THE ROLE OF MULTIMODAL PEDAGOGY IN DEVELOPING

5TH GRADE STUDENTS' ATTITUDES OF TOLERANCE

TOWARDS DIVERSITY IN THE ENGLISH

LANGUAGE CLASSROOM

A Thesis Presented by

DORA VIVIANA BENJUMEA GRAJALES

Submitted to the School of Languages of

Universidad de Antioquia Medellín in partial fulfillment

of the requirements for the degree of

MAGISTER EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS EXTRANJERAS

February 2020

Master's in Foreign Language Teaching and Learning

THE ROLE OF MULTIMODAL PEDAGOGY IN DEVELOPING 5TH GRADE
STUDENTS' ATTITUDES OF TOLERANCE TOWARDS DIVERSITY IN THE
ENGLISH LANGUAGE CLASSROOM

A Thesis Presented
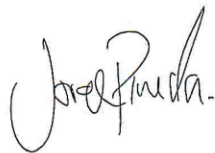
by

DORA VIVIANA BENJUMEA GRAJALES

Approved as to style and content by:

_____

José Aldemar Álvarez Valencia, Chair

_____

Jorge Andrés Mejía Laguna, Committee Member

_____

Jorge Eduardo Pineda Hoyos, Committee Member

_____
Paula Andrea Echeverri Sucerquia, Director
Escuela de Idiomas

DEDICATION

To my family, who supported me and encouraged me to finish this project, especially my mom who always believed in

ABSTRACT

THE ROLE OF MULTIMODAL PEDAGOGY IN DEVELOPING

5ᵀᴴ GRADE STUDENTS' ATTITUDES OF TOLERANCE

TOWARDS DIVERSITY IN THE ENGLISH

LANGUAGE CLASSROOM

FEBRUARY 2020

M.A, DORA VIVIANA BENJUMEA GRAJALES, B.A.

UNIVERSIDAD DE ANTIOQUIA MEDELLÍN,

COLOMBIA

Directed by: Ph.D José Aldemar Álvarez Valencia

This study focuses on the development of tolerance towards diversity. It is a pertinent study considering the historical moment that Colombia is going through at the moment concerning the Peace Process. The research question that guided this study was: What is the role of multimodal pedagogy in developing 5th grade students' attitudes of tolerance towards diversity in the English language classroom? To answer this, a qualitative case study was applied and data techniques such as a questionnaire, direct observations, audio/video recordings, a teacher's journal, students' artifacts and focus groups were considered. In the findings, it can be observed that multimodal tasks helped students to become more tolerant in certain situations. The conclusions of this study may be useful for teachers of all educational levels.

*Keywords***:** attitudes, communication, diversity, multimodality, pedagogy, tolerance.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Introduction

This study focused on the development of tolerance towards diversity. It was a pertinent study considering the historical moment that Colombia is going through at the moment concerning the Peace Process. In the broader sociocultural context, and considering government policies, it is necessary to mention the Peace Process that is taking place at the moment in Colombia, which led to the creation of the General Guidance for the Teaching of Peace (MEN, 2016) to be carried out in schools, and documents developed by Ministry of National Education (MEN) such as the basic standards of language teaching (MEN, 2006). According to MEN (2016), and based on the peace dialogues, the aim is to build a society where respect for human rights, plurality and diversity prevails, a society where people can resolve conflicts peacefully. In this sense, diversity can be considered as "characteristics that can affect the specific ways in which developmental potential and learning are realized, including cultural, linguistic, ethnic, religious and socio-economic differences" (Burns & Shadoian-Gersing, 2010, p. 21). Besides, MEN (2016) states that "education is undoubtedly the main vehicle to shape society since different actors (students, parents, teachers, and the community in general) are involved in it and may begin to generate the expected change"[1] (p. 5). This document also states that teachers, as well as institutions have as a main objective to educate human beings that contribute to peace in the school and the community in general, which is essential at school and for the construction of peace in Colombia.

Moreover, according to the Colombian basic standards of language teaching (MEN, 2006), it is necessary to develop bilingual programs in which children and adolescents learn

---

[1] Translation by the author

1

a foreign language to become socially and culturally aware, and in this sense, they can also

get access to the modern world. As a result, MEN created a program called National

Bilingual Program (2004 - 2009) in which three strategies are described for being

competitive when using English as a foreign language; first, use of media and ICT; second,

job competitiveness; and third, bilingualism, which refers to improving the communicative

competence in a second language in all educational settings. It can be observed that in our

context, there is a need to work on topics related to peace to make students aware of

diversity and open-minded to understand other cultures, which is an objective when

students are learning a foreign language, English in this case. In the local context of the

institution where this study took place, the Institutional Educational Project stated that the

school is:

> "aware of its responsibility to guide its work, according to the requirements and
> demands of society, assumes the updating of its organization and management, in
> order to achieve educational processes that allow a good performance of people,
> where faith, fraternity, justice, solidarity, service and commitment are the values that
> mark the formation of an integral citizen, capable of facing social realities and the
> challenges that new educational trends demand"[2] (PEI, 2015, p. 6).

In the school, there are different activities implemented in different subjects to

overcome differences and create a peaceful environment. This school has classroom

projects to promote tolerance, respect, responsibility and solidarity among students. Those

projects are cross-curricular and they are based on the principles that the school promotes.

It is necessary to include English as part of those cross-curricular projects as well as

cultural activities because if those projects, carried out in the school, are included in the

English class, students will see that this class is important and also a place where they can

learn to live in peace and practice values that help them solve conflicts, become aware of

---

[2] Translation by the author

diversity and face situations in the outside world; moreover, if those projects are considered, students will realize that in their English class, tolerance and respect towards others is also mandatory, and this will surely lead to harmony in the classroom while creating an appropriate environment to learn. As one of the main concepts, tolerance, "if disciplines such as Philosophy and Ethics are considered, they defined it as a virtue that a person has, that concerns the moral autonomy, and that acts as a regulator against moral and religious beliefs and behaviors" (Brown, 2006). Then, in order to look for a way to solve certain intolerant situations affecting the class environment, multimodal methodology was followed, and it includes multimodality, which according to Mejia and Salazar (2014) "is an integration of a set of modes (e.g. sound, color, text, images, etc.) as resources for sending a message" (p. 43). As a result, the idea of this research project was to implement multimodal tasks to make 5th grade students aware of the importance of tolerance towards diversity in the English classroom; thus, understanding diversity while learning and talking about this topic.

As a researcher, and considering teaching and learning, teachers face difficult situations which they have to deal with and solve every day. Nowadays, there are students with some difficulties and life experiences that can affect their behaviors at school, consequently, teachers have to be prepared and look for solutions that can help students overcome these situations. It is necessary to continue looking for an answer to the problematic situations and inconveniences among students. It is a must to try to change students' attitudes, opinions and behaviors about certain topics, moreover, it is also important to make other people know the possible solutions or the possible activities they can use to improve their experiences and that there is something to be done regarding intolerance towards differences and diversity. This study therefore contributed to teacher-

researchers who may be facing a similar situation where intolerance towards differences affects the classroom environment. This study also provided researching tools to examine the issue and through research generate possible solutions.

As a teacher, and as an agent of transformation, it is important to start building good relationships among students, relationships in which tolerance and respect take place in order to teach students how to solve problems in a peaceful environment. In addition, in order for learning to take place, it is necessary to have a good class environment, a class where students can express their ideas without being mistreated, and a class where students understand that not all people are the same so, they become aware of differences. In short, this study shed light on the issue at hand from a pedagogical perspective and it attempted to provide ideas on how to make the classroom an inclusive space for all learners.

As a teacher-researcher, this study constituted a great opportunity to grow as a teacher by improving teaching practices through research. It was also an opportunity to combine the roles of a teacher and a researcher that are not always easy to play giving the complexities of teaching and constructing knowledge about it at the same time. At the end, this experience allowed the teacher to become an agent of transformation in the classroom through research.

In order to carry out this research project, the following questions were posed:

Main Research Question

What is the role of multimodal pedagogy in developing 5th grade students' attitudes of tolerance towards diversity in the English language classroom?

Sub-questions

What are the types of intolerant behaviors or attitudes in the English class of 5th grade students?

What is the role of multimodal tasks in enhancing 5th grade students' attitudes of tolerance towards diversity in their English class?

What are 5th grade students' attitudes and behaviors that arise from the implementation of multimodal tasks in relation to the topics of tolerance and diversity in the English class?

When reviewing the most important journals related to education and language learning and teaching, little information about the role of multimodal pedagogy to develop students' attitudes of tolerance toward diversity in the language classroom, especially in elementary school was found. However, some research that has drawn on multimodality, diversity and tolerance was identified.

Multimodal Pedagogies and ELT

In our context, there are some studies in relation to the implementation of multimodal pedagogy in language teaching and learning for different purposes; they considered multimodality, which "is when different modes (e.g. sound, color, text, image) of communication work together to make meaning. It goes beyond language as it includes different aspects that help create meaning" (Álvarez Valencia, 2016). Those studies had as an objective to improve a specific language skill or they aimed at working with social and cultural topics.

For instance, to improve writing skills, Morales (2015) proposed a literacy multimodal learning environment. She implemented an extra-curricular workshop with 5th

grade students, where pedagogical instructions with different modes of representation were necessary as well as the pre-production, production and post-production stages to create an animation through the Stop Motion technique. The findings showed that through a final product, the students evidenced their understanding of the diverse multimodal resources and their usage. Then, Chaverra and Bolivar (2016) had as an objective "to describe the effects of multimodal practices on learning and also the effects of the digital formats that allow communication, representation and interpretation of knowledge in the texts produced by students, beyond conventional alphabetic writing" (p. 181). This study was done with 5th grade students who worked on writing activities. The findings showed that writing multimodal texts helped students get knowledge about writing and they could make connections with other subject areas. Moreover, Chaverra and Gil (2017) examined the use of ICT through the exploration of creative thinking and multimodal writing skills with 5th grade students in a rural school following a mixed methodology. The results showed empirical and theoretical information in relation to language teaching and learning; ICT goes beyond the instrumental part as it also includes more comprehensive, reflecting and complex processes when it comes to didactic ideas.

To explore communications through reading and writing, Aldana Gutiérrez et al. (2012) explored a pedagogical intervention with 9th grade students; the idea was to explore communication using Facebook platform through a multimodal task based, to do so, an online book was created as a didactic unit. They concluded that "teachers must comprehend how to design, manipulate, and implement different modes of visual, sonorous, and written texts in their teaching practices" (p. 113). Besides, they stated that Facebook gave students the possibility to monitor their own process.

To deal with social and cultural issues, Rincon and Clavijo-Olarte (2016) aimed at making 10th graders explore their community in order to create local knowledge through multimodality while implementing a descriptive qualitative project. The findings showed that the students could get knowledge about their realities. Besides, students' knowledge about the language could be seen in the multimodal texts that they shared through their blogs, oral presentations and interactions through Facebook platform. Moreover, Fernández (2019) carried out a project in two Colombian universities. He used an interpretative case study to analyze the semiotic structure of a planning to be implemented while using *Livemocha* to identify the intercultural elements it had. He concluded that "Livemocha's semiotic design relies on three main modes of communication: visual, linguistic, and spatial, embodying the work of semiotic resources such as pictures, icons, color, oral and written texts, and spatial distribution" (p. 72).

I consider that those studies are relevant due to the fact that they take into account multimodality in a diverse way and as a mean to solve a specific situation in each single context. Moreover, multimodality was a way to help students develop not only language skills but also it dealt with culture and social issues, and in this study, multimodality is the way to work with tolerance through the implementation of multimodal tasks.

It is important to mention that Álvarez Valencia (2016, 2018) discussed the main concepts in multimodality: a) semiotic resources that refer to actions, materials and artifacts we use for communicative purposes, whether produced physiologically or technologically; b) modes of communication which are the grouping of certain semiotic resources that permit the design of meanings, and c) intersemiotic relationships that refer to how meaning is distributed acrossmodes (p. 101). He also provided four steps to analyze printed and digital educational materials. First, examining conditions of production and use, it refers to

7

identifying and describing the conditions under which a text was produced: setting, authors, and target audience. Second, identifying basic units, everything that can be seen on each page of an analyze document. Third, identifying modes of communication and their meaning-making functions, for instance, linguistic, visual and spatial modes. Finally, establishing intersemiotic relationships to identify the meaning that the text makes. The author concluded that it is necessary to "integrate the multimodal perspective in language classes, highlighting the need to make students aware of the new dynamics of meaning making, meaning negotiation, and meaning distribution" (Álvarez Valencia, 2016, p. 98). This article is relevant as it describes the main concepts and the model I relied on to analyze the multimodal tasks; it is a good example as it explains using specific details to be considered. It is also useful as it emphasizes the importance of showing students the different ways they have to convey meaning.

In the international context, there are some other studies related to multimodality. They consider that it is important to use different means to make students more interested in specific subjects and where they can interact using different modes of communication. Some of those studies also had as an objective to develop language skills. For instance, taking into account reading comprehension, Farías and Araya (2014) applied two different models (Magariños, 1991; Kress and van Leeuwen, 1996) to analyze a multimodal text used in language education by teachers and preservice teachers in specific contexts. They concluded that through those models, they could analyze the pedagogical potential of critical visual literacy, which helped develop students' critical thinking as well as innovative ideas in education. In addition, Abraham and Farías (2017) did a literature review to analyze the way in which reading multimodal texts asks for new methods that may have an impact on second language reading. They wanted to impact second language

teachers who deal with new technologies. One of the conclusions was that it was necessary to "read *with eyes wide open*" (p. 68), they added that there should be a change in policies and in the curriculum itself.

Now, considering speaking skills, Griol et al. (2013) talked about innovation related to multimodal conversation modes in education; they paid close attention to the benefits that those modes gave when incorporating programs and the way they fulfilled learners' individual development. Their main conclusion was that conversation modes were of great importance when dealing with e-learning programs, and they expected those programs to be considered in the future.

Some other authors have used multimodality to make subjects such as history and/or biology more appealing to students; Manghi (2013) aimed at explaining, through a multimodal perspective, what six teachers used to teach biology and history in a first year class in high school. He applied a multimodal discourse analysis to the semiotic artifacts used in the development of school lessons. The findings showed that teachers used similar semiotic modes, with diverse resources together in certain time during the class. He added that pictures and images had diverse functions when teaching those subjects. Additionally, the study done by Manghi and Badillo in 2015 is relevant as it includes aspects of multimodality. It was a proposal to make history classes more meaningful, in which the teacher helped students think, represent and communicate the social world from three different dimensions. They stated that "the multimodal perspective on communication considers the semiotic potential of the different resources that are intertwined in the discourse to create meaning in context" (p. 158). They included face to face interaction, the board, printed material and technological or digital modes; speech, readings, pictures, diagrams, caricatures and graphics to talk about World War II. They concluded that

"speech helped to create interpersonal relationships with students making them part of the interpretation proposed by teachers, the board and other semiotic resources helped with the construction of meaning of historical events" (p. 171).

Those studies are pertinent as multimodality was the mean to look for possible solutions to situations happening in different contexts. They also show that multimodality goes beyond teaching and learning a language as it can be used to deal with social and cultural aspects.

Diversity and Tolerance in Education

The studies that I report below suggest that it is important to be aware of diversity and that it has to be part of education as people are part of a society where differences are present. Diversity according to Burns and Shadoian-Gersing (2010) refers to "characteristics that can affect the specific ways in which developmental potential and learning are realized, including cultural, linguistic, ethnic, religious and socio-economic differences" (p. 21). The following studies consider that it is necessary to understand and accept others no matter how different they are. For instance, Sarrazín (2018) did a critical analysis where talks about cultural diversity were valued in a good way. He wanted to figure out the way in which those talks were shaped, the reasoning that reinforced them, and the connection to various practices, especially, the sociocultural part. From a social media class, 38 participants between 20 and 65 years old were considered. He did an open interview and he added ethnographic observations. One of his conclusions was that "the cultural diversity valuation, notwithstanding is commonly deemed as an expression of opening and tolerance regarding the differences, may become a restrictive and exclusive

way of social classification, which is linked to consumption logics, ideas of personal drive and some individualized sense-making attempts" (p. 1).

In the same way, Tapiero (2014) aimed at promoting diversity in a linguistic teaching setting with preservice teachers through three different moments: first, learning process in 2011, second, ethnographic work before the immersion in the context, and third, surveys with a control group. She considered a sociolinguistic interpretation, and she highlighted the idea of educating through normative values. She concluded that recognition of oneself and the recognition of the other were essential when promoting diversity in homogeneous settings.

Moreover, Guitart et al. (2012) had as an objective to examine tolerance towards diversity related to empathy. A descriptive study was done with two groups from two public universities. The participants were 534 indigenous and mestizos students between 17 and 22 years old. The results indicated that "students with high empathic capacity were also more tolerant and girls scored significantly higher in tolerance and empathy than boys" (p. 415). López (2001; 2005) had the idea that public education could have new ideas about teaching. So, he had as an objective to create an intercultural educational plan, where inclusive education was considered. This plan included respect, participation and living together. He claimed that inclusive education was a way of living no matter how different people were, that recognition towards diversity included respect and tolerance in order to understand who the other person was, and he saw classroom as a place where living together and learning went hand in hand.

Posada (2004) investigated the opinion that eight college students from a private university had towards gender and ethnicity. She wanted to make those students think about how complex the world was, as a result, the viewpoints to be considered. Besides, her idea

was to make them take actions as members of a democratic community. She gave students some selected written materials then, she conducted five interviews. The analysis showed that there were some values about the Western community; "A society ruled by dichotomies such as male/female, white/black and rich/poor, who perpetuate power relations that favor certain groups over others" (p. 92).

A relevant study related to attitudes towards diversity was developed by Treviño et al. (2018). They analyzed the way schools develop students' attitudes toward diversity in relation to gender, migration and ethnicity. For the data analysis, they considered information related to features of the school and the participants involved; composition of diversity, school climate, teacher practices, socioeconomic background and civic interests. They indicated that this kind of research should be done to inform about the educational contexts, that policies should consider the school system as well as society, and finally, that teachers should be trained to handle talks that could take place in the classroom regarding issues of diversity.

Following the previous ideas, it can be observed that diversity is related to dealing with and accepting differences among people. However, it is necessary to mention that it also includes resources people use to communicate and convey meaning. A pertinent study related to multimodality and that considers diversity of semiotic resources was done by Stain and Newfield (2007) in South Africa. They considered students' backgrounds and resources or materials that students had access to. They wanted English language students to create doll figures to represent traditional folkloric stories related to their background through narratives using visual and three-dimensional modes, spoken and written language, and multimodal performance. They concluded that modes were diverse as they provided perspectives of the world and potential for learning. They permitted a specific type of

12

knowledge and creativity, and that the use of three-dimensional representations gave students the possibility to create dolls using the knowledge and resources that they had available. This project is similar to my study as it explored a specific topic through multimodality. They worked with the resources that were available to students and the idea was to make them aware of how diverse they were and how they could create meaning and communicate using different modes.

Some studies were found where diverse topics were addressed; all of them aimed at promoting values and awareness of differences among people. In relation to tolerance, if disciplines such as Philosophy and Ethics are considered, they defined it as a virtue that a person has, that concerns the moral autonomy, and that acts as a regulator against moral and religious beliefs and behaviors (Brown, 2006). In the following studies, tolerance was explored regarding its promotion in a globalized world. For instance, Isac et al. (2018) considered that diversity in learners is a tendency nowadays. For that reason, they thought that education had as a purpose to guide students in order for them to become social, civic and intercultural aware, and at the same time, that students could take actions in situations of intolerance in the community. As a result, they presented five studies that explored factors and conditions that could help institutions and educators in their attempt to raise tolerance awareness in a globalized world. Sandoval et al. (2018) claimed that it is important to investigate tolerance with teenagers as it could give a clue to teachers to recognize methods to work on this topic. Their paper talks about the International Civic and Citizenship Education Study; it underlines the goals of questionnaires and assessment design of civic attitudes towards equal rights.

In the same sense, Carrasco and Torres (2018) mentioned that some studies concluded that institutions where open classroom discussions were done, good and

democratic attitudes took place. They stated that classroom discussion promoted critical thinking as they could understand others and became open minded. Following those ideas, they studied the "support for equal rights for women, for all ethnic/racial groups and for immigrants as outcomes" (p. 87). Their findings showed that open classroom discussion was positive taking into account school diversity. Also, Del Prette et al. (2013) examined the effect of an educational exercise to foster respect towards diversity. The study included 300 students which were divided in: one control and two experimental groups. The groups were described using positive and negative words. The findings revealed that a positive evaluation continued throughout the process, also, that the negative words used to refer to other groups renewed after the implementation.

Besides that, Guichot (2012) mentioned that the XXI century should adopt the term 'tolerance' to respond to one of the main challenges nowadays: cultural diversity. She wanted to provide useful learning and teaching methods that aimed at including not only schools but also the society in general. Hernández (2004) evaluated the relation that tolerance and education has, and the probability to persuade students to acquire knowledge about tolerance in the institutions they study. As family is essential in education, the author presented some ideas to induce tolerant behaviors during family communication. One of the conclusions was that values are taught at home, so parents have the duty to teach tolerance to their children. Finally, Rossell (2002) wrote an article in which he mentioned the inconveniences when it comes to freedom towards religious beliefs. He stated that religion education should be a way to teach knowledge and values about all the religions that exist, so, kids respect their own as well as others' beliefs, making them part of a society with respect towards communities that have different religious beliefs.

In these studies, the main context is education as it is where students can face and learn about the diverse world people live in, and thus, develop tolerance to recognize and deal with those differences. It is important to mention here that my project's objective was to promote tolerance towards differences among students in the English class, and that this tolerance goes together with recognition.

Theoretical Framework

The following concepts were considered as they are the point of departure of the issue addressed in this study. First, the broader area of Computer Assisted Language Learning (CALL)/Computer Mediated Communication (CMC) was defined and, in particular, the sociocultural approach to CALL/CMC. In turn, concepts such as multimodality, tolerance and diversity fit within the sociocultural approach to CALL and CMC. Other concepts that were defined include multimodal pedagogies, semiotic resources, modes and design.

CALL and CMC

To define Computer-Assisted Language Learning (CALL) and Computer Mediated Communication (CMC), it was necessary to review different authors, all of them following the sociocultural perspective. One of the biggest ideas is that CALL uses the computer as a support for teaching and learning. It is important to mention that computers became popular and it was necessary to include them for educational purposes. For instance, Gonzalez-Lloret (2003) stated that "parallel to these changes in education is a technological revolution realized in the increasing use of computers for learning, the implementation of the Internet, and the rise of network-based teaching" (p. 86). Those authors also mentioned that activities mediated through CALL had the idea that computers increase learners' motivation. For some authors, CALL may be define as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1). Besides, "CALL means learners learning language in any context around computer technologies" (Egbert, 2005, p. 4). Hampel and Lamy (2007) said that "CALL is able to use the technology for more interactive learning and greater student choice and control" (p. 9).

Then, we have CMC which deals with technologies to support communication. CMC also has different definitions, Hiltz and Turoff (1978) introduced it while experimenting on computer conferencing on the Internet. They viewed CMC as a medium for creating, perceiving, transmitting, decoding, and encoding messages. Barnes (2002) defined CMC as a wide range of technologies that paves the way for human interaction and sharing of information through interconnected networks of computers including e-mail, discussion groups, newsgroups, and real-time chat. Hampel and Hauck (2004) mentioned that "CMC is an ideal medium for collaborative learning through social interaction both with a tutor and with peers" (p. 68). December (1997) also stated that CMC is a process of human communication via computers, involving people, situated in particular contexts, engaging in processes to shape media for a variety of purposes. Similarly, Warschauer (2001) affirmed that "CMC or online communication refers to reading, writing and communication via networked computers" (p. 209).

Research on CMC or as Thorne (2008) has called it 'computer mediated language learning' focuses on several topics. For example, Thorne (2008) discusses studies on synchronous communication tools like chat, cross-modality transfer in language production involving text and oral speech, interactionist studies that describe patterns of interaction on CMC exchanges and intercultural mediation on internet communication. Authors like Blyth (2008) examine four research approaches in CMC: technological, psycholinguistic, sociocultural and ecological. Blyth (2008) mentions that CALL/CMC has gone through different stages or as Meskill (2005) calls them; metaphors: the conduit, the berry-bush, the magister, the pedagogue, the environment/world, the tool, and the community. When reviewing these terms, it can be said that they lead to a sociocultural perspective which is characterized by the Vygotskian notions of the mediated mind and social learning. Wertsch

(1991) emphasized that tools such as computers or even language itself mediates and

controls human behavior and cognition. Besides, Salaberry's insistence on the tool

metaphor for conceptualizing CALL is in keeping with his call for sociocultural approaches

that emphasize language as a tool to mediate cognition and behavior. Kern (2006) affirms

that:

> Sociocultural theory, like interactionist SLA, emphasizes the importance of learner'
> interaction, but it is interested less in negotiation - evoked adjustments in input than
> in the social and cultural situatedness of learner activity, learners' agency in co-
> constructing meaning (as well as their own roles) and the importance of mediation by
> tools and signs (p. 87).

The main constructs of the sociocultural perspective clearly align with the work

proposed in this study. In regard to the concept of mediation, I myself acted as a mediator

of students' language learning processes. At the same time, the different multimodal tasks

with their particular materials constituted as mediators in students' learning activities. The

social nature of learning was present in all the multimodal tasks which in most cases

required collaboration, reflection, and co-construction of meaning (knowledge). Meaning,

like in the sociocultural approach, is at the center of multimodal pedagogies, in which

learning is meaning making.

Kress (2010) sees the connection between CMC and social semiotics, and his main

interest is meaning making is social contexts. In this regard, Kern (2006) states that it is

necessary to see language learning from different frameworks and he suggests that a

semiotic view will enrich our understanding of language learning and teaching. Under the

multimodal social semiotic perspective, the idea is to be less focused on the linguistic

aspects and more attentive to the students' efforts to interact in certain communicative

situations while using a range of semiotic resources beyond the linguistic one (Álvarez

Valencia, 2016).

Now, concepts such as multimodality, multimodal pedagogies, semiotic resources, modes and design will be defined as they are the means that will help to find possible solutions to the issue addressed in this study. Besides, tolerance and diversity will be defined as they are the central concepts to the issue under study.

Multimodality

The term multimodality refers to meaning making using different means of communication. According to Mejia and Salazar (2014) "multimodality is an integration of a set of modes (e.g. sound, color, text, images, etc.) as resources for sending a message" (p. 43). They affirm that multimodality makes learning easier as it is easy to get the message or the meaning and it helps to improve learning processes, as it makes messages simpler to understand. In this sense, the use of different resources can improve comprehension: an image shows what would take more time to read, written words say those things difficult to represent through images, and color highlights important elements. In her book, Stain (2008) states that "Multimodality is a defining characteristic of communication and representation" (p. 25). Besides, there are some other authors who talk about multimodality, for instance, Archer (2013) claims that "all teaching and learning is multimodal as it happens through speech, writing, gesture, image and space. These modes work together to create complex multi-layered communicational ensembles which are produced in particular contexts of power" (p. 1). Álvarez Valencia (2016) states that "second language studies have been impacted by 'the multimodal turn' and that "multimodality is a response to the challenges linguistic description is facing in light of the changes in the way texts are designed, produced, and disseminated" (p. 100). The study proposed in this thesis responds to these concerns and draws on multimodality as way to

enhance students' possibilities to not only learn the language, but also to learn something through the language, in this case, reflect and develop new understandings that allows them to become more tolerant towards diversity.

Multimodal Pedagogy

This pedagogy considers communication as a whole; it is not based only on grammar structures to follow. On the contrary, it states that the process of communication and meaning making is done through different elements combined at the same time. It is important to consider this pedagogy in education, and in English teaching in this case, as the idea is not to have students learning topics related only to the language system itself but, to deal with topics that may help them become socially and culturally aware. According to Stain (2008) "the term 'Multimodal Pedagogies' refers to curriculum, pedagogy and assessment practices which focus on mode as a defining feature of communication in learning environments" (p. 121). She adds that this methodology includes different elements to be considered when conveying meaning. Not only the linguistic part is essential but also elements of culture and the way information is presented. In addition, she affirms that "in multimodal pedagogies, there is a recognition that the use of modes in classrooms is always the effect of the work of culture, history and power in shaping materials into resources for meaning-making" (p. 122). Here, it can be stated that meaning making does not depend only in using grammar properly but, there are other factors that influence this meaning making process. Stain and Newfield (2007) consider that "the term *multimodal pedagogies* signal a paradigm shift in relation to forms of representation and meaning making in classrooms" (p. 920). In general, this term considers that communication is more than just linguistic components. This term also locates

language among the different semiotics modes to create meaning in an integrated manner. Following the previous ideas, Newfield (2019) presents six principles of multimodal pedagogies:

Table 1. Principles of Multimodal Pedagogies

1. **Learning a language is about understanding and making meaning and not only about structure.**	**Learners go beyond the use of grammar structures.**
2. **Language learners are potential meaning makers rather than users of a system.**	Learners are considered to be potential meaning makers as they use more than grammar structures to communicate.
3. **There are different modes or modal resources for making meaning.**	Learners use different means to communicate images, body language, facial expressions, voice, among others.
4. **We move from one mode to another.**	Learners can move from a text to a performance that had no words at all but instead made meaning through masks.
5. **Semiosis, which is meaning making, is also ongoing; it is happening all the time in your mind, you are making meaning of what you see**	Learners can provide a perspective to a wider understanding of the message.
6. **Meaning making is situated, it happens in a particular moment and at a particular time in a particular space so it is historically, socially, culturally, and semantically grounded and situated**	Learners use their own resources; and those resources are not the same for everybody all the time.

Semiotic Resources

According to Álvarez Valencia (2016) "semiotic resources are the elements that play out when we make meaning and how we represent those meanings in communication"

(p. 100). He claims that "the multimodal approach provides the tools to examine texts by breaking them into their basic components and by understanding how they work together to make meaning" (p. 100). He also affirms that "his view is that language classrooms should enable students to use all semiotic resources available, including oral and written language, image, space, and body language to learn to make meaning in the target language (L1 or L2)" (p. 106). This is one of the main features of the implementation carried out with the 5th grade students. In order to provide opportunities for these students to understand concepts such as tolerance and diversity, different semiotic resources and modes such as videos, posters, written and oral language, digital materials among others were used.

An effort was also made to help students understand that communication is complex and that it is not only reduced to oral or written language. It is important to enhance the view that everything we use is a semiotic resource as long as we use it to produce meaning as mentioned by van Leeuwen (2005) who considers that:

> Semiotic resources are: the actions, materials and artifacts we use for communicative purposes, whether produced physiologically – for example, with our vocal apparatus, the muscles we use to make facial expressions and gestures – or technologically – for example, with pen and ink, or computer hardware and software – together with the ways in which these resources can be organized (p. 285).

In a more general way, Manichi and Badillo (2015) argue that:

> To talk about the discourse of the classroom, it is necessary to understand in a broad term the meanings that are constructed for teaching, learning and evaluating. This implies that not only through oral language or speech meaning can be created. There are also multiple semiotic resources through which teachers and students interlink the pedagogical discourse. The multimodal approach to communication and representation places as a central element the semiotic potential of the different interlinked resources that are used for teaching and learning, which are the basis for building knowledge in every discipline (p. 15).

Modes

It can be affirmed that modes are elements that are put together to give meaning to a whole representation. Stain and Newfield (2007) affirm that "a *mode* is defined as a semiotically articulated means of representation and communication that has materiality and particular conventions that have been socially and culturally produce over time. For example, images or gestures" (p. 920). Additionally, Álvarez Valencia (2016) claims that "the grouping of certain semiotic resources is called modes of communication or modes of meaning" (p. 100). He provides an example of a piece of advertisement in which every single element has been designed to contribute to a general meaning: the color, the spatial distribution, the written message, and the images all combine to generate a specific message. He cites The New London Group (1996) that describes modes of communication as resources that permit the design of meanings. They propose the following modes: linguistic, audio, spatial, gestural, and visual mode as can be seen in Figure 1.

MULTIMODAL

MODE OF MEANING

Linguistic
Design

Audio
Design

Elements of linguistic meaning,
including:
· Delivery
· Vocabulary and metaphor
· Modality
· Transitivity
· Normalization of processes
· Information structure
· Local coherence relations
· Global coherence relations

Elements that constitute:
· Music
· Sound effects
· Etc.

SOME DESIGN
ELEMENTS

Elements that constitute:
· Ecosystemic and
  geographic meanings
· Architectonic meanings
· Etc.

Spatial
Design

Elements of visual meaning
such as:
· Colors
· Perspective
· Vectors
· Foregrounding and
  backgrounding
· Etc.

Visual
Design

Elements that constitute:
· Behavior
· Bodily physicality
· Gesture
· Sensuality
· Feelings and affect
· Kinesics
· Proxemics
· Etc.

MODE OF
MEANING

Gestural Design

Such as the integrated meaning-making systems of electronic multimedia texts

MULTIMODAL

Figure 1. Design Elements of Different Modes of Meaning
(The New London Group 1996, p. 83) (in Álvarez 2016, p.101)

In their study, Stain and Newfield (2007) established that modes show viewpoints of

the world and different ways of learning, also that each mode has and brings knowledge

and creativity to be considered while meaning making. Using different modes of

communication in a language class provides possibilities for students to express their

feeling and thoughts. This is an aspect that this study considered because different modes

permitted different types of texts and ways of expression. At the same time, the variety of

semiotic resources and modes enhances student's creativity as the reader may see in some

of the students' multimodal productions.

Design

Design refers to the way in which modes are combined to make meaning. In other

words, each single mode provides information to create the general meaning. Álvarez

Valencia (2016) explains the way design is presented in an advertisement, where each element plays a role to contribute to a general meaning. He states that "the color, the spatial distribution, the written message, and the images all combine to generate a specific message" (p. 102). As a result, it can be claimed that there is not a single way to express and communicate ideas, and that this is influenced by context. Stain and Newfield (2007) consider that "in the paradigm shift from language to mode, pedagogy is conceptualized as a multiple semiotic activity in representing their meanings within the context of communicative practices" (p. 920). The previous ideas are connected to the concept of designing and redesigning available designs proposed by the New London Group's Multiliteracies Project (Cope & Kalantzis, 2000), which explores multimodal communication in relation to the changing communication landscape, multicultural diversity, and globalization (Stain & Newfield, 2007).

Tolerance

It can be affirmed that throughout history, tolerance has been defined in different ways and from different disciplines. In her book, Brown (2006) affirms that in general terms, it can be a principle, doctrine or virtue, and can vary according to the place, the people involved, and the purpose it has. Besides, if disciplines such as Philosophy and Ethics are considered, they defined it as a virtue that a person has, that concerns the moral autonomy, and that acts as a regulator against moral and religious beliefs and behaviors (Brown, 2006). She also includes three different definitions, which differ from each other as they do not include the same aspects. First, she included a definition in which human rights and dignity are central: "At United Nations conferences and in international human rights campaigns, tolerance is enumerated, along with freedom of conscience and speech,

as a fundamental component of universal human dignity" (Brown, 2006, p. 2). Second, she mentioned behavior and conflicts and she explains that "In Europe, tolerance is prescribed as the appropriate bearing toward recent Third World immigrants, Roma, and (still) Jews and as the solution to civil strife in the Balkans" (Brown, 2006, p. 2). Third, she mentioned peace as the main concept; "In the United States, tolerance is held out as the key to peaceful coexistence in racially divided neighborhoods, the potential fabric of community in diversely populated public schools, the corrective for abusive homophobia in the military and elsewhere, and the antidote for rising rates of hate crime" (Brown, 2006, p. 2).

Some other authors think that it was a way to solve problems related to religion and civil wars, for instance, Gutiérrez (2005) mentioned that in XVI century "Tolerance, as it is known, was conceived as an absolutist strategy to solve serious conflicts in the second half of that century; the strategy to end the wars of religion and to face the problem of latent civil wars"[3] (p. 10). Vogt (1997) tried to give a definition about tolerance, and he also wanted to know if it was possible to teach it. The simplest definition he gave was that "*tolerance is putting up with something one does not like - often in order to get along better with others*" (p. 1).

On the other hand, authors such as Mitscherlich (1974); Garzón (2000); and Thibaut (1999) affirm that tolerance is not a value as it can also have a negative connotation, besides, they think it is a vague concept. That is why they regard it as unclear and confusing. Vogt (1997) adds that "tolerance is generally assumed to be a virtue, but it is a qualified virtue and not an unalloyed good thing, such as honesty or kindness or wisdom might be" (p. 7).

---

[3] Translation by the author

As it can be seen above, there are multiple views on tolerance, however, some authors such as Giouti (2004); Taylor (1992); and Hegel (1994) have questioned the term and have proposed the concept of recognition. They have questioned the term of tolerance because they consider that it is not just a matter of tolerating others, they say it has to go beyond that; it is to understand and recognize others. Giousti (2004) mentions that people tolerate because they want to avoid damage to equality and they believe in self-realization as a way for everyone to make progress. Besides, Giusti (2004) states that tolerance has a root, a limit and a goal. The root is the moral motivation of rejection of harm, the conscience of this rejection or the ethical experience that forces tolerance, the limit is the justice associated with the recognition and freedom of the people, and the goal, recognition, is the will, the positive desire to know and respect others. Moreover, Taylor (1992) considers that when recognition is not present, some cultural groups may be subject to marginalization and a deformed perception of their realities by dominant cultures.

Despite the arguments presented by the previous authors, in this study, the concept of tolerance was adopted because to the researcher, it also includes recognition. Tolerance rejects harm, promotes justice and freedom of people, and implies recognition which means to know and respect others (Giusti, 2004, n.p). It is not a way to stand another person because you have to be politically correct. The concept of tolerance has an academic tradition and an ethical background that itself includes self-control that comes along with people's attitudes and beliefs. Sometimes people do not like others for any reason, as a result, they recognize others and they have clear that they won't have any bad attitude towards them. Vogt (1997) affirmed that "*tolerance is intentional self-restraint in the face of something one dislikes, objects to, finds threatening, or otherwise has a negative attitude toward-usually in order to maintain a social or political group or to promote harmony in a*

group" (p. 3). Some people, most of the time, are looking for a way to be accepted so, they are shaping their identities, which can be harmed if they are not recognized by a specific group of people or the society in general. Gutiérrez (2005) mentions that "at the base of a moral recognition is the fact that human beings are susceptible to moral offense because we owe our identity to the construction of a practical self-relationship that depends from the outset on the cooperation and acceptance of other human beings"[4] (p. 9).

Tolerance deals with diverse aspects but mainly with topics related to differences among people, that is the reason why it is important to talk about diversity, which are the concepts that help me classify the possible categories when looking for the specific attitudes of intolerance towards diversity in the English classroom.

Diversity

The term diversity does not have a specific definition. It has to do with the acceptance of differences among people, being aware of and recognize differences in relation to gender, race, religion, culture among others. There are some authors defining it and they include different dimensions and definitions such as ability and disability, social and economic status, wellbeing and culture (Tait & Gleeson, 2010). Green and Cherrington (2010) state that diversity can be considered over a wide number of dimensions, including cultural and linguistic diversity, family structure, sexual orientation, socioeconomic background, and health and well-being. In their work, Burns and Shadoian-Gersing (2010) define diversity as "characteristics that can affect the specific ways in which developmental potential and learning are realized, including cultural, linguistic, ethnic, religious and socio-economic differences" (p. 21).

---

[4] Translation by the author

As it can be seen, there are multiple dimensions of diversity to be considered, but they depend on the context. It is then teachers' responsibility to include these topics in their teaching practices as they are the ones educating. For doing so, topics related to diversity have to be worked in all educational settings in order to make students aware of and accept those differences, and one of the reasons is that there are diverse students in all educational settings. Cherrington and Green (2010) state that "Every educational setting is likely to include learners with diverse backgrounds from each of these dimensions" (p. 322). In general terms, diversity should be included in teaching practices as a way of making students aware of the different diversities that exist in the world. As a result, there should be what Jacobowitz and Michelli (2008) refer to as: "dispositions, which are the attitudes, values, beliefs and actions to prepare teachers to work effectively with students of cultural backgrounds different than their own" (p. 682). The authors add that these dispositions respect for people from diverse origins, belief in multiculturalism as an expression of democracy and empathy for those who are treated unequal.

Setting

This research project was conducted in a private high school in Bello, Antioquia, Colombia. The school has around 1.400 students divided into three different sections; from kindergarten to 2nd grade, from 3rd to 6th grade, and from 7th to 11th grade. The school serves a middle-class neighborhood. The school year starts in January and ends in November. The mission of the school is to "secure human and Christian education for children and young people, especially the poor, according to the ministry entrusted to them by the Church"[5] (p. 20). The school has been hiring a private University to be in charge of the English program since 2017. There are sixteen English teachers and they have classes that are composed by a maximum of 16 students. The courses are divided according to the levels of the Common European Framework of Reference, and in each level, a specific textbook is followed. In each course, the idea is to have communicative classes, where listening, speaking, reading and writing skills are developed and reinforced. In the school, there are not specific projects related to tolerance and diversity to work with in English classes; the projects about promoting peaceful environments are developed during a class with the head teacher in each course.

The Course

The course follows the communicative approach and uses a textbook. Additionally, students are exposed to varied activities as the course includes the development of all the skills. To do this, they have to review vocabulary, complete listening, reading and writing activities that are always shared with the class. The written exams include listening, grammar, reading and writing exercises, the oral exams are presentations, games, role plays

---

[5] Translation by the author

and interviews that refer to real and meaningful communicative functions. This class takes place one hour each day from Tuesday to Friday.

In this study, the teacher acted as both a teacher and a researcher. Furthermore, the teacher intended to play the role of an agent of empowerment and transformation, and the main idea was to make students aware of possible solutions to certain situations in relation to intolerance and diversity that could affect a good environment in the classroom and outside of it. As a result, it was necessary to make students identify the behaviors and attitudes they had towards their partners as well as the situations they considered were affecting them directly. Some multimodal tasks were designed in order to see the different ways in which intolerant situations could take place and the way they could be solved. It was important to show students that those situations could be changed if they took actions. The idea was to empower students and made them feel that they could transform their realities by just being aware and active actors in society.

Implementation

As the main objective of this study was to find out the role that multimodal pedagogy plays in developing 5th grade students' attitudes of tolerance towards diversity in the language classroom, it was necessary to do an implementation where technology and multimodality were incorporated in the 5th grade course planning. This implementation started in August 2018. The unit included different stages to carry out some tasks mediated by technology. The stages included pre-tasks, during tasks and post-tasks that aimed at helping students become aware and take a position towards tolerance and diversity in the classroom. During this implementation, a variety of data collection techniques were applied

to gather the necessary evidence that produced the findings and answer the research questions

There was a questionnaire at the beginning of the implementation to collect information related with the people students have contact with, students' free time activities, students' opinions about situations related to tolerance and diversity as well as some socio demographic data. Some pre and during tasks as well as the focus groups were video/audio recorded. Direct observations were recorded in the teacher's journal, and the post task activities or students' artifacts were collected through the Penzu journal platform, OneDrive or physically. Six multimodal tasks served as context for the data collection and they will be described below.

Multimodal Tasks

The following six multimodal tasks aimed at helping students to become aware of tolerance towards diversity in the English class as they have the opportunity to work in different activities to foster their communicative skills in activities mediated by some technological tools.

Multimodal Task 1: Video Clip

This task had as an objective to make students reflect upon intolerant situations in a classroom, and to see if they considered that talking about tolerance was important for them. At the beginning, the teacher explained and discussed with the students the concept of tolerance, diversity and otherness. In this task, students watched a video clip that presented a situation of intolerance. Then, the class was divided into small groups and they had to create a poster answering two different questions: first, what went wrong in the video? and second, what do you consider the people in the video felt? After that, they had

to create a role play where they acted out the scene or situation presenting what they considered the appropriate behavior was. Finally, students used the platform Penzu, a journal digital interface where students had to write their first journal entry about the experience they had during the activity. Also, they had to say if it was important to talk about tolerance in the English class. These are some examples:
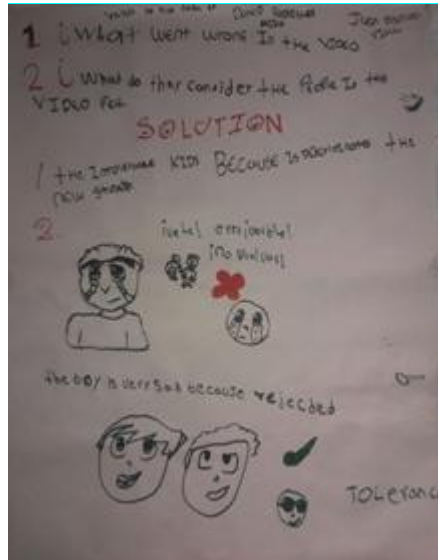

Figure 2. ST6, ST7 and ST8's poster (August 21st, 2018)

Figure 3. ST2's post in Penzu journal (August 24th, 2018).

This task was video recorded and it took three class sessions. First, the students watched the video clip, they created the poster (See an example in Figure 2) and they shared it with the class. Second, they prepared and presented the role play to their partners, and finally, they wrote their reflections in the Penzu journal (See an example in Figure 3).

Multimodal Task 2: Movie

This task wanted students to think about intolerant situations they could have experienced at school or during the English class. They watched the movie called "Wonder" and they had to think about situations they had lived, and how they connected them with what the movie presented. In this session, each student recorded a video telling about an experience they had lived in relation to intolerance. Finally, in their journals, students wrote about what they liked and what they learned from the movie. They answered 10 questions that helped them make connections and reflect about the experiences they had faced. Here is an example from one of the participants:

This task was completed during seven class sessions; direct observation and the teacher's journal were the instruments used. First, the movie was presented and it took two class sessions. Second, students recorded the videos; this activity also took two class sessions as students had to record many times. It is necessary to mention that the videos were not shared with the class, they were used as an instrument for data collection. Finally, answering the questionnaire took them three classes as it was quite long, and as the internet connection sometimes failed (See example in Figure 4).

Figure 4. ST8's post in Penzu journal (September 5th,2018).

Multimodal Task 3: Blog

This task aimed at making students identify the way they felt while listening to specific intolerant situations a person had experience at school. Students visited a blog related to tolerance and diversity. They read different stories about intolerance a girl experienced at school and in a diverse cultural setting. Then, they had to look for a picture that for them, represented diversity. In the journal, they posted the picture expressing how they felt, and their classmates reacted to it. Then, they wrote about the experience they had during the exploration of the blog, and they reflected about their classmates' comments. Here is an example:

This task was audio recorded and it took three class sessions. First, the students sat in a round table. The teacher read the blog aloud, then, they had to look for the pictures and write their reflections. Finally, they had to visit their partners' Penzu journal to write a comment (See an example in Figure 5).

penzu

★ 🔒 BLOG: TOLERANCE AND DIVERSITY Save now ✔ Saved a few seconds ago

📅 Tue. 9/11/2018   102 words

Lora   ▾   17   ▾   A ▾   A ▾   B I U S ▾   ☰ ▾   ☷ ☷   ☷ ☷   99   🔗   %   ••••

TOLERANCE

when I am doing the activity I felt good because I like the

tolerance and diversity
I agree with the coment of alejandro(JOSEPH)^o^

i like your sentence what give energy to our values, the respect(isaac)◆◆¤

i like your comment◆◆ david
|
https://saraletourneauwriter.com/2015/07/20/1000speak-tolerance/

the image represents the tolerance in the world and the

diversity
I like your coment and your coment Emmanuel ◆◆
yes i like the comentary because respect to tolerance (montes)
i like your coment and picture JUAN MANUEL.
i am agree with your comment-perez
i like your coment-martin
reflection
the tolerance is very important the tolerance help the diversity

« PREVIOUS   NEXT »
MOVIE: WONDER   PICTURE

Figure 5. ST1's post in Penzu journal (September 14th, 2018).

Multimodal Task 4: Picture

The purpose of this task was to make students learn about a culture different from the one they belonged to. For doing so, two people were invited to the class to share about their customs, religion, and food. At the end, the students had to express the feelings they had during the presentation through a color. As a result, students wrote a reflection in which they combined a picture and a color description. First, they had to think about the experiences they had with the guests; through a color, they had to express the way they felt. Then, in their journal, students wrote about the insights from the activity, and they explained the reason why they connected the color and the feeling. Here is an example:

This task was audio/video recorded and it was conducted in four class sessions. The first guest was an English teacher from Buenaventura and the second one was one of the

participants who was Jewish. To above picture is an example of the activity with the

teacher (See Figure 6).
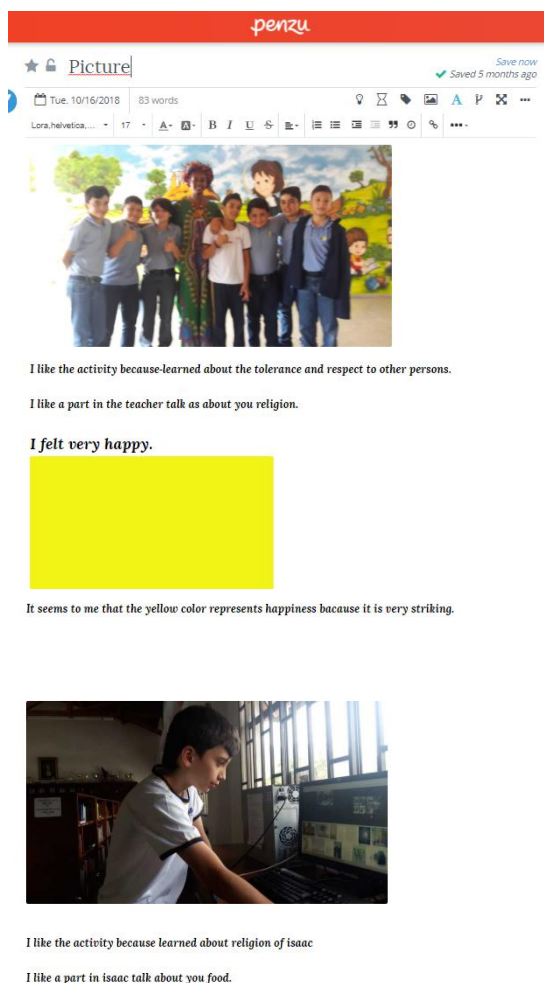
Figure 6. ST4's post in Penzu journal (September 27th, 2018).

Multimodal Task 5: Comic strip

This task had as an objective to think about a situation where they considered

intolerance was present. As a result, students created a comic strip about one of the

following types of intolerance towards diversity: physical appearance, religious beliefs,

ways of thinking, emotional states, gender, among others. Then, they posted and shared

with the class their final product. In their journal, students reacted to one of the comic strips. They gave their opinion about it and they added what they considered should be included in the comic strip. Below, there is an example:

This task took four class sessions. Students had to think about the topic they wanted to work with, and they had to explore the platform before creating the comic strip. Then, they created and shared the comic strip with the class (See an example in Figure 7).
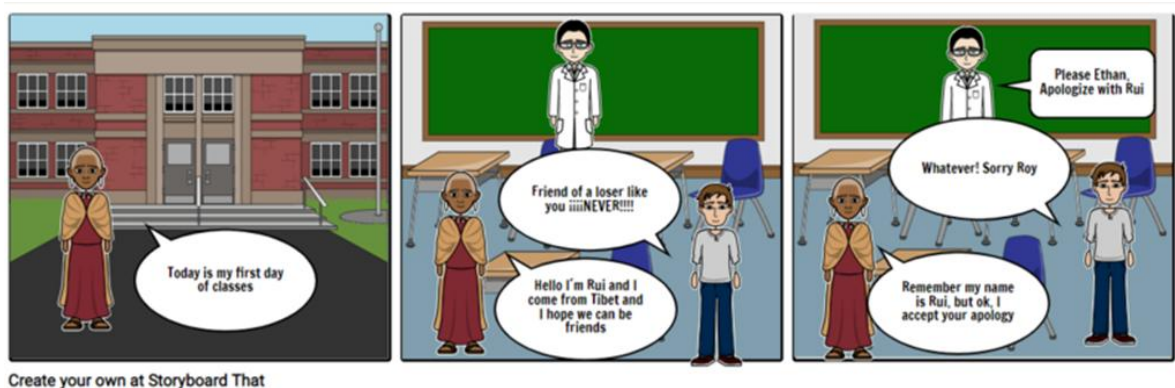
Figure 7. ST4's comic strip (October 18th, 2018).

Multimodal Task 6: Interview

This interview had as an objective to make students look for a person who had been discriminated against in a certain way. For that reason, they looked for a family member or a close friend. The idea with the interview was that the person they chose could share the experience where they considered they were discriminated against or treated with intolerance. The students had to find out how and what aspect of diversity was not respected. That interview was video recorded. The videos were presented in class and the participants had to record a video giving their opinion or suggestion about a situation one of their partners presented. Then, students talked about the experience they had and the insights from the activity. Besides, while in class, the students had a specific task; they had to tell a story of intolerance using only pictures. As a result, the class was divided into

two groups. They students decided about the situation they wanted to present and they took several pictures.

Figure 8. ST2's interview (October 30th, 2018).

Figure 9. ST9's interview (October 30th, 2018).

To complete this task, students had five class sessions as they had to do the videos at home (See examples in Figuress 8 and 9). The videos were presented in class and there was a conversation about the experience the students had.

It is necessary to mention that some parts of the tasks were done in Spanish since this allowed students to better express their thoughts, feelings and emotions. Also, because as expressed in Marshall and Rossman (2011) in qualitative research the naturalistic expression of the participants' ideas is central, and as a language teacher, I understood that due to students' communicative limitations in the foreign language it was necessary to allow translanguaging practices. The direct observations were done during the data

collection process and during other kind of activities done in the school such the spelling

bee contest, soccer matches and cultural activities. Besides, in the teacher's journal is a

description and a reflection about the all class sessions.

Research Methodology

Considering the research questions presented above, the next sections are intended to explain the research method and the tools used, and it presents information related to the context where the study was carried out as well as the description of the participants. This study was carried out following a qualitative approach as it focused on natural environments and considering that "qualitative research methods are used to understand some social phenomena from the perspectives of those involved, to contextualize issues in their particular socio-cultural-political milieu, and sometimes to transform or change social conditions" (Glesne, 2006, p. 4). Meneses (2004) indicates that "social science is the fruit of the knowledge obtained and accepted by man through processes of reflection, systematization and rigor carried out with the aim of interpreting and understanding reality" (p. 224).

This approach is widely used to investigate school phenomena as is the case of the present study, which has as its main objective to determine the role of multimodal pedagogy in developing 5th grade students' attitudes of tolerance towards diversity in the language classroom. It is relevant to notice that although I used a questionnaire to obtain socio demographic information and descriptive statistics about students' experiences with intolerant behaviors, the center of interest of the study is the qualitative experience. This is the reason why the bulk of the data collected relied on qualitative instruments such as students' artifacts, focus groups, and teacher and students' journal.

The research question this study addressed is not particular to the researcher's classroom, as it has been observed in other classes within the same school, however, given the conditions of possibility, the researcher decided to examine her classroom as a case that

may shed light on how to tackle issues of intolerance across the school where similar students' behaviors have been observed. Likewise, selecting only one class as a case allowed for an in-depth exploration, which is one of the main features of case study research. As Bryman (2012) states "with a case study, the case is an object of interest in its own right, and the researcher aims to provide an in-depth elucidation of it" (p. 69). Furthermore, Yin (2003) explains that "the case study method allows investigators to retain the holistic and meaningful characteristics of real life events" (p. 2). This qualitative research had as a main objective to describe, interpret and evaluate the implementation that was carried out.

Participants

The participants of this study were 5ᵗʰ grade students. The class had nine students and all of them were boys between 10 and 11 years old. This class met four times a week for one hour. Students belonged to a high socioeconomic stratum. They had a high level of English and it is the only 5ᵗʰ grade class in the school with an A2 level according to the Common European Framework of Reference (2001). There were at least four reasons for their good English level. First, they studied English in different institutions. Second, they had traveled abroad. Third, they liked English. Finally, some of them had the possibility to be in immersion programs.

Data Collection Techniques

This study was conducted during the second semester of 2018. Data was collected for 10 weeks, during which the researcher met for 40 class sessions with the students. This study included varied techniques for data gathering. Creswell (2003) states that a case study is an explanation of a "bounded system" or a case (or multiple cases) over time through

detail, in-depth data collection involving multiple sources of information rich in context. The idea to do a case study was because it considers the context in a natural environment and through the data collection methods, it can provide an in-depth description since the researcher can observe, analyze, and build interpretations. As a result, the following techniques were considered for data gathering during this study: a questionnaire, direct observations, audio/video recordings, students' artifacts, teacher and students' journals and focus groups.

Questionnaires

Questionnaires, as standard instruments to gather information from respondents, were applied as a way to collect information related with students' free time activities and people they have contact with, to know their perception about diversity and tolerance as well as socio demographic information. The questionnaire was applied at the beginning of the research process.

The questionnaire was designed in Google forms and it was conducted in Spanish as the idea was that the participants completed it without any difficulty (See Appendix A). It was applied on August 14th, 2018. The participants took a class session to answer it. It had different type of questions and all of them were mandatory. There were open questions; where the participants could write their responses. Close questions; where the participants had multiple choice or yes/no answers, and likert scale items; where the participants answered statements using always, sometimes, hardly ever and never. The questionnaire included six sections that will be described below.

The first section included the title, the purpose and a suggestion for the participants to be honest when providing the answers throughout the questionnaire.

The second section was called Coexistence. It had as an objective to gather information in relation to the people the participants live with, the people they spend time with after and during school, and about the ethnic group that they belonged to. In this section, the participants answered close questions and they were given different options to choose from.

The third section was called Free Time. It aimed at identifying the activities that the participants spend time on after school, the people they spend their free time with, if they had traveled abroad, and if they had friends in different regions of Colombia and abroad. Here, there were open and yes/no questions.

The fourth section was called Diversity. Its objective was to know what the participants thought about meeting with people different from them in a certain way. In this part, the participants were given seven statements that talked about the way they perceived interacting with others. Then, they had to choose the option they considered was appropriate: always, sometimes, hardly ever or never.

The fifth section was called Tolerance and it was divided into four different parts. It aimed at identifying the opinions the participants had about intolerant situations they had experienced and the ones taking place in the English class. In addition, the section wanted to know if the participants had been intolerant with others, and the values that they thought characterized a tolerant person. It started asking the participants if someone had been mean to them because they were different in a certain way. After that, it asked the participants to identify intolerant situations that were taking place during their English class. Then, the participants had to reflect upon their own behaviors during English class. Until this part, they had to choose the option they considered applied: always, sometimes, hardly ever or

never. At the end, they had to answer an open question about the characteristics they considered a tolerant person must have.

Finally, the sixth section was called General Information. It had nine different questions that aimed at collecting socio demographic information. It asked about the participants' age, gender, ethnic group, birth date and place, living place and the time they had been living there, social status and religion. This information was considered as a source to help understand students' classroom behaviors.

When the participants completed the questionnaire, an excel file was created as well as graphics where the answers could be observed; some of them included percentages. It is necessary to mention here that the fifth section was very important as it presents the behaviors that the participants considered were affecting the class environment.

Direct Observations and Teacher's Journal

Observations are really important sources of information as they show students acting in their natural environment. Besides, "observational evidence is often useful in providing additional information about the topic being studied" (Yin, 2003, p. 93). As the researcher was also teaching the class, these direct observations helped identify, analyze and reflect upon factors happening in real life situations, and they also helped guide and identify categories to consider in the data analysis.

The direct observations were done throughout the research process. They started before the problem was stated as the idea of conducting a needs analysis was to identify a possible situation that needed to be solved or improved. As a result, I had two different roles; teacher and researcher, that is a participant observer. At the beginning, the main purpose was to see the way the participants interacted with the language. Then, certain

behaviors were identified and they were affecting the class environment as the class had to be interrupted many times in order to solve those situations. From the very beginning, it could be observed that the participants struggle while living together as it was hard for them to stand each other in different class moments. It was evident as the participants were disrespectful, and sometimes aggressive among them. So, working with tolerance was the objective, then, as there was not only a situation of intolerance to work on but a variety of bad behaviors, it was necessary to consider diversity. This information was corroborated with the answers that the participants provided in the questionnaire. When the problem was stated, it was time to look for a way to solve those intolerance attitudes towards diversity. That was the reason why multimodal pedagogy was chosen as it makes communication go beyond learning a language.

The direct observations were recorded in the teacher's journal. The journal was completed in an online Google document at the end of the multimodal class sessions or other activities I develop in class. The idea was to write a description, a reflection and comments about the class. I wrote 29 journal entries from August 1st, 2018 to November 16, 2018, and I included pictures from different class activities. The journal helped me identify students' behaviors and attitudes that help me answer the questions of the study.

Audio and Video Recordings

Audio and video recordings helped retain information such students' attitudes and behaviors that were essential as the idea was to observe how students interacted in class. They were a support to the direct observation technique. Yin (2003) states that recordings intend to record information which is also gathered through observation in order to be

transcribed. They helped analyze in a deeper way what happens in the classroom as the researcher could access them at any time.

Those audio and video recordings were done during some of the class sessions and I used two cell phones. For instance, the first multimodal task was video recorded from the very beginning. The idea was to observed the way in which students reacted to the intolerant situations presented and the way the participants interacted among them while doing the assigned activities. At the end, I got three videos; one per each of the steps in the task. In the second multimodal task, the participants recorded a video telling a situation of intolerance they had been through so, I got nine videos. For the third multimodal task I got two audio recordings. During that activity, we sat together in a round table and I was in charge of the reading. As soon as I advanced in the reading, I stopped to ask the participants some questions. The idea was to check if the participants understood the reading and record the comments and opinions they had.

In addition, the fourth multimodal task that was audio and video recorded and it had as a purpose to see the behaviors that students had while the guests were talking. I got five videos with the first guest and three with the second one. For the sixth multimodal task, videos were included in two different moments: a) the participants interviewed a family member or a close friend. They produced six videos. Then, the participants recorded a video reacting to the videos presented in class. From this activity, students designed nine more videos. Audio recordings were used for the focus groups as the information provided by the participants was crucial for the study. At the end, I got four audio recordings.

Artifacts

Students' work samples are also addressed by Yin (2003) as artifacts, which show physical evidence of the activities that are done in the classroom. Those artifacts were the evidence of the tasks and activities which showed the understanding of the lessons. Artifacts or students' work were collected as the post activity by the end of each task and they included different types of products. For example, with the first multimodal task, the class was divided into three groups. The participants had to act out a role play and it was video recorded, then, they had to create posters to answer two questions. Here, three videos and three posters were collected. The idea was to present the actions they considered needed to be changed. Finally, in the Penzu journal, nine entries where the participants wrote about the insights from the activity were completed.

The second multimodal task allowed me to collect nine videos as it asked the participants to record a video about an intolerant situation they had experienced. Besides, nine entries in the Penzu journal were done as they had to answer a questionnaire and write a reflection of the activity in their Penzu journal. In the third multimodal task, each of the participants wrote a reflection in Penzu journal and they posted a picture that they considered represented diversity. The fourth multimodal task asked participants to write a reflection and the way they felt during the presentation of the guests. Here, nine journals were completed and they included pictures and colors. In the fifth multimodal task, the participants created a comic strip about an intolerant situation, and then they posted in their Penzu journals. As a result, nine comic strips were posted in Penzu journal.

Finally, the last multimodal task had three different products: the participants interviewed a person who had been into an intolerant situation. Here, six participants did the activity. Then, nine video were recorded where participants expressed their opinions

and gave advice to a specific situation. Besides, two stories were collected. The participants told a story of intolerant behaviors or attitudes using only pictures.

Students' Journals

Students' journals are writing reflections about the experiences and insights from the tasks the participants carried out. They had to write a journal entry at the end of the multimodal tasks. Those entries were guided with questions, and they were used during the data collection process.

The journals were done in the platform called Penzu journal. All the participants opened an account with their personal email address. They created an entry according to the task they were working on. They included pictures, they answered questions, they wrote comments and they gave opinions. At the end, 45 students' journals were collected as it was described in the multimodal tasks section.

Focus Groups

At the end of the six multimodal tasks, there were four class sessions in which two focus groups were interviewed following a specific interview protocol (See Appendix B). They started on November 6th, 2018 and ended on November 9th, 2018. The purpose was to know the perception and the experiences that the participants had in relation to the use of different modes of communication to deal with topics related with tolerance towards diversity in the English class. The focus groups were organized as follows: ST1, ST2, ST4 and ST5 were group one and ST3, ST6, ST7, ST8 and ST9 belonged to group two. Each group was taken to the library as it was a quiet place, the interview was divided in two parts as in an hour it was not possible to finish it.

The first part of the interview asked about the way the participants felt during the English class, the way they could define tolerance and intolerance, the intolerant situation they could identify in English class, the activities they remembered and the opinion they had about them, the way they considered those activities had an impact in their behaviors, the way they perceived diversity and if diversity was respected in the class. The second part included questions related to the attitudes and behaviors after the implementation, the things they learned about multimodality and communication with the implementation of the multimodal tasks, the way those tasks had an impact in the classroom and, at the end, I did a summary of the whole interview.

The interview was audio recorded and then, transcribed. For data analysis, each of the participants were given a specific color in order to see, identify and classify the information provided in a specific category.

Data Analysis Procedures

In order to conduct the data analysis, this study followed Marshall and Rossman's (2011) analytic procedures. The authors propose seven steps, mainly:

First, organizing data, in which the data gathered was organized per dates, student and type was listed. In regard to the initial questionnaire, the quantitative questions were used to draw descriptive statistics of frequency all of students as described in the previous section. The qualitative data coming from the open questions were aggregated for further coding and categorization by themes. The teacher's journal was organized by dates for further analysis. The students' journals included the participants' names, the dates they were created and a title according to the task. Finally, artifacts were collected at the end of each multimodal task, then, I classified them using the number that each student was

assigned and the multimodal task number, for instance, (ST9_MT1). All the data was classified and kept in Google Drive in order to have access to it efficiently.

Second, immersion in the data which concerned with engaging with the data and making sense out of it. In this stage I focused on each instrument. I read carefully students' responses in the questionnaire and focus groups, I examined my journal as well as students' journals and artifacts, then, I listed the words that were common and related to the topic under study in each of those instruments. As I was reading, I engaged in the third stage of data analysis where possible categories emerged.

Third, coding the data in which the process of generating codes that gave ideas of possible analytic categories was carried out. As I was reading I identified information that could be helpful to support the issue under study. Initially, the words tolerance, diversity, behaviors and multimodality were identified and they were assigned a specific color. I used color orange for tolerance, yellow for diversity, green for behavior and pink to highlight multimodality. To identify intolerant situations, I analyzed three different instruments: the questionnaire and the direct observations in the teacher's diary. I read the open questions from the questionnaire and marked all statements that referred to intolerant situations and I did exactly the same with the teacher's journal. I included the word diversity as I could identify different situations going on in the classroom, it could be seen also in the questionnaire, direct observations, the teacher's journal and videos recorded by the participants. The word behavior was mainly found in direct observations and teacher´s journal, and multimodality was present in the products the participants had at the end as they included images, written text, colors and videos to share their thoughts. All this information helped me to do the triangulation process.

Now, it is important to mention the way the multimodal tasks were analyzed. To do so, the model proposed by Álvarez Valencia (2016) was used (See Figure 2). It comprises four stages: *Conditions of Production and Use* (establishing the sociocultural and historical conditions and elements that inform the production of the text designed)*, Base Units* (identifying the semiotic resources or base units (minimal components) that compose a multimodal text)*, Modes of Communication and their Function* (identifying the modes that are included in the multimodal text as well as the function they have to make meaning), and *Intersemiotic Relationships* (identifying the way in which ideational, interpersonal and textual meaning are created).
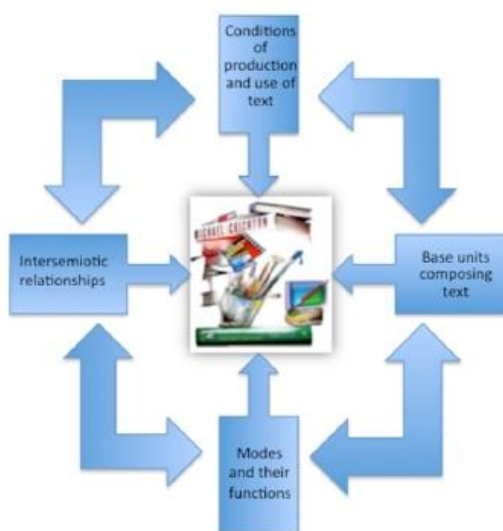
Figure 10. Steps in Multimodal Analysis of Student Guide Pages

Fourth, writing analytic memos; a step in which notes about the ideas that came across and that might help answer the research questions were made; key concepts and information related to them were highlighted then, some comments were made in order to give sense and make connections with the categorized data. I started by classifying the data using colors and writing comments about interesting facts I considered could be useful and

common in all the instruments. These analytic memos were comments and reflections about a specific aspect and they helped me to get to the findings. The memos were written during the data collection process and at the end of it.

Fifth, generating categories and themes; which was a challenging stage given the amount of data and their variety, but it was a stage that provided answers to the research questions; here, the highlighted information was connected to the questions that were intended to be answered. After coding using colors, each of the key concepts were categorized under a specific question in order to see what the possible findings were. I read the data carefully again, and after reviewing all color coding and frequencies, I decided to focus on the categories that were salient and that helped answer the research questions. At the end, different categories were used to answer the research questions and they were divided in three groups: a) intolerance towards opinion and preferences of others, religious beliefs, physical appearance and cognitive capacities, b) classroom interaction, awareness, motivation and creativity, and modes of communication and principles of multimodal pedagogies, c) recognition of difference, relationships and living together. These categories will be described in the findings section.

In this study, I considered a category, an explanatory theme that helps understand or answer the research questions. These explanatory themes were obtained by crisscrossing all instruments. In all cases, as will be seen below, a theme is only considered as an explanatory category if it appeared in different instruments on several occasions. I do not provide frequencies of appearance in the data because in many cases although, it did not appear substantively, it was indeed significant to explain the phenomenon of tolerance in the classroom. This is part of the idea of qualitative research which focuses on the

explanatory capacity of certain events beyond their frequency (Marshall & Rossman, 2011; Glesne, 2006).

Sixth, searching for alternative understandings to the categories through triangulating and connections with theory; the information found through the different instruments was taken into consideration and was analyzed to see how and why it was related with each specific category. Then, that information had a strong meaning as it was supported with the concepts and theory adopted in this study. After extracting some analytic categories, I went back to the literature review and background studies to look for ways to better illuminate the findings of the data. This helped me identify the impact the implementation had as it not only helped the participants use the target language but also to work in a topic that might be useful when facing situations in their daily life. Also, I read additional material to better understand how ideas and behaviors could influence and affect attitudes. During advisory sessions, I discussed with the advisor the way the data and theory were making connections, and we shared ideas about the way the information should be presented.

Finally, writing the report of the study. Although the authors present these stages in a linear mode, the researcher moved from step to step depending on the data analyzed. It was time to read many times, see and understand better how the selected data was giving sense as it highlighted and presented accurate results about the issue under study. The writing process happened across the development of the thesis. There were general ideas written in posters and findings were placed under the corresponding category. The excerpts from the analyzed data were chosen and highlighted as they supported and were good examples for the study. I read extra material to make connections and the literature review and the samples

from the data analysis became stronger. I had to re-write some ideas in order to provide a clear and engaging path through the reading.

Finally, as a way to establish validity and reliability of findings, this study drew on different methods of triangulation as proposed by Patton (1999). First, it considered methodological triangulation that consists of collecting data through different data methods such as questionnaires, observations, focus groups, and students' artifacts. Additionally, it drew on researcher or 'peer' triangulation. In this case, the researcher's advisor also examined the data and the analysis performed to provide commentary on how he would conduct the analysis.

Ethical Considerations

Before starting the data collection process, consent forms were designed and presented to the school principal, parents and students. The school principal signed the consent form and she gave permission to work on the project (See Appendix C). Then, consent forms were sent to parents to be signed before the students' participation (See Appendix D). Finally, the students read and signed their consent forms (See Appendix E). Those consent forms provided information about the research project to be carried out, the privacy of the participants, the no reward and voluntary participation in the project, the participant's right to avoid answering questions and their possibility to withdraw from the process at any moment. In addition, those forms stated and guaranteed the use of the information provided only for research purposes as well as the protection and anonymity of the participant's identities

Findings

In this section, the analysis of the implementation of six multimodal tasks (See a description in the setting section) to develop 5th grade students' attitudes of tolerance towards diversity in the language classroom is presented. After analyzing the data, three different major categories emerged: 1) Intolerance towards diversity in the language classroom, 2) The role of multimodal pedagogy in the language classroom, and 3) New attitudes in students' behaviors in the language classroom: before and after the implementation. I also established subcategories that inform each major category. In this section, I will introduce each category with its corresponding subcategories. Then, specific evidence from the data will be presented to support the sub-categories found. Overall, this section presents evidence of how those multimodal tasks helped students change some attitudes and behaviors to overcome certain intolerance situations in order to have harmony during their English class.

1. Intolerance Towards Diversity in the Language Classroom

To answer the research question, what are the types of intolerant behaviors or attitudes in the English class of 5th grade students? I established the following category: Intolerance towards diversity in the language classroom (See Table 2). This category emerged mostly from the analysis of the questionnaire, direct observations and focus groups. In general terms, there is intolerance in relation to giving opinions and preferences of others, religious beliefs, physical appearance and cognitive capacities.

Before explaining this category, it is important to reflect about the way my classroom looked like before the implementation. While the needs analysis was done, it could be observed how the participants were disrespectful when ideas and likes were

shared, when the religion was different, when nicknames were used to refer to appearance and when mistakes were made while using English. This information was corroborated with the questionnaire applied at the beginning of the data collection process, where a specific question about certain situations affecting the class environment was asked (See Appendix A). In addition, during the focus groups, at the end of the implementation, the participants mentioned the way the classroom was and the situations they identified were affecting the harmony in the classroom.

As a result, the word diversity was included in this category as there were different kinds of intolerant situations taking place in the classroom. Those intolerant situations were divided in sub-categories that will be described together with the answers that the participants provided through some figures:

Table 2. Types of intolerant attitudes and behaviors

Objective	Category	Sub – Categories
Establish the types of intolerant behaviors or attitudes in the English class of 5th grade students.	1. Intolerance towards diversity in the language classroom	1.1 Intolerance towards opinions and preferences of others. 1.2 Intolerance towards religious beliefs. 1.3 Intolerance towards physical appearance. 1.4 Intolerance towards cognitive capacities.

1.1 Intolerance Towards Opinions and Preferences of Others

This category relates to how the participants behaved when other students were giving opinions or expressing their preferences and how they showed intolerant attitudes and behaviors (See Figure 11).
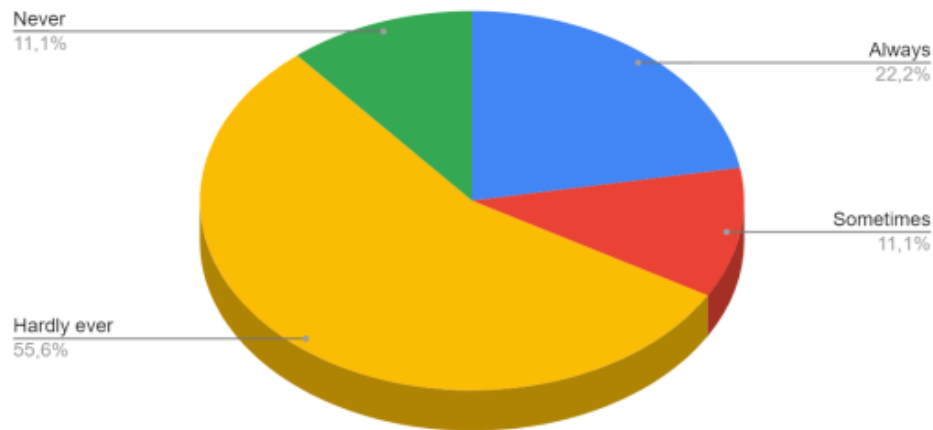
Figure 11. Intolerance towards opinions and preferences of others.

As can be seen in Figure 11, 55,6% that corresponds to five students stated that the opinions of others are hardly ever respected when they participate in class. This could be corroborated by my own direct observation in which I could observed that students would interrupt or mock their classmates because they did not share the same opinions and likes. Before the implementation of the multimodal tasks, I frequently observed in different classes that some of the students disrespected the other's opinions by laughing, interrupting and using negative words. I chose a relevant example from a direct observation; it is a description and a reflection from the teacher's journal:

> They are sometimes mean with other students or they don't respect them as they don't tolerate their partners' opinions or ideas (they said bad words like "stupid" or "dumb" to others if they don't agree with what they said, like or think). (Teacher's journal, August 1st, 2018)

In the previous reflection, it is possible to identify the words the participants used when they wanted to refer to other classmates' ideas. It was a negative aspect in the classroom as this situation frequently happened; as a result, it was necessary to stop the class session, and try to make students aware of the situation that was affecting the class

environment. The objective of the intervention was to make students aware that they were not just interrupting the class but also that they were not respectful with the person that was talking. Besides, the idea was to make students understand that each person has its own ideas and opinions, and that they needed to learn to respect and accept them no matter if they went against their own thinking, beliefs and values.

There was another situation where the participants showed they were not respectful with other people's ideas. I could observe in different classes that ST6 used to talk about his favorite football player and his favorite team, no matter the topic and grammar structure we were working with; he always provided examples referring to them. He said he really liked football but his classmates did not share the same opinion as they were interested in hobbies such as video games and music. As a result, they asked him to talk about something different and interesting. His classmates were upset and they said it was boring to listen to him because he never talked about anything different.

Regarding preferences, students were intolerant towards their classmates' likes. A good example of this was when we were doing the second multimodal task (See a description in the Setting section), we watched a movie called "Wonder", the students answered a questionnaire about it in their Penzu journal and then, they had to think about any intolerant situation they had gone through in their lives. At the end of the class, the students had to record a video in which they share an experience where they considered their ideas were not respected or they felt discriminated for any reason. When I watched the videos, I could see that eight of the students had experienced intolerance in relation to their names, physical appearance, religion and preferences. The following excerpt is from one of the videos that the students recorded in class:

In my school, I normally like to listen to music about video games so, here in the

60

English class, me and ST4 played music that we like both and the truth is that some kids did not like it and they said it was garbage, that what we saw was disgusting (ST1's artifact; video recording, September 6th, 2018)

Here, we can see that for the participants it was not easy to respect their classmates' preferences; they just took the decision to use words such as "garbage" and "disgusting" to make the other person feel bad or to let the person know that they did not care and respect the things they may like. This was something that usually happened in class and this also caused uncomfortable situations that needed to be solved in order to create a nice environment to learn.

1.2 Intolerance Towards Religious Beliefs

This category refers to the moments in which the participants showed lack of tolerance towards the religious beliefs of other students. The school is Catholic and most of the students belong to this religion, however, there were some Jewish kids. As a Catholic school, it promotes different activities and rituals that are part of this religion, for instance, there were Masses and the Holy Week celebration. During those events, Jewish kids were not involved. They were doing something different; reading, sharing with other Jewish kids or just sitting in the cafeteria.

As an observer, I can say that there were moments in which the participants made interrogatory comments about the Jewish kids that were studying at the school; it was a way in which the students expressed they were reluctant to understand that one of their classmates belonged to a different religion. This is something that I found in the data gathered and in different instruments; direct observations, teacher's journal and student's artifacts. Here, we will see how the participants reacted to elements used, beliefs followed

and some rituals performed by a Jewish kid. Besides, we will see how the Jewish kid felt because of his classmates' attitudes.

The instruments that provided initial evidence of intolerance towards religious beliefs were the direct observations and the questionnaire. While in class, there were moments in which the participants disrespected one of their classmates because he belonged to a religion different from the one that the school promotes. Additionally, in the questionnaire, one of the questions asked if they had observed in their English, any type of intolerance towards religious beliefs. As can be seen in Figure 12, out of the 9 students, 6 answered never which corresponds to 66,7%, while 2 said that they hardly ever saw intolerance towards religious beliefs, which corresponds to 22,2%. One students expressed that he sometimes observed this type of behavior and it corresponds 11.1%.
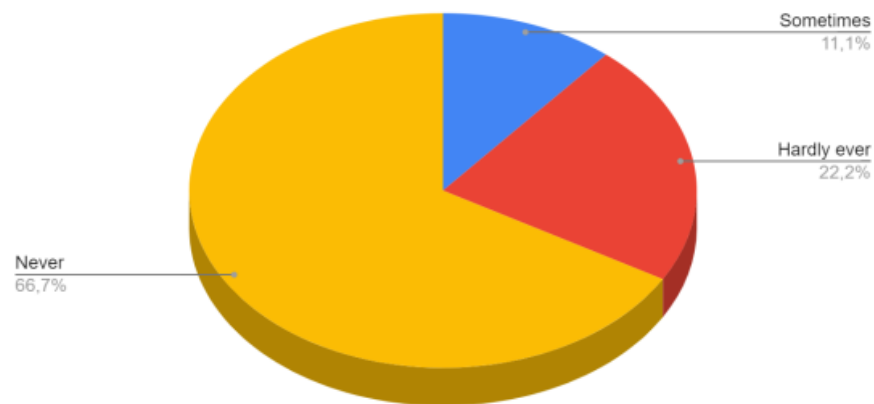

Figure 12. Intolerance towards religious beliefs

In Figure 12, it can be observed that, in relation to intolerance towards different religious beliefs, one participant said that it happened sometimes; two said hardly ever, and six of them said never. Most of the participants said there was tolerance in relation to

religious beliefs. However, there were situations where one of the participants was frequently rejected because of his religion. ST9 was Jewish and his religious beliefs were very different from the ones that the school promotes as it was a Catholic school. During different class activities, he mentioned that he felt he was discriminated by his classmates as they made comments that were not friendly and nice to hear. The following situations are examples that show the participants' reactions while in class: the first two situations happened while we were working on the second multimodal task and the third one took place during a class activity about past events.

The first situation was while we were watching a movie and the second one during a class video the participants had to record about an intolerant situation they had experienced. When watching the movie "Wonder", there was a scene in which some students were together in a cafeteria; they were talking, sharing and having fun, and ST9 said:

"It would be nice if this school was like that" (ST9, direct observation, August 30th, 2018).

This student mentioned that when he got to the school, the other kids picked on him because he was Jewish and they were saying bad things to him like he killed Jesus and that he was weird because during the Masses and Prayers he was doing something different. Besides, the kids were wondering the reason why ST9 was wearing a "hat". He had the opportunity to explain that its name was kippah and that for Jewish, it means that they honored God and that God protects them. Unfortunately, it was not enough and they continued being mean to him. To avoid those situations, ST9 decided to stop wearing his kippah. This situation shows that the other participants were not tolerant when there were customs or rituals different from their own ones; also, it shows that they did not accept or

understand the meaning and the importance of elements that are part of other religious practices.

The second situation took place at the end of the second multimodal task, where the participants had to record a video telling an intolerant situation they went through in their lives, ST9 told his story and he concluded that:

> "It is only because I am a Jewish kid that they discriminate me" (ST9's artifact; video recording, September 6th, 2018)

It is necessary to notice here that there was intolerance towards religious beliefs even though the participants did not mention it in the questionnaire. The other idea to be considered is that they were not conscious about the way they expressed ideas and they did not even consider the idea that they were rude with the comments they made. ST9 was conscious about the attitudes that his classmates had in relation to his religious beliefs and he seemed to feel bad about it as he wished the environment of the school was different, as he took the decision to stop wearing his kippah and as he expressed this rejection by his classmates in different class activities.

The last situation happened while in an English lesson about past tense. We were reviewing simple past tense and we were sharing the experiences we had during our last vacation. Before sharing with the class, the students had to answer some questions to guide what they were going to say: Where did you go? Who did you travel with? What activities did you do there? How long did you stay there? and How did you travel there? The students were asking questions related to vocabulary and ST9 asked: how do you say "sacrifice" in English? I asked him what did he want to say and then he told us the story about a ritual to sacrifice certain animals in order to be eaten:

He told us that during the weekend he went to a farm with his family and some other people and they killed around 400 chickens, he explained that it is a ritual in which poultry is sacrificed to thank God and bless the food, process which means that they are ready for Jewish to eat. He said he had participated in that ritual; he had helped with the process of taking out the blood from the animals and he had also gone to the process of salting. (ST9, Teacher's journal, August 30th, 2018)

This personal experience was hard for the class because it is something the participants do not practice within the rituals they have concerning their religion. So, they were sort of scared and shocked and they were saying things like how could you do that? and you are so mean! This shows how for the participants it was hard to accept the practices from Jewish people.

1.3 Intolerance Towards Physical Appearance

This category is related to jokes and nicknames that the participants used to refer to their classmates and they referred to the way people look like. In schools, it is common that students create nicknames to interact with their classmates. These nicknames or name calling have different origins. In many cases, a student can be given a nickname because of his physical appearance, in other cases, because of his favorite pastime, some other times because of an incident the student had.
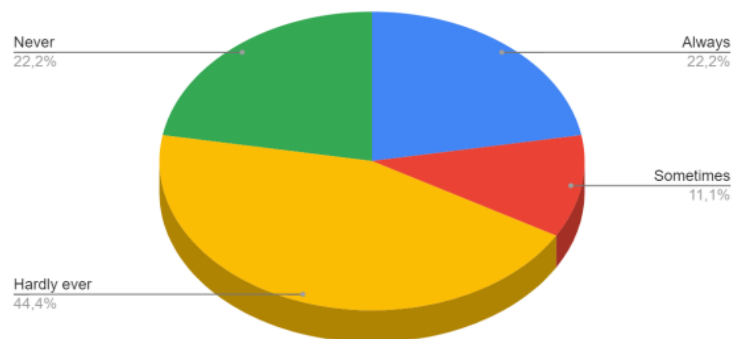

Figure 13. Intolerance towards physical appearance

As it can be seen in Figure 13, only two participants said there is always respect towards physical appearance and it corresponds to 22,2%; one said sometimes and it corresponds to 11,1%; four of them said hardly ever that corresponds to 44,4%, and two said never that correspond to 22,2%. This information shows that the participants were conscious about intolerant situations in the classroom regarding appearance. This happened maybe because they were using nicknames to refer to their classmates or because they were the ones affected and harmed by their classmates. Different excerpts from the focus groups show opinions from the participants where we can see how they identified this type of intolerant situations in the classroom:

> Ok, for me the intolerant acts that arose in class are for example, I accept that I am not a saint I do not stay with my arms crossed in the English class paying attention, but almost all of us verbally assault others, for example…ST8 calls ST7 "dead lobster", I call ST7 "slug", ST7 calls ST9 "Mushroom head", I call ST8 "brace" and like that we treat each other. (ST3, Focus group, November 7th, 2018)

> I think nobody should disrespect ST5 because he is different but perceiving him as a normal person because when he arrives to some place they just call him "fat", but a normal person, he does not have three eyes or eight arms. (ST1, 1st Focus group, November 6th, 2018)

Here, we have two different cases. In the first one, the participants mentioned they offended their classmates because of their appearance. For instance, we can see how ST3 identified intolerant behaviors in relation to physical appearance and he defined them as verbal aggression. ST1 also considered that there was discrimination towards one of his classmates, and he added that it was not good as he was a common person. The two participants presented the different ways they used to call their classmates. It seems that they did not have any respect for others. It also shows that they were not aware of

differences among people, besides, that they were not conscious that they could offend others when using those words.

In the following excerpt we will see how a participant expressed he was not happy about the way their classmates called him and there is also a different example where he affirmed they did not necessarily have a bad intention when using certain words:

> I had an experience with ST7, ST3 and ST8 because they call me "cheese stick", and, I am thin and I get used to that, we call some others "fatty" but it is not because of racism but for affection and friendship; it is a nickname to differentiate them from the others. (ST9, 2nd Focus group, November 7th, 2018)

Here, ST9 mentioned that they called one of their classmates "fatty" as a way of showing affection; however, there is a sense on discrimination in a certain way as they were referring to him using his physical condition. So, to understand the use of these nicknames is necessary to understand the context in which the situation takes place in order to see if it is an intolerant situation or not. As we can see below, the participant said he felt bad because of the way his classmates referred to him and at the same time, he was conscious that when they called his classmates with a nickname is a way of showing tenderness and friendship.

1.4 Intolerance Towards Cognitive Capacities

This category is related to making mistakes when using the target language, whether in grammar or pronunciation; it means that sometimes there is no tolerance as others are not competent on the language they are learning.
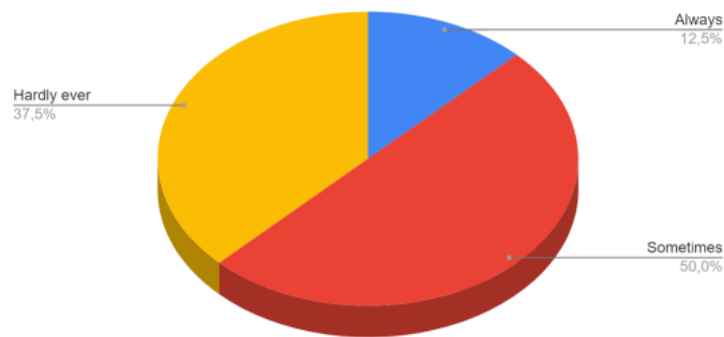
Figure 14. Intolerance towards cognitive capacities.

Figure 14 shows that only one of the participants, that is 12,5% said that students always displayed respect when others made mistakes; five of them with 50,0% said that disrespect happened, while three of them said that it hardly ever happened with 37,5%. As a result, I can conclude that the participants saw that there was lack of tolerance when others made any mistake while using the target language. While in class, if a mistake was made concerning the language, some of the participants used words that were offensive to highlight that a classmate said something wrong. This situation was the starting point to aggression and situations that needed to be solve at the moment as the participants started fighting. The following example shows how the participants reacted in a bad way because a mistake was made; it seems that it was not easy for them to understand that all of them were learning a language and mistakes happen suddenly. This example is from a direct observation and it was one of the reflections from the teacher's journal:

> They make fun of others when they make a mistake (I remember when ST9 mispronounced the word "ice cream" and ST3 and ST7 started shouting at him 'stupid' and 'silly'). (Teacher's journal, August 1st, 2018)

This type of behavior can actually affect students' motivation because they feel bad and most of the time they do not want to participate in class as they are afraid of being hurt by their classmates. This situation can influence students' self-esteem and make them feel insecure, embarrassed and this will make the language learning process a difficult process to follow and achieve. It is also necessary to mention that people have their own cognitive capacity and that make them diverse.

2. Roles of Multimodal Tasks in English Class

In order to determine the roles of multimodal tasks, I will answer the following research question; what is the role of multimodal tasks in enhancing 5th grade students' attitudes of tolerance towards diversity in their English class? After the data analysis, the following category emerged: The role of multimodal pedagogy in the language classroom (See Table 3).

Table 3. The Roles of Multimodal Tasks

Objective	Category	Sub – Categories
Determine the roles of multimodal tasks in enhancing 5th grade students' attitudes of tolerance towards diversity in their English class.	2.The role of multimodal pedagogy in the language classroom.	2.1 Classroom interaction 2.2 Awareness 2.3 Motivation and Creativity 2.4 Modes of Communication and principles of multimodal pedagogy

Multimodal pedagogy was considered as it is the point of departure in order to look for different ways to present information, and at the same time, to make students aware of the diverse modes they can use to communicate, thus, providing the possible solutions to certain situations taking place in the language classrooms; intolerance towards diversity in

this case. Now, the roles identified are presented and the way in which they enhance students' behaviors and attitudes when it comes to talk about tolerance and diversity.

2.1 Classroom Interaction

This category is related to relationships that emerged during the implementation of the multimodal tasks, and the communication and involvement that the participants started having during the activities done in class. The participants did not have any problem to work in small groups and it was easy for them to start doing the assigned tasks. It was something that even the participants realized as they were conscious that they were getting along and that the class environment changed. For instance, one of the activities we did was playing "secret friend"; the participants really enjoyed, and they had a great time when sharing candy, gifts and some time together. Another activity that showed the participants' interaction happened during a Spelling Bee Contest. ST5 was chosen to represent our group in the competition. That day, the students were supporting him and showing they were a team. ST5 did not win and instead of saying bad things to him, they were happy, and they showed they were friendly.

Now, some comments that the participants provided during a focus group in relation to the way they perceived relations in the classroom had improved are presented below:

> An example is when ST7 disrespected ST9 too much, the one of the Jewish religion, but the day in which ST9 talked to us about his religion, they started to comprehend a little bit more. (ST2, 1st Focus group, November 6th, 2018)

> For me, the change of attitude I have had with my classmates is more the one of sharing more with them because at the beginning of the year, I did not speak to ST8 and ST3 and we were not friends, nowadays we have fun together and we are more friendly. (ST6, Focus group, November 9th, 2018)

Here, it is important to notice that the participants first mentioned some of the attitudes that they could see their classmates had and the way they interacted before the

implementation of the multimodal tasks. Besides, they could see certain negative behaviors that their classmates had, and then, how through and after some multimodal tasks they also could identify that this situation of intolerance changed in a certain way. They mentioned that they had learned to respect and share with their classmates. As a result, they started having or building good relationships among them.

This category also shows how through multimodal tasks the participants had the opportunity to interact in different ways and, through this interaction, they could know more about their classmates. In the excerpt above, ST2 talks about what happened in one of the multimodal tasks. In the fourth multimodal task, the participants had the opportunity to meet two different people from cultures different from their own. The two guests shared general information about each place; they used videos, pictures, and clothing to represent their cultures. The first guest was an English teacher from the school who was from Buenaventura, and the second guest was ST9 and he shared information about Jewish culture. At the beginning of the presentation about Jewish people, the participants were not paying attention but as the guest went on with information the participants became interested and they started asking him questions. During English classes, ST7 and ST9 were fighting almost all the time because they could not tolerate each other as they were very different. However, after the presentation ST9 did, they changed their attitude towards each other and they started interacting more. It happened because ST7 was opened to understand that his classmate belonged to a different culture, and that no matter their differences they could have a good relationship.

Another example can be seen during the fifth multimodal task. Students had to create a comic strip telling a story about an intolerant situation. When the participants were working on the task, they interacted a lot as they were asking questions to each other about

the way they had to use the platform to create the comic strip. They were working together,

helping each other and sharing ideas. Some of the participants were very creative and they

decided to spend extra time in order to complete the assignment. Three students; ST1, ST2

and ST8 decided to work in the library during the break time. Below, you will see the

comic strips they created:

Figure 15. ST1's comic strip (October 18th, 2018)

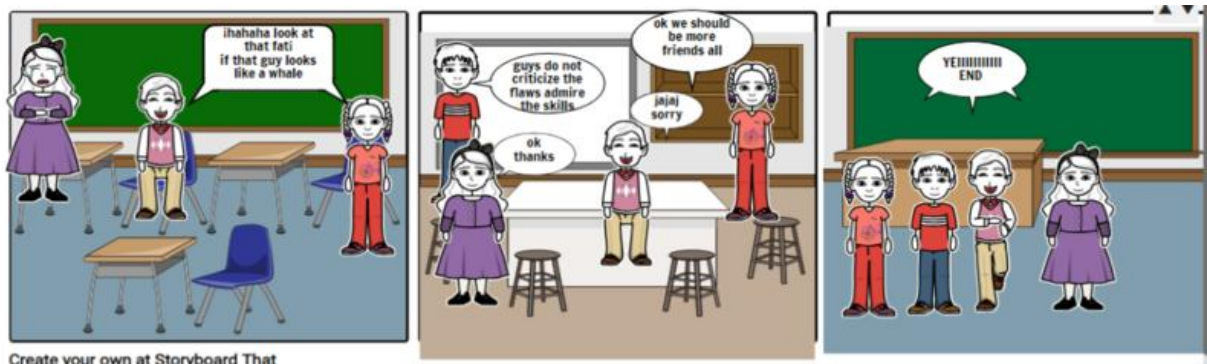Figure 16. ST2's comic strip (October 18th, 2018)

Figure 17. ST8's comic strip (October 18th, 2018)

During this task, the participants were exchanging ideas about what the people in the comic strip will say, the way they will look like and the appearance of the scenarios of the comic strip. I can say that the participants had a good time together as they were willing to cooperate with each other and as they decided to work together on the assignment rather than playing outside. Here, we can see how multimodal pedagogies allowed the integration of participants to create texts related to tolerance and diversity. ST1 and ST8 showed that diversity could be seen in different contexts and that it was related to different people. They presented physical appearance as a negative aspect; they presented diverse contexts as they included people from different places, there were also different scenarios, it means that those intolerant situations could take place anywhere. The message that ST2 wanted to share was that it did not matter how different people are, when there is tolerance, people can have friends and they can share some funny moments.

2.2 Awareness

This category talks about the way students became conscious about tolerance towards diversity and difference among them. They started by understanding the concept of tolerance, then, they identified the differences they had, and finally they accepted and recognized those differences. While we were in class, we used to listen to music, before the implementation, they were arguing about the kind of music they wanted to listen to, they never got in agreement with the songs they like and they were saying that their classmates liked music that was not good at all. After the implementation, they agreed on taking turns to play songs each of them wanted, this shows that they recognized that they had different preferences in relation to music and that they could respect others' opinions and likes. In

the following examples, we will see the way the participants presented new and different

opinions about the way they understand and assimilated tolerance in their relationships:

> I did it for learning about the topic and learning and understanding that differences join us, they do not separate us. (ST5, 1st Focus group, November 8th, 2018)

> For me, well I have had many changes in my tolerance because I have better relationships with ST7, ST9, ST4 and ST1, how? Well, I learned from the activities we did so, I think all I learned stayed in my mind. (ST3, 2nd Focus group, November 9th, 2018)

> Both examples show that through the multimodal tasks presented in class,

learners solved situations that were leading them to a negative environment in the

classroom. They also show that the activities helped them to understand that differences are

not obstacles when it comes to making friends, especially with the ones they spend time

with in a specific class.

Next, an example in which all the participants commented in a multimodal task

done by ST2 is presented. They were doing the third multimodal task; they had explored a

blog that talked about tolerance and diversity; then they had to look for a picture in which

they could represent what diversity meant to them and they had to include a short

description. After that, their classmates had to write their opinions about it. It can be seen

how the participants are positive towards the comments they made in relation to their

classmates' ideas and understanding of the topic. Maybe they had a different opinion or

point of view but it seems they respect the way their classmate was aware of differences by

showing a picture that for him means respect towards others.

2.3 Motivation and Creativity

This category supports the way students started understanding the manner in which

multimodal pedagogy is applied and they got creative and motivated as they could learn

about tolerance in different and funny ways. It seems that they understood that they could

share and send messages using different resources (See Figure 18). Here, motivation and

creativity are working together due to the fact that when we talked about the use of

technology in the classroom, students got motivated as they saw it as something innovative

and funny.

Figure 18. ST2'S post in Penzu journal (October 18th, 2018)

Moreover, when using multimodal pedagogies, students see all the possibilities they have to communicate, share and learn. The use of multimodal tasks showed how the participants were motivated and creative about tolerance towards diversity. I will start by presenting two examples two students provided during an interview:

> For me, I would describe the methodology so good because nowadays the most popular way of learning is through technology so it seems very good and I like it so much because the activities we did made us express themselves and improve our attitudes. (ST9, 2nd Focus group, November 9th, 2018)
>
> I liked the methodology, it was excellent, besides, it was funny because these classes have taught us to be tolerant through the use of technology, games and other things. (ST6, 2nd Focus group, November 9th, 2018)

These examples show how the participants were motivated as they considered multimodal pedagogies was a good way to teach them new attitudes and behaviors to overcome intolerant situations and as it makes them enjoy talking about a specific topic in their English class.

Next, two posters done in the first multimodal task are examples of how the participants showed their creativity. Here students were reacting to a video clip they watched. The video showed the following situation: in an English class, a new student was introduced. The teacher asked him to sit with two students, a boy and a girl. When the new student sat, the two students said they did not like him because of the way he was dressed and because he was from another place. They said bad things to him and the new student felt uncomfortable, so he decided to tell the teacher, and she moved him to another table. When he was changed, the students showed they were happy. In the poster the students had to answer two different questions: what went wrong in the video? and how did the people in the video feel? Those were the students' reactions:

They presented the poster to the class. They answered the questions in English with simple statements and they also included drawings in which a kid was sad at the beginning but happy at the end; those drawings represented how people could feel in certain situations, for instance, they felt sad when they were discriminated and rejected, while the happy expressions showed they were happy because they were making friends and people were respectful. Here, the participants also used colors such as green and red to represent good and bad behaviors and they connected them with the happy and sad feelings. It can be seen the way in which the participants constructed the text as they included different modes to convey meaning. For instance, they connected words, colors and drawings and they gave meaning to all the elements used.
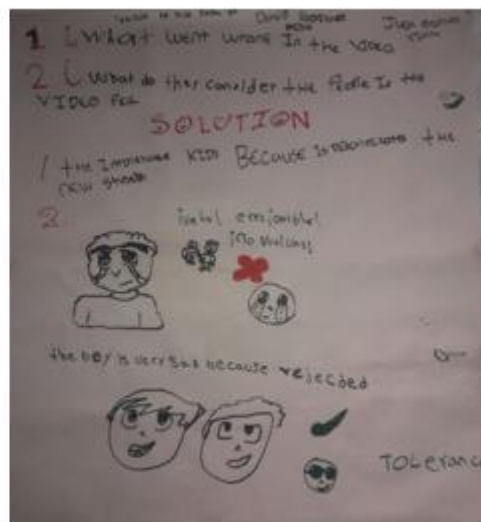
Poster 1   Poster 2

Figure 19. Students' artifact; posters (August 21st, 2018)

In poster 1, ST2 and ST9 used color green and red and they drew two groups of people and they added a "clover" and an "swastika". I think they were trying to represent good and bad actions. Finally, they showed a person from each team together as becoming friends and representing tolerance; they also wrote TOLERANCE combining the two colors. In poster 2, ST6, ST7 and ST8 used color green and red to show what was right (√) and wrong (X). They used different faces showing sad kids at the beginning and happy kids at the end, they also wrote the

word tolerance next to the happy kids that were sharing. (Teacher's journal, August 21st, 2018)

It is necessary to highlight here that the participants started including different modes of communication in their writings as they included drawings and colors to represent the ideas they wanted to share.

Next, I will present two examples; they are a reflection at the end of the first multimodal task, and it was done in the Penzu journal. The participants had to: 1) tell about the experience they had during the activity, and 2) they had to say if it was important to talk about tolerance towards diversity in the language classroom. In general terms, the participant seems to be motivated to talk about tolerance in the classroom as he thinks it is important to respect other people, races, thinking, religious beliefs and everything they are. He also mentioned that he liked the presentation because it taught them to be tolerant, respectful and comprehensive with others that are different from them. Finally, he added that the class taught them that nobody can tell the way you should be and that others cannot make fun of your differences (See Figure 20).
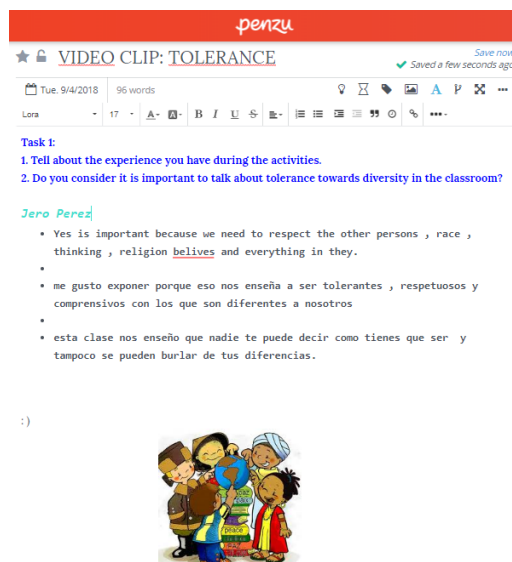
Figure 20. ST5's post in Penzu journal (September 4th, 2018)

In the other example, the participant mentioned that he liked a lot the activities as there was cooperation and team work. He said that the video had a great insight about respect and tolerance. Finally, he considered that it could be a good idea as they could learn a little bit about others (See Figure 21).
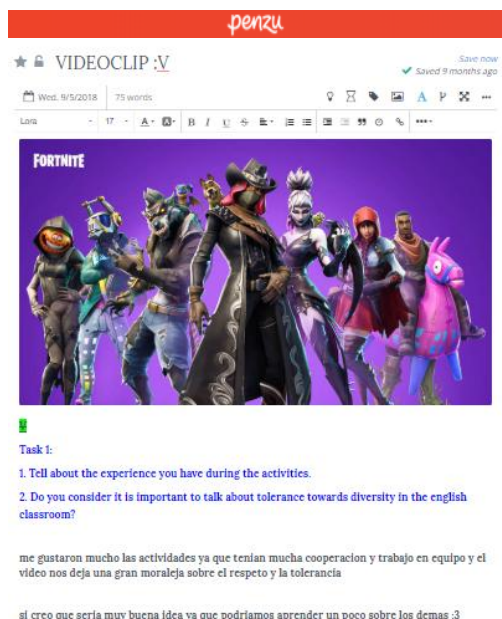
Figure 21. ST7's post in Penzu journal (September 5th, 2018)

In the final product of this activity, the other participants also included pictures representing diversity and tolerance and some of them included pictures that are related to video games they like to play or music they like to listen to. From a multimodal perspective, these two samples allow to see the creativity students employed to design texts with different modes of communication like spatial distribution of the images in combination with written text. For example, notice that ST5 decided to design his text anchoring the image to the written text. This means that the written text had more prominence than the image and that the reading path suggested implied reading the text and then the image that would help expand comprehension. Meanwhile, ST7 designed a

multimodal composition drawing on image at the opener of meanings. By using the image

of Fortnite, a video game, the student gives more semantic load to the image which is

further explained by its relation to the written text that refers to the idea of cooperation and

teamwork, two of the most important qualities of online video game players. These

connections between image and written text and their positioning on the page are indicators

of creativity that arises from their motivation to present their own meanings.

2.4 Modes of Communication and Principles of Multimodal Pedagogy

The use of multimodal tasks shows how the students understand the way

multimodal pedagogies work and we can see how the principles that support this

methodology are presented. During the focus group, the participants gave the following

opinions:

> I learned many things and also, I learned through fun means with my friends and I
> was not using the book all the time, but we experienced different types of learning,
> for example the computer, the tablet or the signs. (ST1, 1st Focus group, November
> 8th, 2018)

> I support the opinion of my classmate (ST1) and the one of my classmate (ST4), I that
> there are many types of communication not only writing, also, we have the
> audiovisual, it is the visual, the normal audio, the photos, we can interpret a
> communication by sings as my friend (ST4) said, there are hieroglyphs and many
> other types of communication. (ST2, 1st Focus group, November 8th, 2018)

In these two examples, the participants show that they are aware of the different

ways and means they can use to communicate; they mentioned technological tools as well

as writing, audiovisual aids, signs and pictures. I can connect these examples to the third

principle of multimodal pedagogies as it says that there are different modes or modal

resources for making meaning. In other words; learners use different means to

communicate: (a) images, (b) body language, (c) facial expressions, and (d) voice, among

others. In the following excerpt, we can see how the participant not only talks about multimodality but also that they can learn about specific topics in class and create good relationships.

> The activity I liked the most was the one with the photos, the one in which we have to tell a story without using words, only photos about tolerance and intolerance (ST5, 1st Focus group, November 6th, 2018) then, he added:

> I liked that one because we learned that we do not necessarily have to speak or write to communicate. (ST5, 1st Focus group, November 6th, 2018)

Here, it may be noticed that the participants understand that there are different modes of representation, besides, that they were able to talk about tolerance and diversity in the classroom. The participant was aware of the possibility to present a story using only pictures, which means that he went beyond the conventional writing and speaking styles. As a result, this example can be connected with the fourth principle of multimodal pedagogy which states that we move from one mode to another (trans-modality according to Newfield, personal communication). It means that learners can move from one mode to another, and these transactions can provide meaning for a certain period of time and a perspective to a wider understanding of the message.

In Figure 22, it can be observed how the fifth principle is represented. Semiosis, which is meaning making, is also ongoing; it is happening all the time in people's mind, people make meaning of what they see constantly. The fifth multimodal task was designed after a presentation we had about Buenaventura by an English teacher, and it had as a main objective to make students know and understand that there are different cultures. Then, the idea was to make the participants move through different modes in order to transmit a specific message. The activity started when the teacher gave a presentation about African people around the world, then, she focused on Buenaventura, the place she was born. After

the presentation, I asked the participants about the way they felt during the presentation. They had some minutes to think. Next, they were asked to look for a color that, for them, represented the feeling they chose. Finally, they had to explain the reason why they connected the feeling with the color. The following picture is an example from one of the journals:

Figure 22. ST1's post in Penzu journal (September 26th, 2018)

In Figure 22, the participant started by saying that he felt very good as he could share with a good teacher and that he learned a lot about Afro Colombian people. He explained that he chose color white as it represents and empty space that needs to be fulfilled with color, in that case, fulfilled it with knowledge about Afro Colombian people.

Here, the participant expressed his feelings during an activity. He could connect that emotion with a color, and he explained the reason why he made those connections. This shows that meaning making is ongoing as people can create meaning of what he saw.

3. New Attitudes in Students' Behaviors: before and after the Implementation

Throughout this category, I intended to answer the following question: What are 5th grade students' behaviors and attitudes that arise from the implementation of multimodal tasks in relation to the topics of tolerance and diversity in the English class? In order to answer it, a category and three subcategories emerged (See in Table 4).

During the data collection process, I could identify some changes in students' attitudes and behaviors; as a result, I chose the word new to present and highlight them. Next, I will present the attitudes and behaviors that arise from the implementation of the different multimodal tasks

Table 4. New Attitudes towards Diversity: before and after the implementation

Objective	Category	Sub - Categories
Describe 5th grade students' behaviors and attitudes that arise from the implementation of multimodal tasks in relation to the topics of tolerance and diversity in the English class.	3. New attitudes in students' behavior in the language classroom.	3.1 Recognition of Difference 3.2 Relationships 3.3 Awareness

3.1 Recognition of Difference

Before the implementation started, it could be observed through various instruments that in the English class intolerant situations were affecting the class environment. It could be seen as the participants were disrespectful when someone expressed opinions and preferences, they did not understand that religious beliefs were different, they were made fun of other by using nicknames related to the appearance and they were not tolerant when mistakes were made, as I have reported above. However, after the implementation of the multimodal tasks, the participants were aware of differences among people and cultures

around the world. They understood that they could not change other people's thinking but that they had to respect and accept it. They also learned that people act, behave and live according to the beliefs, values and customs they have. Besides, they learned that it was not a good idea to discriminate and reject people because they were different in any sense; giving opinions, preferences, religious beliefs, physical appearance and cognitive capacities. This is an example in which we can see how one of the participants expressed one of the attitudes that arise after the implementation of multimodal pedagogies while dealing with topics related to tolerance towards diversity. During an interview at the end of the implementation, the participants were giving their opinions and one of them said the following:

> We learned in this semester, well, at least I learned that nobody is equal and that we can't force people to change in order to become our friends. For example, if somebody is from another culture, for example "a person from Chocó" we must respect him as he is and we should not discriminate him (sic). (ST5, 1st Focus group, November 8th, 2018)

The participant identified and accepted that there was a change in his attitudes towards differences of others. He considered that his actions were different as he understood that tolerance was important in order to have good relationships with people around him. The word 'respect' is very important here as it shows that there is understanding and the decision about accepting people from other cultures as they are.

There is another example where one of the participants stated that he had new attitudes and behaviors because while he was working on topics related to tolerance and diversity, he learned about comprehension towards his classmates. This example is from a focus group at the end of the implementation:

> A behavior that has appeared in the topics we have worked in the activities is the one of the understanding with others…understanding of others because it has improved

84

more these activities of diversity and tolerance. (ST9, 2nd Focus group, November 9th, 2018)

It seems that the participants not only learned about tolerance and respect but they also started including some other values, comprehension in this case. This is a pertinent example considering that ST9 was one of the participants having difficulties with his classmates in relation to his religion and the use of nicknames because of his physical appearance. It shows that he started having good relationships with his classmates and that the inconveniences they used to have, have been solved. In other words, he and his classmates forgot about the religious differences they had and they started enjoying time together. During class activities, the participants were sharing more time together and they agreed on playing online games after school or they brought games they could all play together in English class. Here, recognition is evidenced as they respected and accepted other people's beliefs and they took the decision to become friends. It also shows that they could see that tolerance is the starting point to build good relationships among people based on values such as respect and comprehension.

According to the following excerpt, one of the participants overcome a situation that took place for around two years ago in the school. In the classroom, ST7 and ST8 were always having problems and could not work or get together during class activities. ST7 and ST8 were outgoing, talkative and active students in class. ST7 had a character and personality that showed he was a leader. He was almost all the time in charge of guiding his classmates when there were special celebrations and activities in the school. He liked to help their classmates when they had any issue. ST8 was aggressive most of the time. He did not care if he was punished because of his bad behavior at school. He was defiant with teachers and even with his family. Those two students were always fighting as they could not stand each other. The researcher wondered about the reason why it was happening. So,

they were asked and ST8 told the story: ST7 was a leader in all group activities proposed

and he was the one telling everybody what to do. ST8 did not follow the instructions given

by ST7 and they started shouting at each other. They were sent to talk to the coordinator

and after that incident, they were arguing all the time. During English classes, they said

mean things to each other, and they hit each other on some occasions. Fortunately, at the

end of the implementation this situation changed. For instance, they realized that they liked

and played the same video game, then, they had a topic in common to talk about. The

following opinion was given by ST8:

> For me it was a great change because since I am working on these activities about
> tolerance, I became friend of ST7 and I was able to finish with those conflicts that we
> had since third grade. (ST8, 2nd Focus group, November 7th, 2018)

This is a good example of recognition as the student understood that tolerance was

one of the ways to stop bad behaviors in the classroom, and that he could make a change

towards negative situations while creating a good relationship with his classmate. Next, the

opinion that also supports this change in behavior is presented. It was the opinion given by

ST7:

> The opinion I have about the activities is that they are good because they have helped
> me to improve things in my social and group life so that I have learnt to be more
> tolerant in case of conflict situations and that did not only happen because of my
> learning process but because of the teacher that helped me a lot with this topic. (ST7,
> 2nd Focus group, November 7th, 2018)

All the activities related to tolerance helped the participants change some attitudes

and overcome problems from the past. One of the reasons was that they realized that

respect and comprehension were also some of the attitudes that could help them understand

the importance of recognizing others.

3.2 Relationships.

Here, the findings suggest the way students started building good relationships among them. As it was seen previously, some participants overcame bad situations from the past and they started interacting in the way they considered was appropriate and it led to having a good environment in the English class. Here, we will see how the students started interacting and sharing more while in class. ST2 was a quiet student and he was always sitting alone in the classroom. He was always late for class and most of the time he forgot something to be used in English class; books, notebook or pencil case. His classmates were sometimes mean to him because he was the last person to finish class activities and they did not like working with him because according to them, 'he was so slow', because of that, they did not interact a lot. However, during the video clip activities, the reaction to the blog, the creation of the comic strip and taking pictures to tell a story, ST2 had to share with his classmates and while doing so, he started making friends. He was interacting and participating more during the activities, and as he mentioned during a focus group, he created good relationships with his classmates:

> My life has changed because I became more sociable, before, I was little sociable but with these classes of tolerance I have learned that we are all equal and that I have to treat everybody the same and now I speak to all my classmates. (ST2, 1st Focus group, November 8th, 2018)

It is important to mention here that maybe, because of personality issues, ST2 was always apart from the group. However, he and his classmates could see the necessity of interacting in order to carry out group activities. Thus, that interaction allowed them to see that they could work together and that they could become active participants in the classroom.

Now, a similar situation is presented. ST6 was the student that was not having problems in relation to bad behavior in class. He was very kind and he had no problem working with any of his classmates. He was the one his classmates called "fatty". He had a group of classmates he used to share and work with: ST1, ST4 and ST5. They did almost all the class activities and multimodal tasks together. In a certain moment, he started working with other classmates, and at the end, they had a good relationship. The following example was given during a focus group and it shows how the participant mentioned he did not talk a lot with some classmates, but at the end, they could share and become friends:

> For me, the change of attitude I have had with my classmates is more the one of sharing more with them because at the beginning of the year, I did not speak to ST8 and ST3 and we were not friends, nowadays we have fun together and we are more friendly. (ST6, 2nd Focus group, November 9th, 2018)

We can see how the new attitudes and behaviors led students to expand their close circle of friends. Sometimes, people are nice to others as they greet and smile to them, however, it does not necessarily mean that they are friends and that they accept each other as they are. Here, we can see that ST6 was opened to create new friends no matter how different they were, it is also possible to notice here that based on certain values, the participants could establish good relationships among them, where friendship, sharing and fun took place.

3.3 Living Together

Here, we will talk about the actions and attitudes that students assumed after being aware of the intolerance situations that were taking place in the English classroom. They were aware that if they were tolerant, they could live in harmony and they could see how conflicts they used to have were solved. They started making the decision to change their attitude as they were conscious that it helped them to have new friends. They learned to

recognize others in order to accept them as they were. At the beginning, the classroom was

divided in small groups and the students were not interested in getting together to develop

any class activity. Then, they started interacting as they had to create activities as a group,

for instance, tasks in which they had to react to their classmates' job in the Penzu journal,

when they were sitting together reading the same blog, when they were sharing a tablet or a

computer, when they had to take some pictures to tell a situation of intolerance, among

others.

While analyzing the process they went through with the multimodal tasks, the

participants were giving their opinions about what they learned and how they made

connections with the attitudes and behaviors they acquired. The following examples were

given during the focus groups; the participants stated that they had internalized tolerance as

the road to understand differences and the way to learn about living together. Here are two

examples:

> I did it to learn about the topic and learning and understanding that differences join us, they do not separate us. (ST5, 1st Focus group, November 6th, 2018)

> I learned a lot about tolerance not only because of the movie and all those questions but because I learned to live with my classmates. (ST8, 2nd Focus group, November 9th, 2018)

The two examples are reflections and insights that the participants had after the

implementation of the multimodal tasks. It means that both participants developed

awareness and were able to take an action. These are examples of the way participants were

taking actions towards certain negative situations. They also considered that this topic was

relevant and important in the classroom but also outside of it. For instance, ST5 mentioned

that it was important to talk about tolerance as he learned that differences among people

was not a reason to discriminate against them. On the other hand, it was a way to say that no matter how different they were they could get together and become friends. Then, ST8 stated that he learned to live together with his classmates after being aware of the importance of tolerance. In a class activity at the end of the year, ST8 also mentioned that he could get along with the kids who lived around his neighborhood. He said that when they were in the park he always fought because they did not agree in some opinions, then, he decided to change his attitude and they could play together without any difficulty. It means that this topic about tolerance not only changed English classroom situations but also it went beyond the school context.

Throughout all the activities and multimodal tasks proposed, the participants were exchanging information, ideas and likes that helped them start constructing relationships; relationships that were strengthened each time as they shared, respected and understood each other. It was nice to see how they got together without any difficulty, without using nicknames to refer to each other, without using negative words to show that a classmate was different to them in a certain way.

To conclude, it can be said that multimodal pedagogy helped students develop attitudes of tolerance towards diversity in the English class as:

- It was used as a mean to present intolerant situations in order to make students identify the attitudes affecting the class environment in the English class.

- It was a way to show students the different modes they have to communicate and convey meaning.

- It provided students with opportunities to interact through diverse tasks and it created opportunities for team work activities.

- It helped students identify respect in order to build good relationships with classmates.

- It emphasized the idea that learning a language goes beyond structures as students could work with topics that help them become tolerant.

- It engaged students and they created different texts related with tolerance and diversity.

- It helped students recognize differences among people, overcome situations and create spaces where tolerance prevails.

Discussion and Conclusions

This study aimed to explore the role of multimodal pedagogy to help students develop attitudes of tolerance towards diversity in the language classroom. This section intends to answer the main research question by interpreting the findings of the instructional implementation based on theoretical elements that will illuminate them. Findings from this study showed the role of multimodal pedagogy through three different themes: first, the intolerant situations related to opinions and preferences of others, religious beliefs, physical appearance and cognitive capacities that took place in the English class. Second, the role of multimodal pedagogy in the language classroom; classroom interaction, awareness, motivation and creativity and modes of communication. Third, the new attitudes in students' behaviors in the language classroom: before and after the implementation such as recognition of differences, relationships and living together. I will relate the findings with broader discourses to enlighten them by referring to each of the above categories. The findings will be analyzed through a multimodal perspective as well as the concepts of stereotypes, prejudices and otherization.

Intolerance in the Language Classroom as an Evidence of Otherization

To establish the types of intolerant behaviors and attitudes towards diversity in the language classroom, it was necessary to consider the term diversity. In general terms, it states that it has to do with the acceptance of differences among people, being aware of and recognize differences in relation to gender, race, religion, culture among others (Tait & Gleeson, 2010; Cherrington & Green, 2010). Besides, it is necessary to mention that diversity does not have a specific definition. Diversity refers to multiple factors including cultural, linguistic, ethnic, religious and socio-economic differences that in an educational

context can affect the developmental potential and learning of students as pointed out by Burns and Shadoian-Gersing (2010). All of these factors come from a society that is diverse as it has diverse cultures, thus, people behave depending on the place they come from or the lifestyle they choose to follow. Sometimes, those differences among cultures lead to situations of intolerance as it is not easy for people to recognize and respect others as they are. Besides, it is difficult for people to understand that they need to accept individuals so they do not create wrong ideas or images that generalize others and that do not consider that each person is unique.

The process of assuming differences as problematic and reducing other individuals "to less than they are" is called otherization (Holliday, 2004, p. 24). It is part of human nature to feel safe within the boundaries of what s/he knows or has experienced based on his process of socialization. That which is different for some people tends to produce uneasiness and in many cases rejection that takes different forms. Some of those forms, Holliday (2014) explains, are prejudice and stereotypes, the latter which he defines as the "ideal characterization of the foreign Other" (p. 24). Stereotypes define characteristics to shape an ideal model that can be related to nationality, ethnicity, social class, age, sex, religion, appearance and so on. Stereotypes acquire negative forms becoming prejudice; a "judgment made on the basis of interest rather than emergent evidence" (Holliday, 2004, p. 24). In other words, people judge and create their own ideas about someone without having the opportunity to meet him or her. It means that they see others as different and they do not take the time to get together and interact in order to find out who the other person really is.

Research has shown that feeling of prejudice and stereotyping towards others can be highly reduced through interaction and communication as suggested in Álvarez Valencia and Le Gal (in press) who research about social representations and attitudes of Colombia regarding US and French citizens. In their discussion, the authors indicate that othering takes place through stereotyping because the ingroup sees the outgroup as a possible threat to the normal dynamics, principles or cultural practices of the ingroup. The authors draw on previous research to suggest that letting people meet and talk and interact created opportunities to overcome prejudice, stereotypes and intolerance. It is in communication and interaction where people become more accepting of diversity. This is why multimodal pedagogy is important in language classrooms. As we saw in its principles, it focuses on meaning-making and communication. Through communication during the activities, students engaged in meaningful interaction and started to notice their diversity and became more tolerant as it will be discussed later in this section. It is discussed then, what diversities were found in the interactions that students had and how some of these diversities were in part invisible with students' intolerant behaviors.

As it was indicated above, when people are aware of differences, they recognize and accept them, then, we are talking about tolerance. In the category called intolerance behaviors in the language classroom it could be observed the ways in which otherizing, stereotypes and prejudices were present. It is essential to consider that the context plays an important role as it is where diversity is materialized. In other words, it can be said that each context is unique as different people are involved in it. As a result, there can be diverse people in relation to gender, ethnicity, culture, sexual orientation among others in one single space, in this case, the English language classroom. The English language classroom studied here was a space in which diversity was present considering different

aspects, for instance, there were different opinions and preferences among the students; there were two different religions; there were nicknames used to refer to physical appearance, and there was intolerance regarding knowledge. Thus, some sub-categories emerged: intolerance towards opinions and preferences of others, intolerance towards religious beliefs, intolerance towards physical appearance and intolerance towards cognitive capacities. Because of those differences, some negative situations were affecting the class environment due to the fact that sometimes, students were arguing and having problems.

In order to overcome the intolerant situations mentioned above, communication, through multimodal pedagogies played an important role as it was the mean that students used to interact and know more about each other. Multimodality changes the idea that communication is only about learning a language, it also aims at including different modes to make people get together and interact (Álvarez Valencia, 2016, 2018). Students had the opportunity to recognize each other and questioned stereotypes and prejudices they have created, at the same time. In his book, Holliday (2004) presents a situation of otherization; it shows how a family was stereotyped because of the way they dressed, the way they looked like, their belongings and routines. They had moved to a new house and their neighbors did not talk to them. This is a clear example where othering takes place and materializes in the form of stereotypes. As a result, the ideas made about the family were not true at all. It was only when they communicated that they had the opportunity to recognize them and see how wrong they were about the family.

The previous example of otherization is related to a type of diversity present in the language classroom that concerns religious beliefs. In fact, religious diversity is worldwide a great source of prejudice and stereotypes. Believers of other religions in countries with a

majority religion like Colombia tend to be otherized and many times treated with intolerance. For instance, most students in the class were Catholic and one was Jewish. The Jewish kid was stereotyped and otherized, and it was only when he could communicate and share about his religion that the class understood the meaning of elements such as the kippah he sometimes wore. This communication gave them the opportunity to meet and accept each other. After that, it can be affirmed that when there is communication, people can recognize others instead of stereotyping them. At the end, communication permitted that all those wrong ideas become deconstructed.

It was interesting to notice how knowledge became another type of diversity materialized in the classroom. This diversity was related to cognitive capacities that some students had when it comes to second language use. Teachers have to consider that second language acquisition is materialized in language levels, for that reason, diversity towards cognitive levels are very important to work with in the classroom as this leads to intolerant situations. So, students need to understand that: first, this is another type of diversity. Second, that having more knowledge or knowing less about the use of some English language structures or pronunciation is not a reason to use negative words against those students and stereotyped them as silly people, and third, that they all have gone through the same learning process and that learning takes place in a different pace for each of them.

The work of scholars such as Archer (2013) and Stein and Newfield (2007) in social justice from the perspective of multimodal pedagogies shows that this pedagogical approach has the potential to reduce the small injustices that take place in the classroom in terms of stereotyping, prejudice and intolerance. Archer (2013) worked with different kinds of diversity. She aimed at making those diversities visible, for instance, languages and identity. She decided to work with voice not only in writing but also using different modes.

Her pedagogical intervention was trying to see the way objects (a symbol of a cross, a cultural mask, the Star of David and a Hindu symbol) and symbols that belong to different cultures could make connections with diversity and identity. Those objects showed a sense of change in students' narratives. Stain and Newfield (2007) used this pedagogy aiming at making peaceful relations in South Africa. In their project, they asked students to create doll figures with resources that they had available and that represented their cultural and social context. Diversity was present as students had different backgrounds and they spoke different African languages. They used multimodality to make students share stories and while doing it they could interact in diverse ways; through tales, performances and drawings. At the end, they concluded that students were creative and that they could share the knowledge they had. This is a good example of how diversity can be integrated in classrooms. As it can be seen, the authors tried to create a classroom where students could interact using different languages and different modes of communication while making them see that they could get together and share experiences no matter how diverse they were as far as their linguistic origin and cultural backgrounds. This made students feel they were accepted. These projects are related to this study as they used multimodal pedagogy to help students understand the different modes they have to communicate and as they dealt with topics related to diversity also, as creativity, sharing and acceptance played an important role.

It is important to mention here that it is the teachers' duty to help students understand and promote comprehension towards diversity in the classroom in order to make them aware of differences around the world. And as the idea is to make students live in harmony with people they meet in their daily lives. Teachers have the possibility to show and provide students with the diverse modes they have to communicate with people around

them: modes that will give the chance to make meaning using different means, and not only the language itself. In this sense, teachers must have new skills as this pedagogy requires a different way of assessment. Moreover, teachers must promote tolerance in two different ways. First, tolerance as a way to prepare students for the outside world where diversity is present in many ways. Second, tolerance as a way to guide the discourses and interactions that students have outside the school context; their homes, community and through the different means of communication.

Recognition of the Other as Recognition of Identity through Communication and Interaction

The development of recognition is one of the major findings of this research project, thus, it is related to the term "identity" which most of the time is determined by culture or social groups. In this sense, during the multimodal tasks' implementation, students demonstrated that they were, most of the time influenced by others' perceptions about a person or situation. That can be interpreted from the perspective of Taylor (1992) who mentions that when recognition does not occur, identity follows the molds of the dominant culture. So, it is important to mention that based on the findings presented above, multimodal tasks allowed students to recognize diversity as a natural element of society. They also helped students understand that someone's differences are not barriers to communicate, interact and have good relationships. On the other hand, they could learn new things, recognize others as they are and make tolerance as a way to accept and respect others as individuals and human beings.

The implementation of the multimodal tasks increased classroom interaction among students and it helped them to understand that communication is one of the most important factors that contribute to comprehension and acceptance, that diversity is part of life as

every single human is unique and different. Hence, in this study, communication allowed

students, through the use of semiotic potential resources, to explore discourse and create

meaning in context (Manghi & Badillo, 2015). Activities such as creating a comic strip or a

picture representing diversity help students to be more conscious of the characteristics and

virtues of others and value the richness of diversity.

On the other hand, Gutiérrez (2005) mentions that identity is usually seen as a

construction of a practical self-relationship that depends most of the time on the acceptance

of other individuals. That was observed during the implementation of the 40 class sessions;

students were very attentive to what others think or say about them, and they were

considerably affected by other's words and offenses. But, that phenomenon changed since I

started to create more harmonious learning environments and to explain to them that they

had to reflect upon the way they were talking and acting towards their classmates. Hall

(1990); Van Langenhove and Harré (1999); and Norton (2000) as cited by Álvarez

Valencia (2016) talk about two types of identity positioning that can help understand

students' ways of experiencing identity. Interactive refers to how others position a person

while reflective positioning refers to how an individual positions him/herself (Harre, 1999).

The interactional dynamics between these two types of identity positioning was observed

during the different multimodal tasks students developed. For example, reflective

positioning was observed during the lesson in which students had to create a comic strip;

and, it was also explained during the second category analysis. The interactive positioning

was evidenced when students started thinking about ST9 differences of religion and tried to

comprehend and accept his costumes, traditions, and beliefs and the reflective positioning

was observed when the students reflected about themselves, their attitudes towards ST9 and

their behavior in class. They thought about how they were positioning him and they also thought about how they positioned themselves in front of him.

Recognition has also a relation to tolerance and it was also evident in the findings. Students recognized ST9's positioning, but that changed later with the multimodal taskś that they worked on. Through the multimodal tasks, students had to work in groups, discuss, make decisions, construct meaning and reflect upon their attitudes. All of this contributed to the enhancement of relationships among them and improved their living hood in the classroom. Tolerance is a very vague concept that some experts such as Giouti (2004); Taylor (1992) Hegel (1994) decided to call "recognition". As a result, this study proved that definitely, tolerance has to be accompanied by a recognition of the other's identity positionings, which is always in construction as it is influenced by the context or situation every person lives. It is the case of ST9 who removed his "kippah" in order to please others and be accepted, that was a situation that demonstrated that most of the students were in the process of constructing their identities, which means that this study was appropriate for them.

Besides, this study demonstrated the importance of promoting diversity and how much impact it has on students' identity construction. Indeed, identity construction cannot depend on someone else's perception of a person or how influential an individual is; it has to be a personal process that can lead the person to choose whether he or she wants to be perceived in a way or another. So, in this study, there were some specific moments in which attacks to identity arose such as, the constant offenses towards ST9 because of the different religion he professes or, the offensive vocabulary they used to discriminate someone who did not like the same hobbies.

As it was seen previously, sometimes students do not recognize the impact that a word has on another person; sometimes they just act because they want to be accepted in a group and sometimes they just reflect what the social context and family have taught them; these findings suggest that the use of multimodal tasks through language learning helps them to understand their classmates, be more respectful, tolerant and reflective about actions. This is to a great extent fostered by the possibilities a multimodal pedagogy offers to engage in different forms of meaning making, text construction, and communication; that is to say, the possibility of the encounter with the 'Other'.

Also, it is fundamental to discuss the relevance that some principles of multimodality had during the class sessions. In her first principle, Newfield (2019) mentions that learning a language is about understanding and making meaning and not only about structure. This was evident during the focus groups where students answered about their perception about classroom living hood after the multimodal tasks' implementation. That means that through the language teaching and the multimodal tasks students not only learned about writing, reading, speaking and listening skills, but they learned about acceptance, recognition, tolerance, and diversity.

Multimodal pedagogies also establish that by focusing on modes of communication as the core of instruction, students transform the ways they communicate. This principle was evident in the session where students visited a blog related to tolerance and diversity; they read some stories about those topics in the school and finally, they posted a picture that for them represented tolerance and diversity. Students had the opportunity to post their comments on others' pictures and, what was observed was total respect of their classmates' posts and recognition of the meaning that each one of them gave to their images. In this sense, the principle of semiosis had an impact on students in terms of what each one

thought, observed and the ways they design texts, not only in every activity they were assigned but in their gestures, behaviors, and attitudes.

Finally, allowing the students to share with others and interact in different learning environments allowed them to know others and accept diversity as part of life. That is the case of the visit students had of an Afro Colombian teacher who shared with them her traditions, customs, and culture. During this activity, the words from Cherrington and Green (2010) took material shape in a real-life situation. I observed that students started to have an excellent disposition towards cultural backgrounds and they were very attentive and interested in the information she was giving them. In that sense, as these authors mentioned, "Every educational setting is likely to include learners with diverse backgrounds […]" (p. 322). Since communication takes place in the classroom, students start to understand and better comprehend their partners' life, characteristics, virtues, physical conditions, traditions and cultures in general. That is the reason why interaction was one of the bases of the implementation stage because if teachers do not allow students with the opportunity to share with others and face daily life problems and differences, they will never know how to behave in different situations that arise from relationships in diverse contexts.

The Improvement of Behavior and Attitudes towards Others as a Construction of Identity and a Recognition of Tolerance and Diversity

Through the implementation of multimodal tasks in the 5th grade classroom, students achieved an improvement in their behavior and attitudes towards their classmates but, how did that happen? How could multimodal tasks guide the process of constructing identity in this group of children? What behaviors and attitudes arose from the implementation of multimodal tasks? Vigotsky (cited in Wertsch, 1991) mentioned that

tools such as computers or even language itself mediates and controls not only human behavior but cognition. In that way, and taking into account his words, the multimodal tasks that were assigned motivated the students to work in groups and lead them to know their classmates in a deeper way; what makes them strengthen their attitudes and of course, their cognitive abilities, in particular, their language skills. These results evoke Álvarez Valencia's (in press) who draws on principles of multimodal pedagogies in teaching an intermediate English language course in college. The author reports that multimodal pedagogic tasks and projects expanded students' representational resources, increased students' motivation and helped students develop intercultural awareness, including openness to diversity.

As it was stated in the findings, at the beginning of the study, students discriminated and rejected their partners because of differences in opinions, preferences, religious beliefs, physical appearance, and cognitive capacities; however, since they were exposed to activities such as the design of a comic strip or the movie, they became more aware of their behavior and reflected to start changing those attitudes. Besides, a task such as the comic strip makes students interact and use a different mode of communication. Here, the words of Stain (2008) arose and demonstrated that multimodality is a way of communication and representation. That was observed during the comic strip; students used images and real-life situations from their contexts in order to recreate a situation of intolerance towards diversity. The results of this task makes evident that through the use of multimodality, students make an introspective reflection on their behavior and start changing.

Similarly, it can be seen that learning a language is not only the acquisition of grammar rules or getting knowledge and isolated topics but a combination and equilibrium between cognition and social abilities that help individuals live with others and

respect differences as part of daily life. In this sense, multimodal pedagogies argue that language and literacy teaching should go beyond the cognitive dimension and that other social skills like cultural understanding are included. That is why, the sixth principle from Newfield (2019) that says that "Meaning-making is situated, it happens in a particular moment and at a particular time in a particular space so it is historically, socially, culturally, and semantically grounded and situated" had a great impact on students. Then, it is when they start analyzing and thinking about their own experiences and giving meaning to the importance of tolerance and diversity. That means that students start recognizing others. So, although the process of understanding someone else's differences in the classroom was gradual and, students' consciousness started to wake up some weeks after the implementation started.

To illustrate the point made above, since students watched the movie "Wonder" they started to recognize tolerance as a virtue or value that had to be in their life as a sample of their respect for others. The movie tells the story of a boy who has a physical problem and he goes to school for the first time. He lived some intolerant situations at the beginning; however, things were different at the end when people change their attitude towards the kid. In the classroom, students start demonstrating that they feel good with their change, it is the case of ST6 who expressed that the most important change he did was the fact that he started to share more with his classmates and talk to friends he had never talked before. Here, the words of Giusti (2004) are evoked because the author manifests that tolerance is the positive desire to know others and that was what happened during the 40 class sessions; although students did not accept each other and had many problems, they wanted to know those isolated kids who never speak in the classroom or to whom they never talked to. That

desire to know others was the key for students to combat exclusion and change their perceptions towards others.

Additionally, it is important to discuss the point that at the beginning of the course, students were very influenced by what others said or thought about them; so, in this case, the words of Gutiérrez (2005) "at the base of a moral recognition is the fact that human beings are susceptible to moral offense because we owe our identity to the construction of a practical self-relationship" It can be said that students started to construct identity since they were exposed to all the multimodal tasks that made them know, value and respect themselves, thus, they could know, value, and respect others. However, cooperation and acceptance were not so easy for them, since, through observation, it was evident that they did not want to work with some classmates or they made some gestures of rejection when I asked them to work in groups, but it changed along the class sessions.

For instance, relationships, one of the findings that arose from this research supported what Manghi and Badillo (2015) conclude in their investigation and, that was the fact that speech helps to create interpersonal relationships. They reach this conclusion since they use different semiotic resources to help students construct meaning, then, that happened in this present research too. Students in this project were exposed to different kinds of semiotic resources that contributed to help them communicate not only through speech but through gestures, pictures, and body language. Similarly, the findings in Treviño et al. (2018) confirm that educational policies should consider thinking about the school as a place in which teachers and students construct society. That was observed during the present research too, there is a need for schools to start thinking about education from the perspective of social transformation and construction of citizenship and, recognition of tolerance and diversity must be the starting point to begin with the creation of different

strategies that allow children and teenagers to reinforce positive attitudes and behavior towards every single human being to value human life and human differences, to see the difference as an opportunity to grow and be a better individual.

Something that has to be recognized during this study was the fact that when tolerance started to sprout, students did not see it as something mandatory or something the teacher asked them to start applying in their lives; on the contrary, it showed up naturally and became stronger during the implementation of the different multimodal tasks. The findings from the present investigation suggest that due to multimodality, students' interaction and cooperation started to improve and that was something Kern (2006) mentioned that "sociocultural theory, like interactionist SLA, emphasizes the importance of learner interaction." (p. 87). Hence, these results suggest that Computer Mediated Communication was one of the most relevant aspects that contributed to the development of that recognition of diversity because as it is known, children and teenagers are involved in ICT, they love to use technology for everyday actions and they express themselves easily throughout a computer than face to face. In this sense, the use of the computer, blogs, and video clips as a means of communication, permit that students enrich their interpersonal relationships, construct identity, and recognize tolerance and diversity as an essential virtue of human beings.

Lastly, one of the main constructs of the sociocultural perspective is mediation, and, that was one of the key points to get students to achieve the goals of this research proposal. In other words, the role of the teacher/investigator during the class sessions was that of a mediator, scaffolding students to recognize and understand diversity while they worked on the activities the teacher designed specifically to teach them the importance of tolerance through recognition of oneself and others as unique and special individuals. Along with the

teacher, there were some other mediators that provide students with the capacity to interiorize the desire of the teacher to change attitudes and behaviors towards others; for example, a movie, a video clip, and a blog. As a conclusion, the reader can eventually realize the impact and the importance that tolerance and recognition of diversity has in a school, also the imperative need of schools to start looking for different strategies that guide students to the understanding of the other, the developing of social abilities and citizenship competencies that would contribute to the transformation of society through the most powerful weapon of the world, education.

Multimodal pedagogy has played a fundamental role during this study because many conclusions arose since the beginning of the research until the implementation and analysis of the results. So, to see if multimodality affected students' attitudes towards others and their tolerance towards diversity, six main tasks were assigned, observed and analyzed. First of all, a questionnaire was applied in order to ask some questions in relation to the first category which was intolerance towards diversity in the language classroom; secondly, 40 sessions were considered in order to discover what was the role of this pedagogy in the language classroom; finally, the observation technique was used in order to evidence if students' behaviors and attitudes had changed.

First of all, one important aspect to underline is the impact that had to do an initial diagnosis on students' living hood because, in that way, the researcher could design and create specific multimodal tasks that pointed to their necessities. In this way, knowing about the starting point of research is a crucial condition to investigate. Now, one of the major conclusions of this study has to do with the fact that through multimodality, students can develop tolerance towards diversity and learn to accept and recognize others as part of their community. Similarly, at the beginning of the study and based on the diagnosis of the

questionnaire, students had problems considering relationships among them; they offended their classmates without being conscious of the damage they caused. Besides, they do not respect others' religious beliefs, traditions, preferences, cognitive capacities, physical appearances or thoughts. In that sense, after the implementation of the multimodal tasks, students started to change their attitudes towards others and that was evident in the classroom environment.

As the main objective was to determine the role of multimodal pedagogy in the development of attitudes of tolerance towards diversity, this research demonstrated that in effect, multimodal tasks contributed to developing consciousness about the importance of tolerance towards diversity. Students started to understand that tolerance has to do with the matter that everyone is different but is equally valuable. They also stop judging their classmates because of religious beliefs, appearance, thoughts or cognitive development. In this sense, multimodality, and Computer Mediated Communication tasks empowered students to realize that sometimes what they think "does not fit" in their social groups, is just a sample of individuals' differences in society.

Another important conclusion in this study is that of the relevance of interaction and peer-work, which were two main strategies for students to know themselves and get to know others. So, before the implementation of the multimodal tasks, I could observe that some students did not get together with some of their peers, they rejected them and they thought they were "weird". However, when the teacher assigned to work in pairs or groups, although it was something difficult to accept for some of them, the rest, tried to behave and accept their classmates' differences without complaining. Then, as time passed by, and analyzing students' attitudes when working in groups, it was visible that interaction helped

them to understand others' perspectives and opinions, they even started to share different moments outside the classroom with the classmates they had never shared before.

Also, the results showed that communication and language had a very narrow relationship. So, the first principle of multimodality emerged "Learning a language is about understanding and making meaning and not only about structure". The evidence of the CALL and CMC mediators displayed that students' connection and interaction through communication and language allowed them to express themselves not only through spoken language but through images, videos, and non-verbal communication. In this case, tasks like picture and comic strip granted that students used different semiotic resources to express themselves and make the others get the meaning of what they wanted to communicate. Hence, the third principle of multimodality "There are different modes or modal resources for making meaning" was noticeable throughout the implementation of this study.

Similarly, the use of ICT during this investigation permitted that students felt motivated to learn and participate. The participants were between 10 and 11 years old, that is why the use of ICT instruments such as tablets, computers, blogs, and videos, contributed them to feel more secure and comfortable to create their tasks. These results show that the use of ICT and multimodal tasks encourage students to have contact with other classmates, recognize their characteristics and accept them. Alike, multimodality developed students' creativity and imagination because they had the opportunity to explicitly express them.

It is also relevant to mention that this study verified the influence and usefulness of students sharing with others and interacting in different learning environments. That was the case of the Afro Colombian teacher who visited them, explaining them about her culture and customs and the many differences that there were between her culture and

theirs. So, the conclusion that arose from this experience is that of the power that multicultural experiences have on students and how through these types of activities, they try to comprehend, accept and tolerate diversity as part of life.

Furthermore, in this study, some new attitudes and behaviors were manifested by the students from the implementation of the multimodal tasks. On one hand, they started to recognize the difference, they improved their relationships and their consciousness woke up and they stop the otherization in which they lived before this study. Reducing their classmates to less than they were, was an usual practice in this classroom, however, multimodality, CALL and CMC, interaction, communication, language, semiotic resources and all the strategies designed helped these students to change their attitudes and understand the concept of diversity and apply it in their daily lives.

Pedagogical Implications

The results of this research have many pedagogical implications concerning multimodality, English language learning, and tolerance towards diversity. This study has exhibited how multimodal tasks influence students' attitudes and behavior towards diversity. Although some previous works concentrated on applying multimodal pedagogies in the classroom, such as Morales (2015); Chaverra and Bolivar (2016); Chaverra and Gil (2017) who wanted to improve writing skills or Abraham and Farías (2017) who worked on developing reading comprehension; no work has studied the role of multimodality in developing students' attitudes towards diversity in the L2 classroom. Moreover, this research combined multimodal tasks with a qualitative analysis that allow me to understand the phenomena that took place in the language classroom, so, it contributes to fill the gap in the connection between socio-constructivist and interactional studies because it helps to

understand multimodality as a means of learning the L2 and, at the same time, enhancing tolerance towards diversity.

In terms of methodological aspects, this study demonstrated that through qualitative research, there are many important situations that can be studied and analyzed in the classroom. It proved that educative investigation allows teachers to rethink their pedagogical work and create other strategies to fill the gaps that exist in solving different problems in classroom contexts. Also, the use of Álvarez Valencia's (2016) proposal to read multimodal texts gave this research reliability and validity because it proposes a multimodal semiotic analysis that allowed me to better understand the dynamics of multimodal texts and their function in making meaning.

In what concerns language teaching using multimodal pedagogies, I propose some recommendations not only for teachers but for institutions that want to start implementing multimodality in their daily activities. First, teachers using multimodal tasks must be conscious of the real essence of this pedagogy, taking a look at it from the perspective of a pluralistic and intercultural pedagogy and not one that bases its elements just on linguistic aspects of the L2. Besides, it is important to mention that multimodality can be used not only for language teaching but for any other subject because its components provide the teacher with different strategies and principles that can be applied according to the students' needs no matter the content or the subject matter.

Likewise, thinking about the use/implementation of multimodality in the classroom implies to think of the students' as the center of the classroom, as autonomous individuals that can create their knowledge, make their own meanings and be part of their learning process. In this way, while students are exposed to multimodal tasks, they are also interacting with others, knowing other customs, cultures, and characteristics, so that they

can reflect upon how they perceive people around them, they accept others as different but as important and valuable as they are.

Another important implication has to do with the types of tasks that were assigned to students. It is important to be aware of the needs of the students at the beginning of any research study because, in that way, activities can be prepared for specific purposes. In this case, I would like to refer to the influence that CALL/CMC tasks had on students. Nowadays, education implies a change of view for all teachers around the world and the reason has to do with the positioning that CALL/CMC has in students. CALL/CMC has changed not only the pedagogical practices but the role that students and teachers have in the class; in that sense, one of the major implications of this investigation is related to the relevance that CALL/CMC and multimodality have in all students. Computer mediated tools afford multiple possibilities for students to make meanings, engage with different textual genres and intercultural contents.

Besides, it is important to start positioning multimodality in the L2 classrooms in Colombia, so that it can be as Mejia and Salazar (2014) mention a tool to make learning easier and improve learning processes. Thus, adopting multimodal pedagogy provides institutions with a power of transformation and reflection upon the methods, methodologies, and strategies they carry out as it helps English teachers to teach the language in different and innovative means that motivate students to learn. Similarly, as Stain (2008) mentioned, when thinking about multimodality, teachers have to take into account that it is not just a matter of curriculum but a matter of pedagogy and assessment practices, that is why I suggest that all local teachers start looking for new paths of teaching and learning the L2 and go beyond the common methods that have been used for decades.

Finally, in this era of social crisis and lack of humanity, it is fundamental to think about education as a means of not only cognitive development but, most importantly, as a means of a transformation of society. That is the reason why the implications of this research go further in time, because students in a language classroom could grow as human beings and understand that every single action they do affects their contexts around them and especially the people around. In that sense, knowing that they are not alone, that there exist many different people full of virtues and opinions can make students better persons every day.

Limitations of this Study

Some limitations appeared during the process of researching and they are related with time, instrument validation and CALL/CMC functionality. In terms of time, this research had some problems when implementing the multimodal tasks because sometimes there were some extracurricular activities that the school planned, and they affected what was established to apply during the sessions. That means, there were some sports competitions, contests or different cultural activities which the students had to attend. In that sense, time for implementation was too short and activities were carried out with little space for students to enjoy and explore more the tasks.

In terms of the instruments to collect data, there was a mistake at the beginning of the research, and, it was related to the questionnaire; it had a mistake in a question and the students did not provide an accurate answer. Thus, the question was applied again to have more precise and accurate information to analyze

.

In terms of CALL/CMC resources, sometimes, it was difficult to find computers to work without any problems. Although there was a computer's room in the school, we were not allow to use it as it was all the time being used by Technology teachers. So, students used some devices that were available in the library, or even my laptop. This limitation influenced the students' mood and in many cases affected their disposition and motivation to work.

Further Research

Through the implementation of the present study, it was observed that some other phenomena and situations could be investigated in depth. Above all, the study of L2 learning and teaching through the use of multimodal pedagogies requires more analysis and research. I propose different perspectives from which this investigation can go further.

First of all, as this research was implemented with elementary students that were between 10 and 11 years old, it would be interesting to apply the same strategy with students from preschool to 5th grade. In this line of thought, I could find out the differences that arise and how age and cognitive as well as psychological development influence the attitudes and behavior towards diversity. Also, for further research, it would be alluring if the investigation is carried out in a public school so that the students can be compared to others from a private one.

Secondly, as the participants of this research were only boys, it would be an idea for further research, to analyze a group of girls from the same grade, to see if gender influences students' perspectives towards diversity. At the same time, applying the multimodal tasks in a group of girls will allow the researcher to see how communication and language are managed and how they react to interaction and peer-work.

Finally, it is relevant to motivate other teachers to investigate in a deeper way how multimodal pedagogies and its main principles can be applied to other areas of the curriculum, for example math or social studies. To do this, it would be a good idea that teachers of English paired up with teachers of other areas of the curriculum to develop cross curricular projects where the idea of meaning making, and multimodal tasks or projects served as resources to talk about language aspects, math, science, social studies and other subject areas. Multimodal pedagogies offer a lot of potential for language teachers and teachers of other areas of knowledge.

.

REFERENCES

Abraham, P., & Farías, M. (2017). Reading with eyes wide open: Reflections on the impact of multimodal texts on second language reading. *Íkala, Revista de Lenguaje Y Cultura,* 22(2), 57–70.

Aldana Gutiérrez, Y., Baquero Rodríguez, M.J., Rivero Ortiz, G.A., & Romero García, D.C. (2012). Applying connectivist principles and the task-based approach to the design of a multimodal didactic unit. *How Journal,* 93-122.

Álvarez Valencia, J.A. & Le Gal, D. (In press). Colombians' sociocultural representations of french and U.S. citizens: Delving into intercultural perceptions. *Journal of International & Intercultural Communication*.

Álvarez Valencia, J. A. (2016). Meaning making and communication in the multimodal age: Ideas for language teachers. *Colombian Applied Linguistics Journal*, *18*(1), 98.

Archer, A. (2013). Power, social justice and multimodal pedagogies. In C. Jewitt (Ed.) *The Routledge Handbook of Multimodal Analysis.* Routledge.

Arismendi Gómez, F.A., Colorado López, D., & Grajales Marín, L.F. (2011). Reading comprehension in face-to -face and web-based modalities: Graduate students' use of reading and language learning strategies in EFL. *Colombian Applied Linguistics Journal*, 13(2), 11.

Barnes, S. (2002). *Computer-Mediated Communication*. Boston: Pearson Publication.

Blyth, C. (2008). Research perspectives on online discourse and foreign language learning. In S. Magnan (Ed.), *Mediating discourse online* (pp. 47–70). Philadelphia: Benjamins.

Brown, W. (2006). *Regulating aversion tolerance in the age of identity and empire*. Princeton, New Jersey: Princeton University Press.

Bryman, A. (2012). *Social research methods.* New York: Oxford University Press.

Burns, T., & Shadoian-Gersing, V. (2010). The importance of effective teacher education for diversity. In OECD. (Eds.), *Educating teachers for diversity: Meeting the challengue* (1sted., pp. 19-40).

Carrasco, D., & Torres Irribarra, D. (2018). The role of classroom discussion. In A. Sandoval-Hernández., M. M. Isac & D. Miranda (Eds.), *Teaching tolerance in a globalized world* (1st ed., pp. 87-101).

Chaverra-Fernández, D.I., & Bolivar-Buriticá, W. (2016). Escritura multimodal digital,

formas alternativas de comunicación y su incidencia en el aprendizaje de estudiantes de educación básica primaria. *Revista Lasallista de Investigación*, (13), 181-187.

Chaverra-Fernández, D. I., & Gil-Restrepo, C. C. (2017). Habilidades del pensamiento creativo asociadas a la escritura de textos multimodales. Instrumento para su evaluación en la educación básica primaria. *Folios*, (45), 3-14.

Council of Europe (2001): Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge, Cambridge University Press.

Cope, Bill and Kalantzis, Mary. (2009). "Multiliteracies": New literacies, new learning', *Pedagogies: An International Journal*, 4(3), 164-195.

Creswell, J.W. (2003) Research design: Qualitative, quantitative, and mixed method approaches. Thousand Oaks. Sage Publications,

December, J. (1997). Notes on defining of computer-mediated communication. *Computer-Mediated Communication Magazine*, 4(1).

Del Prette, Z.A.P., Domeniconi, C., Amaro, L., Laurenti, A., Benitez, P. & Del Prette, A. (2012). La tolerancia y el respeto a las diferencias: Efectos de una actividad educativa en la escuela. *Psicologia: Teoria e Prática*, 14 (1), 168-182.

Egbert, Joy. (2005). CALL essentials: Principles and practice in CALL classrooms. USA: TESOL.

Esteban-Guitart, M., Rivas, M. J. & Pérez, M. R. (2012). Empatía y tolerancia a la diversidad en un contexto educativo intercultural. *Universitas Psychologica*, 11(2), 415-426.

Farías, M. & Araya, C. (2014). Alfabetización visual crítica y educación en lengua materna: Estrategias metacognitivas en la comprensión lectora de textos multimodales. *Colombian Applied Linguistics Journal*, 16(1), 93-104.

Fernández Benavides, A. (2019). Intercultural components in the multimodal structure of a Language learning website. *Profile: Issues in Teachers' Professional Development,* 21(1), 59-74.

Gadamer H. G. (1977) Truth and Method. Salamanca: Follow me

Giusti, M. (2004). Tolerancia y reconocimiento: Virtudes políticas que debemos aprender a enseñar. Disponible en: https://www.javeriana.edu.co/catedragalansigloxxi/tolerancia.htm.

Glesne, C. (2006). Becoming qualitative researchers: an introduction (3rd Ed.). New York, NY: Pearson Education, Inc.

Gonzalez-Lloret, Marta. (2003). Designing task-based CALL to promote interaction: En

Busca De Esmeraldas. Language Learning & Technology. 7 (1), 66-104.

Green, V. A., Cherrington, S. (2010). Exploring diversity. In V. Green & S. Cherrington. (Eds.), *Delving into diversity: An international exploration of issues of diversity in Education*. New York, NY: Pearson Education, Inc.

Griol, D., Baena, I., Corrales, V., Molina, J.M., Sanchis de Miguel, A. (2013, Enero-Junio). Hacia una educación inclusiva y personalizada mediante el uso de los sistemas de diálogo multimodal. *Revista Iberoamericana de Informática Educativa*, 17, 11-27.

Guichot Reina, V. (2012). Tolerancia, una virtud cívica clave en una educación para la ciudadanía activa, compleja e intercultural. Bordón. *Revista de Pedagogía*, 64(4), 35-47.

Gutiérrez, Carlos B. (2005). La tolerancia como desvirtuación del reconocimiento. Palimpsestvs, [S.l.], ene. 2005. ISSN 1657-5083. Disponible en: <https://revistas.unal.edu.co/index.php/palimpsestvs/article/view/8054>.

Hampel, R. and Hauck, M. (2004). Towards and Effective Use of Audio Conferencing in Distance Learning Courses. Language Learning and Technology, 8 (1), p 66-82.

Hernández, I. (2004). Educar para la tolerancia: una labor en conjunto. *Revista Mexicana de Ciencias Políticas y Sociales*, 47(191), 161-174.

Hiltz, S. R., & Turoff, M. (1978). The network nation: Human communication via computer. Norwood, NJ: Ablex.

Holliday, A. (2004). Intercultural communication: An advanced resource book. New York, Routledge.

Isac, M. M. (2018). Teaching tolerance in a globalized world: An introduction. In A. Sandoval-Hernández., M. M. Isac & D. Miranda (Eds.), *Teaching tolerance in a globalized world*. New York, Routledge.

Jacobowitz, T., & Michelli, N. (2008). Diversity and teacher education: What can be the future? In M. Cochran-Smith., S. Feiman-Nemser., D. J. Mclntye & K. Demers (Eds.), Handbook of research on teacher education: Enduring questions in changing contexts. New York, Routledge.

Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL*, 40(1), 183-210.

Kress, G. (2010). Multimodality: A social semiotic approach to contemporary communication. New York, Routledge.

Kress, G. (2010). Multimodality a social semiotic approach to communication. London: Routledge Falmer.

Kubota, R., Austin, T., & Saito-Abbott, Y. (2003). Diversity and inclusion of sociopolitical issues in foreign language classrooms: An exploratory survey. *Foreign Language Annals, 36(1)*.

Lamy, M. and Hampel, R. (2007). Online communication in language learning and teaching. Palgrave Macmillan.

Levy, M. (1997) *CALL: Context and conceptualization*. Oxford: Oxford University Press.

López Melero, M. (2001). Cortando amarras de la escuela homogeneizante y segregadora. 63-94. Málaga. https://core.ac.uk/download/pdf/61908108.pdf

López Melero, Miguel. (2005). La ética y la cultura de la diversidad en la escuela inclusiva. *Revista Electrónica Sinéctica* (21), 9-15.

Manghi, D. (2013). Representación y comunicación del conocimiento en Educación Media: análisis multimodal del discurso de materiales utilizados para la enseñanza escolar de la historia y la biología. *ONOMAZÉIN, Revista Semestral de lingüística Filología y Traducción*, 35-52.

Manghi, D., & Badillo, C. (2015). Semiotic modes in the pedagogic discourse of history: A semiotic potential for mediation in classroom. *Íkala, Revista de Lenguaje Y Cultura*, 2(2), 157–172.

Meskill, C. (2005). Metaphors that shape and guide CALL research. In J. Egbert & G. Petrie (Eds.), *CALL research perspectives*. (pp. 25-40). London. Routledge.

Mejía-Vélez, M. C. & Salazar Patiño, T. (2014). Multimodality. LSLP Micro-Papers, 4. https://www.academia.edu/7830283/LSLP_MicroPaper_4_Multimodality_Mej_C3

Meneses, M, (2004) Do audiovisual informatives relegate research in human and social sciences in Spain. *Revista Española de Documentación Científica. 3 (39).*

Ministerio de Educación Nacional. (2004-2019). Programa nacional de bilingüismo.

Ministerio de Educación Nacional. (2006). Estándares básicos de competencias en lenguas extranjeras: inglés, *Serie Guía* No. 22.

Ministerio de Educación Nacional. (2016). Orientaciones generales para la implementación de la cátedra de la paz.

Morales, H.L. (2015). Alfabetización multimodal a partir de la creación de animaciones stop motion (Master Thesis, Universidad de la Sabana, Chía, Colombia). Retrived from https://www.researchgate.net/publication/334644988

Newfield, Denise. 2019. Address to San Gil Conference, 2-4 May 2019 on 'The principles behind multimodal pedagogies'.

Ortega, L. (1997). Processes and Outcomes in Networked Classroom Interaction: Defining the Research Agenda for L2 Computer-Assisted Classroom Discussion. Language Learning Technology, 1(1), 82-93. Retrieved October 18, 2019 from https://www.learntechlib.org/p/85735/.

Patton, M. (1999). "Enhancing the quality and credibility of qualitative analysis." *Health Services Research*. 34 (5)

Pippa, S., & Newfield, D. (2007). Multimodal pedagogies, representation and identity: Perspectives from post-apartheid south Africa. In J. Cummins & C. Davison. (Eds.), *International handbook of english teaching*. (pp. 919-930). New York: Springer.

Posada Ortiz, J.Z. (2004). Affirming diversity through reading. *Colombian Applied Linguistics Journal*, *6*, 92.

Rincon, J., & Clavijo-Olarte, A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience. *Colombian Applied Linguistics Journal*, *18*(2), 67.

Rossell, J. (2002). La educación escolar en relación con la libertad de religión y de convicciones, la tolerancia y la no discriminación. *Revista Española de Pedagogía*, 222, 225-240.

Salaberry, M. R. (2000). L2 morphosyntactic development in text-based computer-mediated communication. *Computer Assisted Language Learning*, 13(1), 5–27.

Sandoval, M. M. (2018). How do we access civic attitudes toward equal rights? Data and methodology. In A. Sandoval-Hernández., M. M. Isaac & D. Miranda (Eds.), *Teaching Tolerance in a Globalized World*. New York, Routledge.

Santos Gómez, M. (2003). Hacia una noción educativa de tolerancia. *Enseñanza*, 21, 363-378.

Sarrazin, J, P. (2018). Crìtica al elogio de la diversidad cultural. *Signo y Pensamiento*, 37(72), 1-13.

Stain, P. (2008). Multimodal pedagogies in diverse classrooms. New York, Routledge.

Taif, C., Gleeson, M. (2010). Making the most of linguistically diverse students in secondary and higher education: Teachers and students speak out. In V. Green & S. Cherrington. (Eds.), *Delving into diversity: An international exploration of issues of diversity in education*. New York, NY: Pearson Education, Inc.

Tapiero Celis, O. (2014). Promoción de la diversidad de la lengua en contextos de

homogeneidad. *Lenguaje*, 42(2), 231-256.

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review* 66(1), 60-92.

Thorne, S. L. (2008). Mediating Technologies and Second Language Learning. In Leu, D., Coiro, J., Lankshear, C., & Knobel, M. (eds.), Handbook of Research on New Literacies. Mahwah, NJ: Lawrence Erlbaum.

Treviño, E., Béjares, C., Wyman, I., & Villalobos, C. (2018). Influence of teacher, student and school characteristics on students' attitudes towards diversity. In A. Sandoval-Hernández., M. M. Isaac & D. Miranda (Eds.), *Teaching Tolerance in a Globalized World*. New York, Routledge.

van Leeuwen, T. (2005). Introducing social semiotics. London: Routledge.

Vogt W, P. (1997). Tolerance and education: learning to live with diversity and difference. Thousand Oaks, CA, US: Sage Publications, Inc.

Warschauer, M. (2001). On-line communication. In R. Carter, & D. Nunan (Eds.), The Cambridge Guide to Teaching English to Speakers of Other Languages (pp. 207–212). Cambridge: Cambridge University Press.

Wertsch, J. V. (1991). Voces de la mente. Un enfoque sociocultural para el estudio de la acción mediada. Madrid: Visor Distribuciones.

Yin, R. (2003). Case Study Research Design and Methods. *Applied Social Research Method Series.* Vol. 5. Sage Publication.

El rol del enfoque multimodal para el desarrollo de la tolerancia hacia la diversidad en los estudiantes de la clase de inglés de 5to grado

Esta encuesta tiene como propósito indagar sobre la tolerancia hacia la diversidad de los estudiantes de 5to grado en la clase de inglés.

Favor responde con honestidad las preguntas propuestas en cada sección.

SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

Este formulario se creó en Universidad de Antioquia. Notificar uso inadecuado

Google Formularios

Convivencia

I. Información sobre convivencia

1. ¿Con quién vives? *
- [ ] Padres (ambos)
- [ ] Papá
- [ ] Mamá
- [ ] Hermanos
- [ ] Otros familiares
- [ ] Option 6
- [ ] Otro:

2. ¿Con quién pasas la mayor parte del tiempo después del colegio? *
- [ ] Padres (ambos)
- [ ] Papá
- [ ] Mamá
- [ ] Hermanos
- [ ] Otros familiares
- [ ] Amigos
- [ ] Solo

3. ¿Con quién pasas la mayor parte del tiempo en el colegio? *
- [ ] Compañeros de clase
- [ ] Compañeros de otros grados
- [ ] Solo
- [ ] Otro:

4. ¿Tienes amigos que pertenezcan a alguno o varios de los siguientes grupos? *
- [ ] Afrocolombianos
- [ ] Gitanos
- [ ] Mestizos (nacido de l mezcla de raza blanca e indigena)
- [ ] Indígenas
- [ ] Extranjeros
- [ ] Blanca (persona de origen Europeo, del Medio Oriente o Africa del Norte)
- [ ] Otro:

ATRÁS   SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

Tiempo Libre

III. Información sobre tiempo libre

Responda las siguientes preguntas:

1. ¿Qué tipo de actividades realizas después del colegio? *
Tu respuesta

2. ¿Con quién compartes tu tiempo libre? *
Tu respuesta

3. ¿Has viajado al exterior? *
- ( ) Si
- ( ) No

4. ¿Tienes amigos de otra región de Colombia? *
- ( ) Si
- ( ) No

5. ¿Tienes amigos extranjeros? *
- ( ) Si
- ( ) No

6. ¿Tienes familiares que vivan en el exterior? *
- ( ) Si
- ( ) No

ATRÁS   SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

Diversidad

Responde los siguientes enunciados: *

	Siempre	Algunas veces	Casi nunca	Nunca
Disfruto tener conversaciones con personas que lucen diferente a mí o tienen ideas y valores diferentes a los míos.	( )	( )	( )	( )
Disfruto hablar con personas que tienen valores diferentes a los míos porque me ayuda a entender mis propios valores y a mí mismo.	( )	( )	( )	( )
Aprender sobre personas de diferentes culturas es muy importante para mí.	( )	( )	( )	( )
Conocer personas con diferencias en cuanto a raza, religión, opinión e ideas es importante para mí.	( )	( )	( )	( )
Para mí es muy importante que mis compañeros estén de acuerdo con mis ideas y puntos de vista.	( )	( )	( )	( )
Para mí es muy difícil tener una buena relación con personas que son diferentes a mí o tienen ideas diferentes a las mías.	( )	( )	( )	( )
Evitar ofender a personas de diferentes culturas y diferentes creencias es fundamental.	( )	( )	( )	( )

ATRÁS   SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

122

Alguna vez alguien se ha comportado mal o ha sido malo contigo por: *

	Siempre	Algunas veces	Casi Nunca	Nunca
Verte diferente en cuanto a color de piel, cabello, peso, estatura, la ropa.	○	○	○	○
Sonar diferente en cuanto a voz y/o lenguaje.	○	○	○	○
Tener un desempeño alto o bajo en clase.	○	○	○	○
Tener gustos diferentes a los de los demás.	○	○	○	○
Pensar diferente a los demás.	○	○	○	○

¿Crees que en tu clase de ingles de 5to grado se presenta alguna de las siguientes situaciones? *

	Siempre	Algunas veces	Casi nunca	Nunca
No se respeta la opinión de los demás.	○	○	○	○
Todos quieren tener la razón.	○	○	○	○
No se respeta al que tiene la palabra.	○	○	○	○
Hay poco respeto hacia la apariencia física.	○	○	○	○
Hay intolerancia hacia diferentes creencias religiosas.	○	○	○	○
Hay poca tolerancia hacia los errores de los demás.	○	○	○	○
Hay intolerancia hacia personas de diferentes culturas, costumbres y valores.	○	○	○	○

Reflexión

Responde las siguientes preguntas pensando en tu comportamiento en la clase de inglés:

*

	Siempre	Algunas veces	Casi nunca	Nunca
¿Has tenido alguna vez una dificultad en concreto para trabajar con algún compañero?	☐	☐	☐	☐
¿Rechazas algo simplemente porque es distinto?	☐	☐	☐	☐
¿Has tenido alguna vez una dificultad en concreto para trabajar con algún compañero?	☐	☐	☐	☐
¿Rechazas algo simplemente porque es distinto?	☐	☐	☐	☐
¿Al escuchar las ideas de alguien las descalificas rápidamente ridiculizándolas?	☐	☐	☐	☐
¿Crees que solo tú tienes la razón?	☐	☐	☐	☐
¿Todos deberían creer y pensar como tú?	☐	☐	☐	☐
¿Has evitado trabajar o juntarte con compañeros de clase debido a su apariencia física, desempeño en la clase, estatus social, u otro?	☐	☐	☐	☐

¿Cuáles son las características de una persona tolerante? *

Tu respuesta

ATRÁS   SIGUIENTE

Nunca envíes contraseñas a través de Formularios de Google.

Información general

Complete la siguiente información.

1. Edad: *

Tu respuesta

2. Género: *

○ Masculino

○ Femenino

3. Pertenezco al siguiente grupo étnico: *

○ Afrocolombiano

○ Indígena

○ Gitano

○ Mestizo (nacido de l mezcla de raza blanca e indígena)

○ Blanca (persona de origen Europeo, del Medio Oriente o África del Norte)

○ Otro:

4. Fecha de nacimiento: *
Fecha

dd/mm/aaaa

5. Lugar de nacimiento:

Tu respuesta

6. Barrio/Lugar en donde vives: *

Tu respuesta

7. Tiempo que has vivido en tu barrio: *

Tu respuesta

8. Estrato social: *

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

9. Religión: *

○ Católica

○ Cristiana

○ Evangélica

○ Judío

○ Musulmán

○ Ninguna

ATRÁS   ENVIAR

Nunca envíes contraseñas a través de Formularios de Google.

APPENDIX B: INTERVIEW PROTOCOL

Entrevista sobre proyecto de tolerancia hacia la diversidad

Objetivo

El objetivo de esta entrevista es reflexionar sobre tu experiencia en la implementación de las actividades del proyecto sobre tolerancia hacia la diversidad. Siéntanse libres de expresar honestamente sus opiniones, sentimientos o reservas respecto al tema y su integración en las clases de inglés.

Introducción

Buenos días a todos, gracias por acompañarme en este grupo focal. El objetivo de esta sesión es indagar sobre sus percepciones y experiencias sobre el uso de diversos modos de comunicación para tratar temas relacionados con la tolerancia hacia la diversidad en la clase de inglés. Durante este semestre, hemos estado realizando unas tareas multimodales y hemos creado un journal.

Deben tener en cuenta que la entrevista será grabada. La idea es que todos participen y lo hagan de forma ordenada, para responder las preguntas deben levantar la mano y esperar el turno, para así evitar interrumpir a la persona que está hablando.

Me gustaría empezar por pedirles que cada uno se presente diciendo su nombre.

Preguntas introductorias

¿Cómo se han sentido este semestre en la clase de inglés?
1. ¿Cuáles son las situaciones de intolerancia (comportamientos y actitudes) que has observado en tu clase de inglés de 5to grado?
2. ¿Qué es intolerancia para ustedes?

Preguntas centrales

3. ¿Cuál es el impacto de las tareas multimodales en mejorar las actitudes de tolerancia sobre la diversidad en la clase de inglés de quinto grado?
4. ¿Se acuerdan de las actividades que hicimos en el proyecto? ¿De cuáles se acuerdan?
5. ¿Qué opinión tienen de esas actividades?
6. ¿Qué aprendieron de esas actividades?
7. ¿Cuál fue la que más les gustó? ¿Y por qué?
8. ¿Cómo creen que estas actividades produjeron un cambio o no en sus actitudes de tolerancia hacia la diversidad? (estar pendiente para pedir ampliación: utilizar expresiones como: ¿qué quieres decir con….?.. Me das un ejemplo de….)
9. ¿Qué comportamientos han aparecido a partir de la implementación de tareas multimodales en relación con los temas de tolerancia y diversidad en su clase de inglés de quinto grado?
10. ¿En qué manera se observa la diversidad en el grupo de estudiantes de quinto grado al que ustedes pertenecen? (se espera que hablen de diversidad racial, religiosa etc. sino debes guiarlos, por ejemplo: diversidad de religiones...=)

11. ¿Han notado algún cambio en su clase de inglés que indique que hay más tolerancia hacia la diversidad, hacia la diferencia?
12. ¿Creen que hay algún cambio en su actitud hacia sus compañeros y su profesor en la clase de inglés?
13. ¿Crees que hay algún cambio en tu comportamiento en la clase de inglés? Explica.
14. ¿Crees que las relaciones con tus compañeros son mejores ahora? Hay algún compañero que no te caía bien antes y ahora son amigos? Comparte tu experiencia.
15. ¿Creen que algo de lo que han aprendido en la clase lo han aplicado por fuera del colegio? (según lo que digan pedir ejemplo, y preguntar qué de la clase los inspiró a adoptar ese comportamiento o visión).
16. Ayúdenme a entender algo, al principio cuando llamaban a David 'gordis' yo pensaba que eso era una forma de discriminación, luego ustedes me dijeron que a él le gusta que lo llamen así. ¿Ustedes que piensan de mi interpretación?
17. ¿cómo describen la metodología de la clase inglés con respecto a los procedimientos, las actividades y los materiales?
18. ¿Qué han aprendido sobre la comunicación con base en las actividades multimodales en la clase? (mirar lo que dicen y explorar el lugar de la lengua en la comunicación)
19. ¿Creen que las actividades multimodales contribuyeron a un mejor entendimiento del tema de la tolerancia hacia la diversidad?

Pregunta resumen

Bueno, durante esta charla hemos discutido varios aspectos sobre el uso de la multimodalidad para mejorar situaciones de intolerancia sobre la diversidad el la clase de inglés de quinto grado, ustedes han expresado que esta experiencia ha sido….
1. ¿Este resumen que acabo de hacer es apropiado y recoge puntos importantes de la discusión de hoy?

Pregunta final

Gracias a todos estos elementos más la información recogida durante el semestre, me van a ayudar a determinar el rol de la pedagogía multimodal en la clase de inglés para tratar temas relacionados con la tolerancia hacia la diversidad.
2. ¿Creen que he olvidado algo que podría aportar para ayudar al propósito del proyecto?
3. ¿Hay alguna sugerencia que quieran hacerme?

¡Les agradezco mucho!

APPENDIX C: COVER LETTER

Bello, Antioquia, Julio 3 de 2018

Señora Rectora
Colegio XXX

Cordial saludo,

La investigadora principal,_____, del estudio *"El rol de la metodología multimodal para el desarrollo de la tolerancia hacia la diversidad en los estudiantes de 5to grado en la clase de inglés"*, estudiante de la Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia, solicito su amable autorización para realizar un estudio de caso en su institución. Me gustaría contar con la participación de algunos de los estudiantes de 5to grado. Este estudio hace parte de los requisitos de la asignatura *"Métodos de Investigación III"* de la Maestría antes mencionada y que actualmente curso. El propósito de este estudio es reconocer como el uso la metodología multimodal puede contribuir a la creación de conciencia sobre la tolerancia y respeto por la diversidad en los estudiantes de 5to grado.

La realización de este proyecto incluirá cuestionarios, entrevistas, observaciones de clase, grabaciones de audio y/o video de las clases, recogiendo muestras del trabajo de los estudiantes, y entrevistando a los estudiantes. Inicialmente se hará un cuestionario para recoger información sociodemográfica de los estudiantes, se implementarán diferentes actividades mediadas con herramientas TIC, se harán grabaciones de audio y/o video durante ocho semanas, se recogerán trabajos de los estudiantes semanalmente y se hará una entrevista al final del proceso. Los datos obtenidos durante esta investigación sólo serán analizados por la investigadora principal y por el asesor del proyecto, el Dr. Jose Aldemar Álvarez, docente de la Universidad de Valle.

La identidad, privacidad y confidencialidad de los participantes y de la institución será protegida mediante el uso de seudónimos en todas las entrevistas y cuestionarios que se realicen durante la investigación. Además, al culminar la investigación se le hará entrega de un reporte detallado de los resultados obtenidos, como evidencia del trabajo realizado, el cual espero les sea de gran utilidad en la formación académica y personal de los estudiantes.

Agradezco inmensamente su valiosa colaboración en este proyecto y, si acepta mi propuesta, le solicito muy comedidamente su autorización por escrito. En caso de alguna inquietud, favor contactarse con la investigadora principal o con el asesor del proyecto a los teléfonos y los correos electrónicos que aparecen a continuación.

Atentamente,

Viviana Benjumea

APPENDIX D: PARENTS' CONSENT FORM

Bello, Antioquia, 3 de Julio de 2018

Estimado padre, madre o acudiente,

Mi nombre es _____ y estaré como docente de inglés e investigadora en el grupo donde se encuentra su hijo_____ este año. Soy estudiante de la Maestría en Aprendizaje y Enseñanza de Lenguas Extranjeras de la Escuela de Idiomas de la Universidad de Antioquia. He comenzado un proyecto de investigación sobre el uso de la metodología multimodal para la enseñanza del inglés, con el fin de mejorar la producción oral de los estudiantes al tratar temas relacionados con la tolerancia y la diversidad en el salón de clase. El propósito de este estudio es reconocer como el uso de esta metodología puede contribuir a la creación de conciencia sobre la tolerancia y respeto por la diversidad en los estudiantes de 5to grado.

Como parte de este proyecto, estaré realizando observaciones de clase, estudiando grabaciones de audio y/o video de las clases, recogiendo muestras del trabajo de los estudiantes, y entrevistando a los estudiantes. Esta información se utilizará para mejorar las prácticas pedagógicas y metodológicas en inglés y podrá contribuir con el trabajo de otros educadores.

Es importante que usted sepa que el aprendizaje de su hijo no se verá afectado adversamente en la recolección de información.

Para poder presentar información sobre los resultados de esta investigación en mis clases de maestría y en conferencias y publicaciones sobre educación, necesitamos contar con su permiso. Si usted está dispuesto/a a dárlo, por favor firme la forma adjunta y devuélvala.

Si le interesa recibir más información sobre el contenido de esta carta, se puede poner en contacto conmigo al número de teléfono xxxxx, correo: viviana.benjumea@udea.edu.co. Le agradezco de antemano por su cooperación con el desarrollo de este estudio.

Sinceramente,

Viviana Benjumea

APPENDIX E: STUDENTS' CONSENT FORM

Bello, Antioquia, 25 de Julio de 2018

Estimado estudiante,

Mi nombre es _____, soy estudiante de la Maestría en Aprendizaje y Enseñanza de Lenguas Extranjeras de la Escuela de Idiomas de la Universidad de Antioquia y estaré como docente de inglés e investigadora en el Grado 5to. Durante este año lectivo voy a desarrollar un proyecto de investigación sobre el uso de la metodología multimodal para la enseñanza del inglés, con el fin de tratar temas relacionados con la tolerancia y la diversidad en el salón de clase. El propósito de este estudio es reconocer como el uso de esta metodología puede contribuir al desarrollo de la producción oral al crear una conciencia sobre la tolerancia y respeto por la diversidad en los estudiantes de 5to grado.

Para recolectar información, se utilizarán instrumentos como: encuestas, observaciones de clase, grabaciones de audio y/o video de las clases, muestras del trabajo, y entrevistas a los estudiantes.

Esta información se utilizará para mejorar las prácticas pedagógicas y metodológicas en inglés y podrá contribuir con el trabajo de otros educadores.

Es importante que usted sepa que su aprendizaje no se verá afectado adversamente ni física ni cognitivamente por la participación en la investigación. Los beneficios que se esperan incluyen una mejoría en los niveles de competencia comunicativa y en las dimensiones actitudinal y comportamental.

Participar en el estudio no tiene ningún costo ni ninguna remuneración económica. Por otro lado se guardará absoluta confidencialidad sobre la identidad de los que participan en la misma.

Para poder presentar información sobre los resultados de esta investigación en mis clases de maestría y en conferencias y publicaciones sobre educación, necesito contar con su permiso. Si usted está de acuerdo, por favor complete los datos en la parte inferior de este comunicado.

Si le interesa recibir más información sobre el contenido de esta carta, se puede poner en contacto conmigo.

Le agradezco de antemano por su cooperación con el desarrollo de este estudio.

Firmar el consentimiento
He leído este formato de consentimiento y estoy consciente de que me piden participar en una investigación de aula. Voluntariamente consiento mi participación.

_____

Nombre