in which interventions are required to achieve the necessary changes based on findings and outcomes in the study" (Burns & Richards, 2009, p. 85).

In conducting action research, as an English teacher-researcher, I structured multimodality strategies and literacy classroom projects in which students were loosely guided by movement through the phases of inquiry that are summarized next:

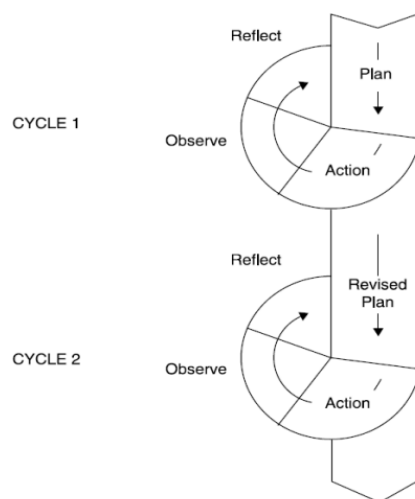


Figure 1. Research cycles (Maxwell, 2013)

5.2 Type of Study

This research study was framed under the qualitative approach because it was situated, participant-oriented, holistic, and inductive (Richards, 2009). Explicitly, the study was situated because it was related to the local realities of each one of the participants at school and in the neighborhood; participant-oriented since the participants were sharing their concerns, emotions, and feelings related to how they interpreted their reality; holistic in the sense that it involved reflection and analysis from the perspective of the whole being, and finally inductive given that all the information came from the students' voices and not from an initial hypothesis stated by the researcher.

According to Yin (as cited in Kohlbacher, 2005, p. 4), "[it] allows investigators to keep the holistic and meaningful characteristics of real-life events". (Creswell, 2009), that is to say, a qualitative study helps to understand the social world in which students are immersed and contributes to solving problems in their day-to-day life in and out of school.

5.3 Research Context and Participants

This study was carried out in a public school located in Ibagué, Colombia. The school was founded 25 years ago to support families and victims of the Armero tragedy. Little by little its population has been expanded by children who came from resettled, demobilized, and displaced families who live in unemployment and insecurity conditions; making its surroundings one of the most vulnerable populations in the city. Currently, the school has 649 students from kindergarten to high school. Additionally, the students selected for the study corresponded to a group of 42 students from eleventh grade, aged between 15 to 18, with low average proficiency in English, with three hours-lessons per week. The implementation of the study took the whole scholar year from February to December 2019.

5.4 Data Collection Instruments

The data collection instruments used in this action research project included students' artifacts, teacher's journals, surveys, and as a complementary instrument, video recordings. With these instruments, I could collect information about students' perceptions, attitudes, and opinions towards their contexts. As a result, the assembly of these data collection instruments allowed me to accomplish a research project that bridged the gap between theory and practice existing in traditional English lessons based on the fulfillment of the curriculum guidelines.

Data collected from students' artifacts were obtained taking into account students' written production like letters, PowerPoint Presentations, posters, and lapbooks which were done throughout the whole process of inquiry and also constituted valuable material that supported the study and gave it trustworthiness. Artifacts are examples of students' work produced in the school that provide insights about how and for whom they were created, what they include or not, and their purpose. To understand what literacy is, Street (1995) argued, we need to discover its meaning directly from people and not just from theoretical discussions (See Appendix A).

The teacher's journal provided an account of each stage in the project; daily planning and sequencing of the activities proposed in the didactic unit during the English classes, as well as happenings around the implementation of the project, were written down in it to keep track of the advances of the study, and possibly identify patterns that showed areas of interest for personal reflection and further analysis (See Appendix B). Thus, the teacher's journal included two parts: the first part was made of an observation record about the different issues that emerged from the class in terms of students' reactions and insights regarding the implementation; the second one, was focused on a reflection upon the findings. They involved an inwardly reflective procedure by thinking back carefully over the lessons, putting our thoughts into writing, and then analyzing these for deeper insights. (Maneekhao and 37 Watson Todd, 2001; McDonough, 1994; Thornbury, 1991; Lowe, 1984). Gebhard (2016) himself defines how a teacher journal "can create an opportunity to confront the affective aspects of being a teacher, including what annoys, disconcerts, frustrates, encourages, influences, motivates, and inspires us" (p. 79).

In the study, surveys were useful tools for gathering a large amount of data, providing it with a broad perspective. They were administered face to face and included open-ended questions, leaving the answer entirely up to the respondent, and providing a greater range of responses (See Appendix C). Kabir (2016) posits that survey research is often used to assess thoughts, opinions, and feelings and can be specific and limited, or it can have more global, widespread goals.

And finally, each one of the videos obtained from the students' agency and collaborative work throughout the different multimodal projects, allowed me as a teacher-researcher to analyze the context in which the images were used to draw inferences, which later helped me define the categories in data analysis. As Morrell (2008)

posited, critical literacy intends to turn literacy practices into moments of inspiration and show students “that the development of literacies of power can play a role in the transformations of their schools and communities” (p. 190). Aurelia Honorato (2006) highlights the importance of video recordings in research by positing: The capture of video images is a rich source of information, especially in research with children after all, how can one register so many intricacies, so many details, so many relationships and then look into them? Some sayings are not pronounced orally, sayings that are not captured by a recorder and that end up lost without a record...” (p. 6).

6. Implementation

It consisted of two cycles that integrated a series of actions carried out during the English lessons in which a didactic unit was designed within the framework of AR and CBP actions. The activities were lined up to the syllabus in terms of contents and the competencies described in the Basic Learning Rights (BLR) and Standards in every cycle, and I obtained the required data from students' artifacts, teacher's journals, surveys, and video recordings.

6.1 First Cycle

Before starting the first cycle, it was a brainstorming activity about the concept my students had about their community, revealing positive and negative definitions and reactions (See Appendix B). It was inspiring to define the problem and start the process of designing the Didactic unit (See Appendix E). A needs analysis was implemented which gave me wide information about students' needs and interests that was helpful in the moment of making decisions related to the activities to be done. Then, it was a sensitizing process with a talk done by a former student whose aim was to show that everything was possible no matter the economic conditions, and a video Forum to recognize the importance of every single people in a community.

Having encouraged students to participate (See Appendix F), the action started; the students did the school mapping after being divided into groups according to the assets they identified in it, (See Appendix G), and showed their outcomes through oral presentations. (See Appendix H). While this process was taking place, their reports were devoted to making connections with the curriculum contents and I was supporting them all the time with their discoveries, analysis, and reflections by questioning them. Sometimes, translanguaging was significant to communicate themselves.

As a response, students were concerned about what they observed and it was evident in their engagement in such a way they started proposing feasible actions to undertake the problems found so, they sent letters to the principal in which they recognized his labor and asked for permission to do littering campaigns to beautify the school; promoting collaboration and sense of belonging. (See Appendix A)

6.2 Second Cycle

As soon as the students ended their reflections and analysis about the school panorama, they demanded to do the neighborhood mapping. The planning process started and they designed an ID badge collectively to be identified in their community (See Appendix I). At the neighborhood mapping (See Appendix J), students interviewed its inhabitants, took pictures, and made videos to have a wide spectrum about it. After gathering all this evidence, they met together to analyze their findings. Here, they identified some problems in their assets which were reported using the contents tackled in previous lessons (See Appendix K).

Considering the information gathered, and the analysis done by them, a lapbook design was proposed; it contained the description of the main problem found in each context, the solution given by them with a chain of its possible results, and the people's voices which was illustrated with pictures (See Appendix H). While this second cycle, the Social Studies teacher participated by inquiring about the neighborhood and the school's local memory to make students recognize all the valuable history behind the school and the neighborhood. Having the lapbooks, students socialized their research with the rest of the school community and also, invited the communal leaders (See Appendix L).

As a result of the students' high level of engagement, a proposal was sent to the principal to intervene in their community directly (See Appendix F); in this order of ideas, they made a campaign in the school called “Good manners matter” related to the importance of using polite words to interact to their peers; and in the neighborhood, the campaigns “Hey, this is your dog” and “you are important too” to face some problems related to the dog's wastes and the forgotten elderly people correspondingly. These actions contributed to finding new solutions to the problems identified (See Appendix N).

7. Data Analysis

Considering that this research aimed to see how the students' acknowledgment of their community was evidenced through the use of multiliteracies in an EFL classroom, I implemented the grounded approach for the data analysis due to the themes and concepts were emerging little by little from the reading of data; revealing those I saw during the process (Freeman, 1998). In this order of ideas, he posits this approach aims to "make the regular appear new, to put a different frame around what is usual and taken from granted in everyday teaching and learning, and thus to perceive and understand it in new ways" (p. 99).

This schema represents the stages followed to conduct this qualitative data analysis framed within the grounded theory of data analysis method.

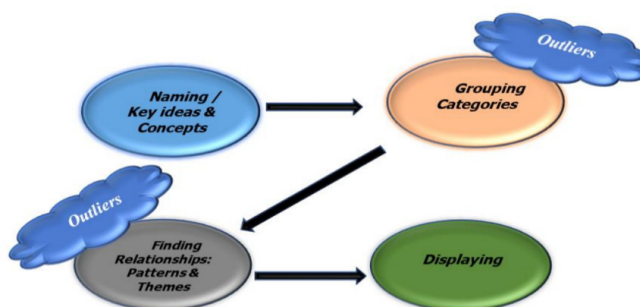


Figure 2. Basic Paths of Data Analysis (Freeman, 1998)

As shown above, the first step consisted of identifying meaning units and creating code lists by comparing the information previously obtained in the community mapping through the students' artifacts, the teacher's journal, the surveys, and the video recordings' transcriptions from the students' oral presentations. It is important to clarify that the students' artifacts such as the letters, written compositions for class assignments, and surveys applied in the first cycle provided relevant information about their community context understanding. On the other hand, as a result of the second cycle, students' artifacts like lapbooks, proposals, and pieces of evidence of their actions, in the face of the problematics that they identified, were explicitly related to the characterization of the impact that the students' school and neighborhood inquiring had on them.

In the second stage, I carried out an ongoing revision of themes and patterns that led to the categories. When searching for patterns in coded data to categorize them, I used different colors to highlight the ideas, keywords, responses, or events, that were in line with my units of analysis. This path I followed is illustrated by Saldaña's description: Organizing data is a process that includes open coding to create categories and abstraction. Open coding means that notes and headings are written in the text while reading it. The written material is read through again, and as many headings as necessary are written down in the margins to describe all aspects of the content; the headings are creating categories (Saldaña, 2009, pp. 118-122).

Then, the information coded was grouped into preliminary categories which were revised and reassembled until defining the final categories which were personalized by giving them names that were sensitive to the reality I wanted to depict. It is worth mentioning that as the analysis of the data progressed, there was information that did not seem to fit into the structure of my analysis; that is to say, some outliers were identified and so, left aside, but along the process, they provided complemented insights for the analysis.

Regarding stage 3, as my data analysis progressed, I designed matrixes which allowed me to capture further interpretation as I saw relationships among the patterns in the categories. This process made my interpretation clearer and more visible. As a result of these procedures, I came up with the following four categories: Every cloud has a silver lining, Now, I have got the Power to Say, Sensing the World Around Me, and Creating a Better World.

In terms of giving validity to the information provided I used data triangulation which let me strengthen my interpretation of the results in my study by revisiting the research questions and the information gathered through the different instruments. Burns (1999) declares that collecting data from varied sources unveils a more robust picture of the issue as multiple procedures enrich the study and make it more objective and valid. To do the triangulation of the instruments, I established connections and relationships between the patterns and concepts found in the students' artifacts (written texts, letters, posters, PPP, lapbooks, proposals, and a song), the teacher's

journal, the survey, and the video recordings (with the corresponding transcriptions). The following figure displays the way the examination of the different relationships among the instruments unfolded.

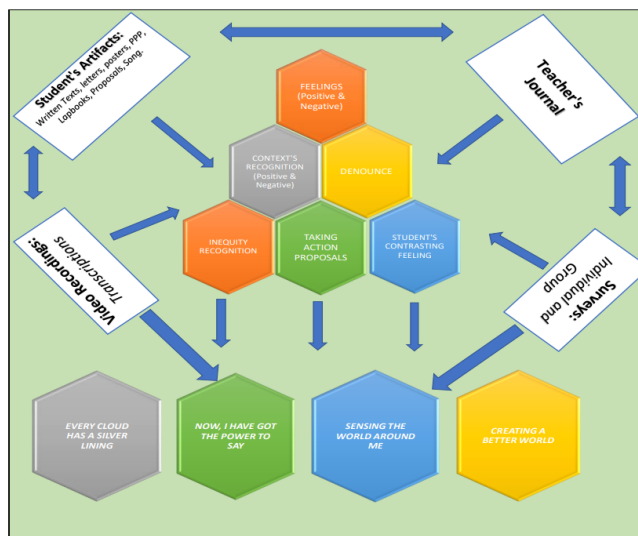


Figure 3. Data Triangulation (Author, 2020)

To validate the data previously provided by the participants and once it was analyzed and the categories were defined, I implemented Member Checking validation by using a Likert Scale intended to ask for students' level of agreement related to their acceptance of the conclusions and findings and gave validity, accuracy, credibility, and transferability (See Appendix P).

To conduct this process, I mailed my former students from eleventh grade through a social network and invited them to have a Zoom meeting, some days right after their graduation ceremony in December. Thus, I designed a PowerPoint Presentation that compiled photographic evidence from the different steps followed in the research.

8. Findings and Conclusions

In the following categories, students' insights were evidenced in those voices that, as an English teacher, I listened to and identified throughout the complete study. Those voices that inspired me to feel and live, several experiences that for many years my students had gone through, at school and in their neighborhood, and that finally were heard and seen by their ears and eyes and the ones of the others, making them feel like an important agent in their community's transformation. The following table displays the categories that respond to the research question in concordance with the research objectives:

Table 1. Categories resulting from the Analysis

Research Question	
How is the students' acknowledgment of their community evidenced through the use of multiliteracies in an EFL classroom?	
Research Objectives	Categories
<ul style="list-style-type: none"> To depict the eleventh-grade students' understanding of their community context through their school and neighborhood inquiring. 	<p>1. <i>Every cloud has a silver lining</i>: This category represents my students' reactions in front of the literacy English tasks I had designed, which challenged them to take their time and human resources to recognize their surroundings with a new vision.</p>
<ul style="list-style-type: none"> To characterize the impact that the students' school and neighborhood inquiring may have on their lives and the others'. 	<p>The students' new vision of their community, the school, and the neighborhood, reshaped as a product of their community understanding, enabled them to escape from the dominant identity these contexts had in their mindsets, and in return; it offered them the chance of participating actively in their new role of researchers.</p> <p>2. <i>Now, I have got the power to say</i>: The students' involvement in their community practices allowed them to recognize the injustices that had been transcending through the years and had not been recognized before. Therefore, they released all the thoughts they had accumulated for years by</p>

commenting on the problematic issues, causing feelings of frustration and tension. It was as if they had taken the control of everything and felt they had got the right to denounce the inequalities encountered through their exploration, inequalities that had to do with the common places they had interacted over time; no matter the people engaged in their discoveries.

3. Sensing the world around me: This category emerged from the different feelings and sensations students expressed through their multiliteracy tasks. Little by little, these sensations and feelings were showing up and taking more force, in the sense, that they were more sensitive not only to their surroundings but also to their inner self. It differs from the previous ones with the nuance that the students' emotions were at the core of the whole process showing an increasing transformation in them evidenced in more receptive and goal-driven learners.

4. Creating a better world...:

This category highlights the optimistic perspective that flowed from my students' critical position upon the wish to overcome the issues that made them feel at disadvantage. This category describes the impact that school and neighborhood inquiry had in my students' lives and others'.

It shows the shift generated in the students' worldviews, in the same set of circumstances, they saw new possibilities not only in the world around them but in themselves. (Schlitz, M., Vieten, C., & Miller, E., 2010). Now, their perspective was centered on themselves as well as what they experienced, they were an integral part of the world they were sharing with others, becoming more sensitive and inspiring to act as agents for positive change in their communities.

This project proved to be a rewarding and positive experience both for the students and for me as a teacher-researcher and other members of the community. For the students, this research offered the chance to explore new and different identities as researchers; representing a bridge between the class and the external world, in terms of the activities that involved the acknowledgment, not only of their community; school, and neighborhood but also their new abilities developed such as how to work collectively to support their community, how their attitudes and skills emerged progressively, helping themselves and becoming contributors of their school and neighborhood.

It changed the way students started reading their world through the acknowledgment and understanding of their community practices, being aware of the existent inequities that they had not seen before; developing their sense of agency, and leading them progressively to taking action in the extending of their humble but powerful proposals that touched the vision of the community not only as students but also as transformers of it what made feasible the shift in their worldviews.

Students' examination of the nuances of the closest spaces to their lives as the school and their neighborhood, gave them a voice to express new understandings or reshape the ones they had, as well as to position themselves in front of the realities they were facing or those they had not noticed before making them evident through their social proposals in the school as well as in the neighborhood.

This research experience allowed my students a better understanding of themselves, in terms of self-recognition, empowerment, sensitiveness, self-confidence, and leadership due to the exposure they had to reality, increasing their sense of engagement and belonging to themselves and their community, and also, motivating them to learn English differently.

This study triggered other teachers' interest who felt moved by the students' community inquiry, developing new alternatives to integrate their subjects with what the students were doing in their English class, fostering the creation of more realistic environments, and the expansion of students' learning opportunities.

Community-Based Pedagogy strengthened the acknowledgment of the students' contexts as spaces of getting knowledge, not only into the walls of a classroom but also outside of them from the real dynamics of their school and neighborhood contexts, enhancing their learning opportunities meaningfully, and giving them the chance to hear their voices.

Multiliteracies allowed my students to interact among themselves by taking advantage of their potentialities and keeping aside all the constraints they had at the moment of communicating. It constituted an important resource in this study that made my students get engaged in their relationship with their community findings and the varied forms they communicated with them.

This study unveiled the importance of taking into account that the English teaching-learning process requires constant evolving knowledge. Thus, funds of knowledge must be understood as key elements to integrate the school, families, and neighborhood with a curricular design that combines the students' worldviews which are brought to the classrooms and constitute themselves part of the language curriculum and so, strengthen and expand their learning process.

And finally, it is necessary to work more on the inclusion of this perspective in the teaching of languages and education in general, as a way of exercising situated learning in which the students have the opportunity to work collaboratively to co-construct knowledge and search for answers to problems within their community.

9. Implications of the Study

This study has integrated students' community with the school syllabus through the English class and other subjects that little by little joined during the process making more natural and relevant the language learning process in terms of putting into practice the contents tackled in the classes. Educators must conceive that the student's community must be fed by the school, and it is necessary to take education out of the walls of the school and approach the communities to know more about themselves and in the same way, understand the students' needs, interests, concerns, behaviors, etc. In this way, local knowledge gains strength and helps to empower both instances.

Students put aside their preconceptions about their community and got aware of the meaningful role everyone plays as its member, in which its change does not depend on others but themselves, enhancing their self-esteem and leadership skills which also make part of the educational process. It is important to highlight that the school is not just the place to get knowledge about different subjects, but the place where students must grow as human beings and members of society and for most of them the place where they can be themselves. As my students concluded: *"Everything is possible if we work together!"*


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Appendices

Appendix A. Students' artifacts



Ibagué, Tolima. 03-04-2019

Señor Rector, cordial saludo.

Nosotros los estudiantes de grado undécimo hemos hecho una investigación sobre las zonas físicas de la institución gracias a ello hemos descubierto el mal estado en el que se encuentra la institución.

Nosotros como estudiantes nos sentimos indignados por esta situación, sabemos que también es culpa de nosotros por no cuidar de nuestra institución y que a la aseo le queda muy pesado hacer el aseo a toda la institución.

Por lo tanto hemos pensado en una actividad que puede ayudar a mejorar esta situación. Trata de: Una jornada de aseo en la que por una semana a la última hora de clases un grado completo hará aseo por toda la institución. Comenzaremos el día 08 de abril con el grado 6-1°, el día martes continuara el grado 7-1°, el día miércoles continua el grado 8-1°, el día jueves el grado 9-1° y el día viernes finalizara el grado 10°. Los encargados de la actividad estaremos pendientes de los demás estudiantes, para ello nos turnaremos por parejas durante toda la semana, también avisaremos con anticipo a los estudiantes y a los directores de grupo. Esperamos que con esta actividad logremos mejorar un poco la imagen de la institución y concientizar a los estudiantes sobre el cuidado de la institución.

Esperamos que nos apoye con esta actividad.

Estudiantes encargados de esta actividad:

<u>Yizeth Quintana</u>	<u>Alejandra leal Munillo</u>
<u>Adrian Macollon</u>	<u>Katiuscia Pimiento</u>
<u>Alice Peña</u>	<u>Yesica MenesesTellez</u>
<u>Juan Perdomo M.</u>	<u>Daniela Alejandra Cocchi</u>
<u>Dubner Blana R.</u>	

GUILLERMO BORJA
Rector

Alice Pardo 11= Physical Spaces

1. Me siento bien, porque al igual que con lo que puse, figure del colegio aprende muchas cosas sobre la comunidad.
2. Recopilamos fotos, videos, audios al final unimos ~~xxxxx~~ todo en un video que dura aproximadamente 19min.
3. Encontramos buenos parques, comedores comunitarios, habitantes de buen corazón.
4. Podrían mejorar las calles ya que están muy dañadas, también podrían mejorar el aseo de las calles ya que los de interaseo no siempre van a estar ahí para recoger los desechos que botan las habitantes de la comunidad.
5. Creo que si, ya que algunos vieron la realidad de su entorno mientras hablaban sobre las problemáticas de la comunidad.
6. Pues me veo como una habitante que podía hacer algo ~~habiendo~~ por su comunidad, como hacer algo sobre las cosas que es lo que más afecta a estos.
7. Positive
 - In the community there are many beautiful Parks
 - In the community there are enough gardens
 - In the streets there are too many shops
 - In the community there are big courts



MI EXPERIENCIA COMO INVESTIGADOR

En este recorrido como investigador por parte de mi institución, me e podido encontrar con grandes cambios y aportes por parte mía y de mis compañeros de estudio, tuvimos el privilegio de hacer parte de esta gran actividad y yo como parte de esto, me siento feliz por ayudar a mostrar cambios en la sociedad y en mi colegio, haciendo nuestras campañas y charlas frente a temas importantes que afectan nuestro entorno, en nuestro colegio, creo que hay estudiantes que se que si están tomando conciencia de cómo dirigirse a sus demás compañeros y maestros y como les puede ayudan en su vida diaria

En nuestra sociedad pudimos dar a entender a las personas lo importante que es recoger los desperdicios de nuestras mascotas, hay personas que son consientes de recogerlos por que saben que les puede afectar a ellos, si las personas no recogen los desperdicios pueden terminar pisándolas, o incomodando a sus vecinos y podrían haber grandes discusiones, "hace días vi a una señora sacando a sus mascotas, al terminar, recogió los desperdicios de ellas y los boto a sesto de basura" acciones como estas son las que debemos usar para concientizar a los demás y no solo con los desperdicios, sino con nuestras basuras y demás desechos

También me puedo dar cuenta que puedo ser de gran apoyo para generar un cambio en los demás y ayudar a mi comunidad a cambiarla y mejorarla en tanto sus parques y calles como en personas que tomen acción para cambiar nuestro entorno

Al pasar mi tiempo como investigador pude formar parte de un pequeña, pero agradable convivencia con unas personas maravillosas que son los abuelos, en su "edad de oro" me pude dar cuenta que la felicidad no es solo esta en el dinero y en nuestra juventud, sino ayudarlos a ser parte de sociedad y hacerles entender que aun son importantes para todos, en una tarde entendí que todo el esfuerzo que hacemos sirve de algo y servirá para nuestro futuro porque podemos llegar a ser formadores de una mejor sociedad y una mejor convivencia

Espero que todos tomen como ejemplo lo que hacemos y lo pongan en practica y que sigan realizando estas actividades, para seguir realizando cambios tanto en nuestro colegio y en nuestra sociedad





Appendix B. Teacher's Journal

FIELD NOTES

DATE: 19 MARCH

OBJECTIVE: Show student's productions.

We started class at 8.20 am and students were willing to show their productions.

They asked me to make a semi-round table to better see each other and be more focused.

The group that mapped the PHYSICAL SPACES in our school showed a video with the aspects that called more their attention that were pictures that showed the bad conditions in which our school was in terms of garbage, damaged desks, written walls, damaged toilets, etc. and one of the spectators said "Estamos pailas" to see the level of abandonment our school was. During the presentation, the students showed interest and kept silent during it.

When the students finished their presentation, we did an analysis about their perception and they took part actively. They said that *they'd never seen the school with those eyes*

Then, the students that worked on LOCAL ECONOMY projected their video in which they interviewed the woman who was in charge of the school - cafeteria and was complaining about the people who sold their products outside and were allowed to do it with the teachers and administrator's acceptance. At the moment of the analysis the students reinforced that opinion and said that there wasn't any restriction to buy outside the school and for that reason the sales for the woman in the cafeteria were decreasing and she had to pay rent to the school and we as teachers must be a model to follow. At that moment I felt embarrassed because most of my colleagues take their breakfast from one student's mother who lives near the school. They said: "Los profesores compran por fuera viendo que el ejemplo empieza en casa". But in the classroom studies the teacher's breakfast provider's son who said: "Pero afuera hay gente que también tiene muchas necesidades, por eso venden cosas" what generates controversy among the students who agreed but thought about the woman who rented the cafeteria which incomes were really low. Then, it was break-time and the class finished and I went to buy a coffee at the cafeteria and the students who were nearby said: "Dando ejemplo" and I said "Yes".

After these discussions I know that students are more aware about these situations in the school and are attentive about our actions related to the sales' control. It was really embarrassing for me looking at the panorama that happens day by day in the school in which teachers and students buy outside indiscriminately without any restriction.

Appendix C. Survey

REFLEXION INDIVIDUAL

1. Cómo se sintió como investigador en el campo destinado?
2. Qué tipo de información recopiló? (fotos, videos, audios, notas. etc-)
3. Qué aspectos positivos encontró en su campo de exploración?
4. De acuerdo a su percepción, qué aspectos podría mejorarse en su campo de exploración?
5. Siente que la percepción de su comunidad cambió con esta nueva mirada? Si? No? En qué sentido?
6. Cómo se ve frente a su comunidad?
7. Haga una descripción de los aspectos positivos y negativos de lo encontrado en su campo; haciendo uso de (TOO, TOO MUCH, TOO MANY, ENOUGH, NOT ENOUGH)
8. Cuál cree que fue su mayor fortaleza al momento de recopilar la información?
9. De qué manera puede combinar esta fortaleza para mostrar al grupo en general, las evidencias de la información recopilada?
10. Reúnase con su equipo de trabajo.

TRABAJO EN EQUIPO**INSTRUCCIONES:**

1. Con base en la reflexión individual, nombre un moderador y un relator para que sintetice cada una de las preguntas desarrolladas en la reflexión individual.
2. De acuerdo a lo sugerido por cada uno de los integrantes del equipo, prepare la presentación al grupo en general, de una manera diferente a la empleada en la socialización de la exploración realizada sobre la comunidad escolar, en la que se destaque:

- Área de la comunidad que exploraron.
- Aspectos positivos y/o negativos vistos en su campo de exploración.
- Novedades encontradas en su comunidad que antes no reconocía.
- Su posición frente a la comunidad, en relación con el campo explorado.


Esta presentación puede ser realizada a través de:

Video musical, cuento dibujado, historieta, caricatura, composición de canciones, mural de graffiti, etc.

Appendix D. Video's screenshots



Appendix E. Didactic Unit

			ALFONSO PALACIO RUDAS DIDACTIC UNIT		COMMUNITY RESEARCHERS TEACHER: DIANA MAGALI FLOREZ BARRETO			
DERECHOS BASICOS DE APRENDIZAJE					1. Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares. 2. Produce mensajes escritos, tales como cartas y correos electrónicos, claros y bien estructurados teniendo en cuenta el contexto en el que tienen lugar. 3. Intercambia opiniones sobre situaciones de interés personal, escolar o social. 4. Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico			
PHASES OF ACTION RESEARCH	ACTIONS TAKEN IN CBP	DATE	MULTIMODAL ACTIVITY	OBJECTIVES	LEARNING RESOURCES	CURRICULAR OUTCOMES	LANGUAGE FOCUS	ASSESSMENT EVALUATION
IDENTIFYING A PROBLEM	OBSERVATION OF COMMUNITY PRACTICES	15 th February	What I like	To analyze students' needs	Students will do a survey related to a needs analysis to know their interests, and expectations upon themselves, the school and their neighborhood in which some aspects like "How I learn, English and I, my community and I, and What I like" were relevant.	Needs analysis		
		20 th February	My future, my challenge!	To raise student's awareness of the importance of their self-improvement.	A former student who is a university student now will tell 11 th graders their experience of self-improvement.			
GATHERING DATA	COMMUNITY SCANNING	5th-6 th March	School Mapping	Support students to the mapping process at school previous their mapping with the community	1.Show the video about what a community is. https://www.youtube.com/watch?v=8NqzV0l8Aw 2.Students will analyze the concept of community and the different actors that are involved into it as well as their roles. Teacher will show the graphic related. 3.Students will recognize the different assets that make part of the school community. 4.Students will choose an asset and will go mapping by looking for aspects that call their attention by taking pictures, asking questions to the people involved, observing and taking notes, etc.	Making descriptions	Adjectives	Students' artifacts: Videos and Pictures
INTERPRETING DATA	CONTENT DATA ANALYSIS. TRIANGULATION	12-13 March	Planning presentations	Support students to recognize their strengths to be used in a creative way to show their outcomes	Question students about their findings and guide them to plan the best way to be shown to the rest of the group in a creative way.	Ss' layout		Student's artifacts
		19-20 March	Students displaying	To share student's findings with the whole group	1.Students will show the whole group their mapping outcomes in the way they prefer. (slide presentations, song creations, stories, photo galleries, videos, etc.) 2.Analyze the outcomes with the whole group	Students' display		Students' creation audio recordings (Videos, recordings)
		26-27 March	Making chains of possible results	To set their problematic situation and give a possible solution	1.Students identify the most relevant situation found in their asset and set a problem. 2. Students will give a possible solution to their problem and then will make a chain of possible results to that solution by using the first conditional and Future Time Clauses	Chain of solutions	First Conditional Future time clauses If/will... As soon as...../will... When...../will... While...../will... Before...../will... Until...../will... After...../will...	Chain of solutions to the problem set
PERMANENT TEACHER'S REFLECTION								

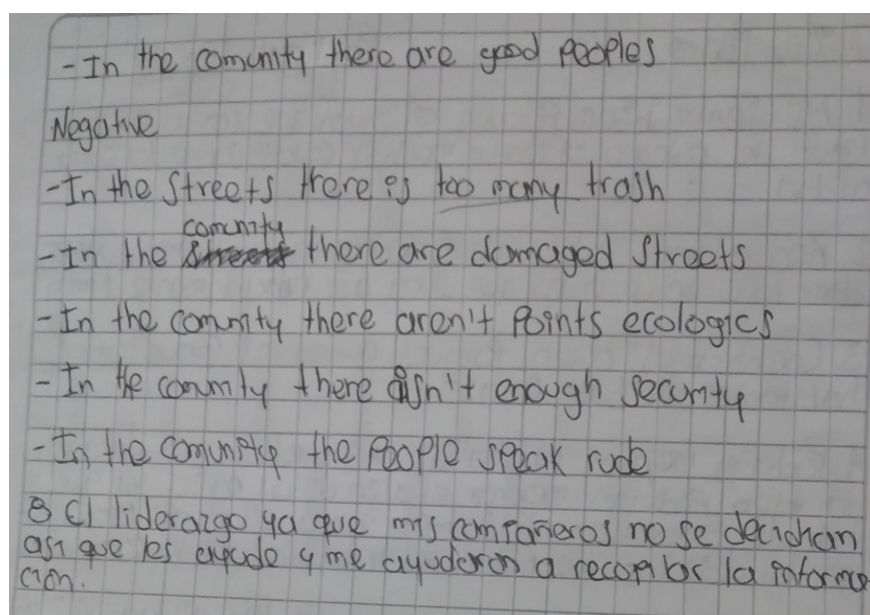
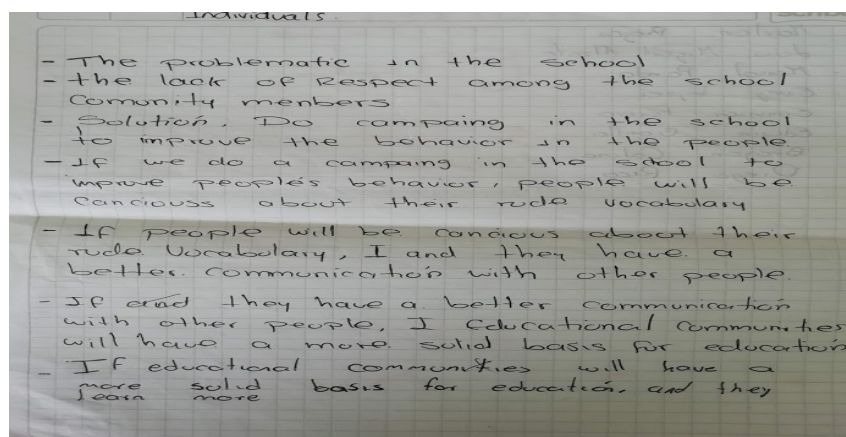
ACTING ON EVIDENCE	EXPLORING COMMUNITY KNOWLEDGE	2-3 April	Chain sharing	To share the groups' chain of possible results to the solution	1.Students will share their work by using English	Videos				_Videos
					2.Students will think about an action to take, according to the solutions given by them.	Student's artifacts		_First conditional and Future Time clauses		_Students' artifacts.
GATHERING DATA	COMMUNITY SCANNING	16 -17 April	Introducing their neighborhood	To identify the different assets in the student's community context.	1.Students will identify the assets in their community.					
					2.They will decide on which asset they will better work.					
					3.Students will plan their mapping to the community according to the asset chosen.	Videos Notes	Adjectives to describe feelings	ADJECTIVES & ADVERBS Too much/ too many/ enough/ not enough / too		_ Videos Student's artifacts
		22-23 April	Neighborhood mapping	To observe their community context	1.They will work in the same groups to go to their community, observe, talk and take pictures about situations that call their attention related to the asset chosen.	Videos Notes				
					2. The class will go to the community to do the mapping by starting with a littering Campaign.					• Students' artifacts
					3.Students will check their information; pictures gathered during the previous session and choose the best way to show it to the rest of the group. (skit presentations, song creations, stories, photo galleries, videos, etc.)	Pictures				
INTERPRETING DATA	ESTABLISHING POSSIBLE CONNECTIONS WITH CURRICULUM CONTENT	30 April	Raising our voices	To reflect about their findings	1.Students will work by solving the questions given in the worksheet to make an individual reflection about their experience.					
					2.Students will describe what they perceived about their community by using Too much/ too many/ enough/ not enough / too.	Student's reflections				
					3. In their corresponding groups students will reflect about their questions and will work on the worksheet given for the team work.			PHRASAL VERBS: Put up with, get on with, take out, give up, sit down, go back, turn up, move in		• Student's texts
					4. Students will prepare their presentations based on this activity.					
		7-may	Presentations designing	To consider the patterns given on their presentations.	1.Students will prepare their whole presentations by gathering in the mapping process they have about the school and the neighborhood contexts by following the patterns given for the teacher in terms of the use of the language in the process of describing them and by taking into account the pictures taken.					
		May 14-15	Student's displaying		1.Students will exhibit their productions about their mapping to the rest of the group.	Videos	_First conditional and Future Time clauses _Adjectives to describe feelings	_Too much/ too many/ enough/ not enough / too _Put up with, get on with, take out, give up, sit down, go back, turn up, move in		Student's artifacts (videos)
PERMANENT TEACHER'S REFLECTION										
		May 21-22	Discovering new options	To introduce a different way to make a display	1.Teacher will show some videos related to how to make Lapbooks and the different templates that could be used to make them, to inspire students to do their presentations like this. 2.Students will organize the process done until now with the research by designing a new way of presenting the information collected during the mapping stage by putting the school community and the neighborhood community together and showing the panorama in each context through its description, the main problem found and a possible solution as a result of their analysis, then a chain of possible results of that solution, of each context people's voice and their own point of view. All this by using English language to describe					

ACTING ON EVIDENCE	DEVELOPING RESEARCH PROJECTS TO ADDRESS COMMUNITY ISSUES	July 22nd	<i>I'm a researcher!</i>	1.Students will present their foldables to the whole class.	First conditional and Future Time clauses _Adjectives to describe feelings	Too much/ too many/ enough/ not enough/ too _Put up with, get on with, take out, give up, sit down, go back, turn up, move in	Lapbooks
		August 27	<i>Showing my research to my peers</i>	SS's presentations to 9 th and 10 th grades 1.Students will present their research to students from 9 th and 10 th grade.	First conditional and Future Time clauses _Adjectives to describe feelings	Too much/ too many/ enough/ not enough/ too _Put up with, get on with, take out, give up, sit down, go back, turn up, move in	
		August 30th	<i>Showing my research to my parents</i>	Parents' research presentations Students will present their research to in a parent's meeting.			
		November 13	<i>Good manners matter!</i>	To make a campaign in the school about the importance of being polite with the members of their community Students will be divided in groups of 4 to give a small talk, led by the group in charge of the individuals' asset, to reflect about the importance of having good manners in terms of the vocabulary used with others			Pictures and videos
		November 13	<i>Hey, this is your dog!</i>	To make a littering campaign in the neighborhood The group in charge of Physical Spaces will lead a litter campaign in the neighborhood to make people aware of their dog's wastes with the other students' support and will give them fliers designed by them with a small plastic bag.			Fliers about the campaign Videos Interviews
		November 22	<i>You are important too</i>	To support elderly people from the neighborhood The group in charge of the Associations asset will organize a sharing afternoon with the elderly people who attend to the soup kitchen to listen to their voices and share something to eat and have fun. Students are gathering with the whole school different food and personal cleaning items to give them as a present.			Videos pictures
EVALUATING RESULTS	REFLECTING UPON THE TEACHING IMPLICATIONS	November 25	<i>Mirroring my community understanding</i>	To reflect about their experiences in the research process Students will reflect their understanding of their school and neighborhood communities by using multiliteracies.			Posters with reflective messages
REFLECTION ON THE FINDINGS							

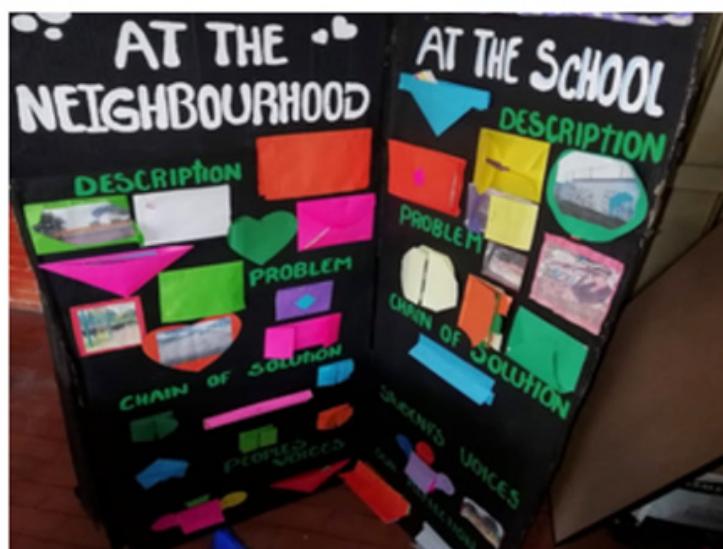
Appendix F. Students' school mapping



Appendix G. Students' artifacts connected with the syllabus contents



Appendix H. Lapbooks



Appendix I. Students' ID badge



Appendix J. Students' neighborhood mapping



Appendix K. Socialization with the community



Appendix L. Students' proposal

INSTITUCION EDUCATIVA "ALFONSO PALACIO RUDAS"
APOYANDO A MI COMUNIDAD
COMMUNITY RESEARCHERS
PROM 2019

JUSTIFICACION

Usando las realidades locales de los estudiantes como base para obtener un aprendizaje significativo no solo en la clase de inglés sino en todas las asignaturas, y avanzar más allá de la simple clase que comienza y termina allí, es lo que las comunidades escolares esperan de la educación.

El hecho de que los estudiantes sientan la importancia de su comunidad tanto escolar como del barrio, para sus vidas y la de los demás, los hace más comprometidos con su propio proceso de aprendizaje y el papel que juegan en el mundo que comparten con los demás. "El aprendizaje mejora cuando los maestros invitan y reconocen el conocimiento, las creencias y las experiencias que los estudiantes traen con ellos al aula" (Bransford, Brown y Cocking, 2014).

Si queremos una transformación en nuestro contexto escolar, en términos de tener una mejor perspectiva en la forma en que los estudiantes asumen su papel no solo como estudiantes sino también como ciudadanos, es obligatorio que mejoren su capacidad para reconocer sus situaciones problemáticas y las oportunidades que tienen para cambiarlas y superarlas al crecer en ella al mismo tiempo, para lo cual se requiere una mirada crítica y consciente.

Dado esto, se realizó un ejercicio de mapeo tanto en la comunidad escolar como en la comunidad del barrio, en el que los estudiantes identificaron situaciones problema que

afectaban la convivencia de las personas en ambos contextos; haciendo una descripción de las mismas al igual que dando soluciones y sus posibles resultados; usando la lengua extranjera, inglés como medio para comunicarlo.

Luego de este proceso de análisis, se propone realizar una intervención por parte de los estudiantes, aportando un poco a la solución de la problemática identificada por ellos.

Por esta razón, se hace la siguiente propuesta en cada uno de los activos que hacen parte de la comunidad escolar y del barrio; para que sea tomada en cuenta por parte de las generaciones escolares subsiguientes ya sea dándole continuidad y haciendo los ajustes correspondientes:

ACTIVO	CONTEXTO	
	ESCOLAR	BARRIO
ECONOMIA LOCAL	Enviar una carta al rector de la institución proponiendo el mejoramiento en la calidad del servicio de la cafetería escolar.	Enviar una carta a la policía denunciando el maltrato que se hace a los vendedores informales.
PERSONAS	Solicitar al rector permiso para liderar una charla a todos los grados sobre el buen trato, en relación con el vocabulario empleado por los estudiantes.	Enviar una carta a la policía y a diferentes instituciones para solicitar apoyo de seguridad en las calles, y programas para el aprovechamiento del tiempo libre.
INSTITUCIONES	Desarrollar una encuesta a los estudiantes de los grados 9 a 11 para conocer sus intereses frente al apoyo que otras instituciones ofrecen al colegio y, asimismo, pasar una propuesta a rectoría con la voz de los estudiantes para que se direccionen estas intervenciones de acuerdo a lo encontrado.	Enviar carta al presidente de la Junta de acción comunal 2ª. Etapa de la ciudadela, solicitándole convocar una reunión con los habitantes para actualizar información sobre las instituciones que apoyan el barrio y el grado de participación de los mismos y generar compromisos.
ASOCIACIONES	Ubicar un buzón de sugerencias para estudiantes y padres de familia en lugares estratégicos del colegio, para que ellos hagan sus sugerencias en relación con la parte académica y convivencial en la institución y cada 15 días,	Pasar una propuesta al rector para generar un programa de acompañamiento a los abuelos que hacen parte del comedor, en el que una vez al mes, los estudiantes les lleven actividades recreativas y culturales y

	se reúne el grupo encargado de liderarlo para entregarlo a las respectivas instancias y a su vez, ellas hagan el análisis y así, actuar correspondientemente.	compartan una tarde diferente con ellos.
ESPACIOS FISICOS	Pasar una propuesta al rector solicitando la aprobación de una campaña de aseo en el colegio liderada por ellos y articulándose con el grado 9-2 en la propuesta de la clase de Emprendimiento.	Pasar la propuesta al rector para programar una campaña de aseo en el barrio, y embellecimiento de los parques en una jornada, donde se involucre los habitantes de la comunidad.

Appendix M. Students in action



“Good Manners matter Campaign”



This is your dog Campaign”



“You are important too, campaign”

Appendix N. Member Checking Validation

MEMBER CHECKING VALIDATION



INSTITUCION EDUCATIVA ALFONSO PALACIO RUDAS
 Código Dane: 173001010851 - NIT: 809.007.194-7
 Resolución de Aprobación de Estudios: 004109 de Noviembre 13 de 2018

Durante el año escolar 2019, participé activamente en el proyecto de investigación **11th graders acknowledgment of their community through Multiliteracies in the EFL classroom**, (Reconocimiento de los alumnos de 11^o grado de su comunidad a través de Multiliteracidades **en la clase de Inglés como Lengua Extranjera**), liderado por la profesora de Inglés de grado 11; Diana Magali Flórez Barreto, en colaboración con su tesis de maestría en Didáctica del Inglés; previo consentimiento de mis padres por ser menor de edad para mi participación en videos, registros fotográficos y otras actividades desarrolladas durante el desarrollo de este proceso.

En septiembre de 2020, fui convocado/a por la profesora a la institución nuevamente; para la socialización de los hallazgos y conclusiones producto de la misma y legitimo la veracidad y confiabilidad de la información por ella presentada, dado que es consecuente con los aportes que realicé a la investigación en el año 2019.

Valido la información con mi valoración en la siguiente escala Likert:

QUESTION	STRONGLY DISAGREE			STRONGLY AGREE	
	1	2	3	4	5
Overall, I think the conclusions and findings shown by the teacher are in accordance to the information gathered during the inquiry process.					
My personal opinion:					

My signature below recognizes my acceptance:

Name: _____

Signature: _____ ID Number: _____

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