EFL PRE-SERVICE TEACHERS CHALLENGING MEDIA VIEWS OF COLOMBIA'S

ARMED CONFLICT: EXPLORING THE POSSIBILITIES THAT CRITICAL PEACE

EDUCATION AND PEDAGOGY OF MEMORY CAN OFFER TO ELT

A Thesis Presented by:

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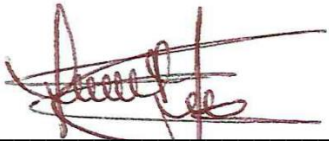
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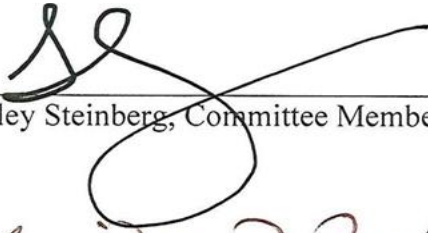
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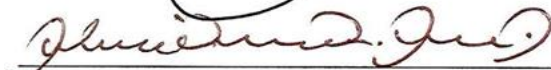
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DEDICATION

To my beloved parents who always supported my efforts, to Charly whose kind

heart reassured me in hard times and helped me to believe in myself, and to those

communities who have suffered the horrors of war in Colombia.

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ABSTRACT

EFL PRE-SERVICE TEACHERS CHALLENGING MEDIA VIEWS OF COLOMBIA'S ARMED CONFLICT: EXPLORING THE POSSIBILITIES THAT CRITICAL PEACE EDUCATION AND PEDAGOGY OF MEMORY CAN OFFER TO ELT.

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Colombia is still trying to emerge from the shadows of a brutal armed and social conflict and is in need of overcoming the obliviousness that prevents its citizens to understand and unlearn the war. Colombian mainstream media have influenced people's views about the armed conflict, which poses several problems to achieve a stable reconciliation process. Given such context, the role that Colombian teachers play is fundamental to transform people's mindsets so that they start acting on what is important for them: building peace in their immediate contexts. Specially, future foreign language teachers in Colombia need to be prepared to work in marginalized settings where their learners are craving for educators committed to the amelioration of their life conditions.

Although some pedagogical studies have been set up in the Colombian ELT field regarding the promotion of peace, there is still need of working with language student-teachers and their development of critical awareness about the representations of the armed

conflict in mainstream media texts. Thus, being guided by the principles of CPE, CML, and pedagogy of memory, the present study was conducted in a foreign language teacher education program at a branch of a public university in Antioquia, attempting to explore how the implementation of a pedagogical project could foster student-teachers' critical awareness about the views of Colombia's armed conflict promoted by mainstream media.

Data collection included a survey, recordings of critical class discussions about media texts, learners' artifacts, and interviews. Findings indicated that student-teachers' views of the armed conflict already appeared to be critical to a certain point, but the pedagogical implementation supported learners to do more complex analyses of this issue, helped them to uncover the purposes of mainstream media, and made them aware of the relevance of some disenfranchised voices. Nonetheless, implementing a single project within a whole program is not enough; thus this study brings attention on the need to integrate critical perspectives of PE and pedagogy of memory in language teacher preparation programs preparing future educators to deal with social issues and to encourage their learners to exert their transformative agency for building peace in our country.

Key words: English teaching, Critical Peace Education, Colombia's armed conflict, Pedagogy of Memory, critical views, Critical Media Literacy

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Introduction

Colombia has been affected by more than fifty years of social and armed conflict (González, 2004); however, the government has recently signed a peace agreement with the guerrilla group FARC and has started conversations with the other Colombian guerrilla group ELN. The former process raises concerns regarding the ways education can contribute to peace building in the country. As it is known, conflict resolution experiences in other countries have been successful because they have tackled the social components of a post-conflict period (Infante, 2013). In this sense, if education is seen as a social activity that can be used to work towards everyone's well-being (Page, 2008), language teaching as a site to raise awareness about the way language reproduces unfair power relationships (Kruger, 2012), and education and language learning as intertwined in sociopolitical and historical contexts (Pennycook, 1990), then one of the biggest social responsibilities for educators, and particularly for Colombian language teachers, should be finding ways to contribute to peace.

My interest as a language educator in topics such as peace and social justice has been shaped by my professional and personal experiences. Firstly, teaching English in programs that emphasized on instrumental views of ELT, many times imposed by decontextualized language policies, made me wonder about the real meaning of language. Secondly, my rationale for including issues of social justice in the EFL classroom relies on my involvement in social organizations in my hometown working with people who face harsh life conditions despite the government's efforts to support them (Secretaría de Educación, 2017; Secretaría de Familia y de la Inclusión Social, 2017; Secretaría de Salud, 2017; Sisbén, 2017). From such experiences, I have come to see these unequal life conditions as forms of violence that generate more violence, and I have engaged in an

inquiry process about how, as a foreign language educator, I could promote equity and social justice in the classroom.

Another personal concern emerged in relation to the misinformation phenomenon regarding social issues in my country which overwhelms mass media, but it is not addressed by educators in their regular lessons. Hence, the present study was guided by both the principles and the pedagogical tools set by CML. Considering that the media can legitimate different agents and forms of violence (Gómez, 2015) and that most people construct their views of the world through media (Steinberg, 2011), it is of paramount importance to foster critical media literacy to understand how the media shape peoples' worldviews (Steinberg, 2011) including their perspectives about peace and violence.

Particularly in the Colombian context, it is pertinent to promote the critical analysis of the mainstream media messages as one of the best alternatives to contribute to peace building processes. In the case of this country's official media, their coverage of the peace talks with FARC was "low" and the fear they generated among the electorate was reflected in the results of the plebiscite where voters rejected the peace deal (OBSEMED, 2016). Besides, enhancing critical views of the official media is necessary to recognize the war as a battleground of opposing narratives about the armed conflict where the truth has been another of its main victims (Murillo, 2017). Consequently, it seems urgent for language teachers in Colombia to take advantage of the potential of CML to promote critical analysis of mass media in relation to our country's situation. On these grounds, the present study addressed mainstream media texts around the Colombian conflict in order to raise critical awareness in foreign language student-teachers' about the messages spread by these media.

At an international level, there has been a growing interest in working towards PE and CPE in the context of foreign language teaching and learning. Some of them have focused on pre-service ELT teachers (Arikan, 2009; Christopher & Taylor, 2011; Chubbuck & Zembylas, 2011) working on grammar through environmental peace education activities to discuss social issues (Arikan, 2009); others have used critical reconstructionist perspectives to raise awareness about the defense of human rights and social and economic injustice (Christopher & Taylor, 2011); some have resorted to critical pedagogy to promote nonviolence in marginalized urban contexts (Chubbuck & Zembylas, 2011); and some others have used CML to address interethnic conflicts in ESL settings with undergraduate learners aiming at the promotion of research and writing skills across a wide range of media texts (Morgan & Vandrick, 2009).

In the case of Colombia, recent studies in ELT giving prominence to the enhancement of harmony in the classroom and to the analysis of their contexts' realities do not make connections to the field of peace education. In general, their theoretical frameworks focus on transactional approaches and deal with diverse topics such as the reading of urban legends engaged eleventh graders in discussing social issues (Gómez & Leal, 2015), the promotion of social values to address aggressiveness among primary and high school students (Castiblanco, Díaz, & Laverde, 2007; Ramírez, 2007), intercultural communicative competence to develop conflict resolution skills and tolerance with tenth graders (Guerrero, Muñoz, & Niño, 2016), and cooperative learning approaches to reduce aggressiveness among learners (Parga, 2011) . Others have resorted to critical pedagogy to raise social awareness and transformation (Contreras & Chapetón, 2016; Umbarila, 2010) and to a critical intercultural communicative competence approach for discussing social issues with foreign language student-teachers (Gómez, 2015). In fact, several studies have

sought not only for social transformation in the classroom by using project-based learning (Bello, 2012) and literacy practices (Pérez, 2013) but also in society at large through the promotion of values (Ramírez, 2007) and the use of media and ICT (Rodríguez & Hine, 2009). Still connections to the field of PE in these works remain absent. There is only one case study by Hurie (2018) that draws on critical theories to analyze the official discourse of Colombia's language policy, *Colombia Bilingüe*, in relation to peace building in this country.

Most of the previously presented studies have been conducted in disenfranchised contexts and vulnerable neighborhoods of Bogotá, which not only evidences the need to prepare pre-service language teachers to face the challenges of these settings but also the relevance and urgency of analyzing the causes of social inequalities as inseparable from issues of peace and violence. In this sense, PE, CPE, and Colombian theoretical developments in this field can offer new frameworks and lenses to contribute to the construction of peace through foreign language teaching.

In this scenario, the present study intended to enhance foreign language student-teachers' critical awareness about the views of Colombia's armed conflict portrayed by mainstream media drawing on critical approaches to PE, pedagogy of memory, and CML. This study was conducted in a foreign language teacher education program at a branch of a public university in Antioquia, located in a region affected by cultural, structural, direct, and ecological forms of violence.

Theoretical Framework

This study drew on critical approaches to peace education and literacy. In this section I will provide a definition of peace education as a field as well as the three related approaches developed in Colombia. Afterwards, I will present a critical perspective on peace education known as CPE (Critical Peace Education) and the Colombian perspective of pedagogy of memory as the theories illuminating this study. Finally, I will introduce critical media literacy and pedagogy of memory as pedagogical tools that allowed me to explore issues of peace and violence within the Colombian armed conflict in this intervention.

Peace Education

Peace Education (PE) stands as an interdisciplinary field that has been enriched by different perspectives throughout history and whose main goal is the transformation of the conditions of violence (Gómez, 2012). This field has evolved as a result of the historical contexts as well as the contributions of different schools of thought (Gómez, 2012). It started as a reaction of the New School Movement against the traditional forms of education in the post-conflict period of the 20th century to prevent the emergence of new conflicts; it was preceded by the institutional attempts of the UN to work towards Human Rights and disarmament education; and it was influenced by the nonviolence legacy of Gandhi and the research works on types of peace, development, and gender perspective (Gómez, 2015). In general terms, the PE field is committed to the use of education for creating a better society (Gounari, 2013; Page, 2008; Zembylas, 2011).

PE has been addressed from different perspectives with their own potentials and limitations: Idealistic, intellectual, ideological, and political (Haavelsrud, as cited in Bajaj, 2008). The idealistic perspective, for example, is usually promoted by nongovernmental

institutions and claims that there are one-size-fits-all solutions for the problems of peace around the world disregarding the different contexts in which violence occurs. The intellectual view intends to study peace and conflicts as an academic matter, but it may fall into contradictions, even though it asserts to be neutral. The ideological approach conceives school as a tool used by people holding the power to continue dominating; therefore, work towards PE should be done outside school. Finally, the political perspective to PE argues that social change can take place both inside and outside the school and it reclaims engaged action and analysis of local contexts (Haavelsrud, as cited in Bajaj, 2008). The present study is in tune with this political view of PE.

Peace Education in Colombia

Colombia can be considered as a great laboratory of experiences and initiatives towards PE. In the last decade, the right to education in Colombia has been surrounded by discussions about financing, quality, academic freedom, and political violence (Granados, 2016). Several official and non-official initiatives have derived in the development of various local perspectives of PE including studies about multiple forms of violence, projects about citizenship education, and works related to the pedagogy of memory (Ortega, 2016). These initiatives cannot be easily categorized under any of the perspectives mentioned above i.e. idealistic, intellectual, ideological, or political given their blended nature. Therefore, in this study I will refer to the Colombian case as follows.

The first perspective of PE in Colombia has been known as multiple forms of violence. This perspective holds that understanding violence in Colombia should not be reduced merely to the violence generated by the armed conflict (Giraldo, as cited in Ortega, 2016) and that there are several forms of violence that have been naturalized on a daily basis (Almonacid, 2017). The various forms of violence in Colombia are related to the

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inequalities of the economic system, disrespect towards human rights, and the damage inflicted to the environment (Estupiñán, 2016). In addition, this perspective asserts that there are some structural, political, economic, social, and cultural conditions involved in the conflict (Sandoval, 2013) which end up producing different expressions of violence against women, children, ethnic communities, workers, among other groups (Ospina, 2003). Some of these forms of violence have gained relevance in the media such as kidnappings and massacres, and others have been silenced e.g. forced disappearance, environmental violence, aggressions against populations of different ethnicities, age, and gender groups, that were perpetrated by several agents including paramilitary, guerrilla, and governmental actors (CNMH, 2016).

The second perspective of PE in Colombia has been developed in the form of citizenship education. This approach advocates for the balance between individuals and their relations with the other (O'Shea, as cited in González & Santisteban, 2016) as well as the learning of skills to behave as a good citizen (Gutmann, as cited in González & Santisteban, 2016). In Colombia, citizenship education has been present since the republican regimes and has been in agreement with the nation project (González & Santisteban, 2016; Murillo, 2017), emphasizing on social behaviors, values, politics, and diversity (González & Santisteban, 2016). Citizenship education has been emerging in Colombia in the form of regulations that have to be implemented in the curriculum of the school as it is the case of *cátedra de la paz* (Ortega, 2016) ruled by the Colombian congress (2014) and attempting to constitute a resource for teachers to promote a culture of peace in their classrooms. The citizenship education project promoted by the Mayor of Bogotá from 1994 to 2003, the curriculum guidelines created by the MEN, and the work done by the Historical Memory Group are also relevant within this category (Murillo, 2017).

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The third perspective of PE in Colombia has been developed under initiatives of pedagogy of memory. This perspective stands as a pedagogical proposal aiming at the creation of spaces of dialogue and understanding, looking for an inclusive historical culture based on the motto "never again for anyone" (*"nunca más"*) (Torres, 2016). It involves working with people's memories about their experiences and feelings (Aponte, 2016) since such memories are indispensable for reaching peace and justice (Arias, 2016); for working towards never again and avoiding human rights' violations (Sacavino, 2015); and for understanding how we came to be the way we are in our present life (Tizon, as cited in Sacavino, 2015).

Critical Peace Education

Although PE has been enriched by the contributions of several perspectives all around the world (Bajaj, 2008), some scholars have identified the need to move towards a critical approach on PE (Bajaj, 2008; Brantmeier, 2013; Diaz, 2005; Gounari, 2013; Hantzopoulos, 2011; Zembylas, 2011) in order to challenge the unbalanced relations of power in some humanitarian discourses that continue legitimizing the use of violence (Bajaj, 2015; Brantmeier, 2013; Diaz, 2005; Gounari, 2013; Zembylas, 2011). This study embraced a critical approach on PE given the varied perspectives that have been developed in our country and whose interests need to be carefully examined for devising a pedagogical project consistent with the interests, needs and context of my learners.

Critical Peace Education (CPE) is a perspective within the field of PE linked to different traditions of critical inquiry (Bajaj & Brantmeier, as cited in Bajaj, 2015, p.157). PE scholars share some common considerations that have been deepened by critical approaches (Bajaj, 2015): First, while PE scholars acknowledge that all types of violence prevent humankind prosperity, CPE researchers claim that unbalanced relations of power

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and their structural origins can generate "unequal forms of citizenship" that must be resisted through education (Bajaj, 2015, p.155). Second, PE scholars believe that educators can equip learners with skills and competences to promote peace, CPE researchers emphasize on the need to carefully analyze and consider the context of the learning process, so that educators can enhance "student agency, democratic participation and social action" (Bajaj, 2015, p.155). Finally, while PE scholars state that schools can promote transformation, CPE researchers claim that it is paramount to analyze the structural connections between the school and the larger social context, and carefully analyze the methods of PE in order to avoid any negative impact (Bajaj, 2015, p.155).

Concerning what being critical may look like in PE, this is featured by the analysis and critique of structural issues affecting society, attention paid to local situations, and the inclusion of different voices when reflecting and creating new histories. As for the analysis of structural issues, learners may pay attention to power relationships (Brantmeier, 2013) and may explore structural inequality (Bajaj, 2008) for questioning dominant versions of peace and violence (Gounari, 2013). Equally important is addressing situations in learners' local settings (Bajaj, 2008) and considering the local conceptions of peace and violence (Brantmeier, 2013). Regarding the multiple voices, those coming from learners' own experiences are highly relevant (Freire, as cited in Hantzopoulos, 2011) for them to compare the histories told by both dominant and disenfranchised groups and start telling new histories that are more peaceful (Gounari, 2013).

Different concepts and principles of CPE are relevant for my study, namely types of peace and violence, and transformative agency. Recognizing the conceptual framework set for violence and peace is essential to understand the goals and scope of CPE (Gounari, 2013). CPE attempts to disrupt all sorts of violence: direct, structural, cultural, and

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ecological. Direct violence is perpetrated by specific actors (Kruger, 2012) and looks visible in forms of violence such as crime, murders, bombs, among others (Gounari, 2013). On the contrary, in structural violence there is not any visible actor committing violence (Kruger, 2012), violence is represented in unequal distribution of power and uneven life changes (Galtung, as cited in Brantmeier, 2013, p. 171) created mainly by the political and economic systems of society (Gounari, 2013). In addition, cultural violence remains invisible (Gounari, 2013) in the symbolic nature of religion, art, language, among others (Kruger, 2012) and it can naturalize direct and structural violence (Galtung, as cited in Brantmeier, 2013; Gounari, 2013). Finally, ecological violence causes harm to communities, ecosystems and non-renewable natural resources (Brantmeier, 2013).

As for the types of peace, CPE aims at achieving a positive rather than a negative peace. Negative peace refers to the absence of direct violence disregarding the causes of conflict and its goal is to reduce violent conflicts and aggression (Galtung, as cited in Kruger, 2012). On the other hand, positive peace refers to the absence of structural violence or the elimination of the causes of violence (Brantmeier, 2013; Galtung, as cited in Kruger, 2012), it involves the presence of social justice, equity, environmental sustainability as well as the commitment of social institutions and individuals to the fair distribution of resources (Brantmeier, 2013).

Finally, transformative agency stands as the activator of all forms of peace. It draws on Freire's ideas of "radical hope" and involves CPE educators in engaging their learners' actions towards peace (Bajaj, 2008, p.141). Although transformative agency can be constrained by larger structures, CPE educators must discuss and analyze such constraints with their learners, so that they can achieve the goals of peace (Bajaj, 2008). Therefore, a detailed explanation of what transformative agency involves must be deployed by critical

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peace educators according to the social, historical, and political context of their learners, and it should consider and discuss the limitations imposed by larger social structures, so that peace building can actually take place (Bajaj, 2008, P.141).

Pedagogy of memory

Following the principles of CPE, this study will embrace both the strategies and principles proposed by the pedagogy of memory since this perspective allows different voices to be heard and can support learners to unveil relations of power that faded our country's history into oblivion. Additionally, it has the potential to enhance learners' agency while reflecting on the constraints that the larger social context may pose on their actions. Pedagogy of memory allows different voices to be heard since it can enhance the reconstruction of the social bonds by listening to the voices of the victims (Mayorga, López, Romero, Muñoz, & Aranzazu, 2017). For carrying out such noble endeavor, the school plays a noticeable role as transmitter of history and it has the potential to signify the voices that have been silenced (Ortega, 2016). From a critical point of view, understanding both conflicts and violence implies an understanding of the perspectives of all war agents in their corresponding social and historical contexts, avoiding a dichotomist characterization of their positions (Padilla & Bermúdez, 2016). Such considerations will elude the hegemonic representation of social groups along with the legitimization of their actions (Garzón, 2016) and will support learners to develop a more integral understanding of conflicts: its causes, dynamics, and consequences (Padilla & Bermúdez, 2016). Accordingly, pedagogy of memory offers some elements for learners to judge their social reality (Aponte, 2016); to realize that the past is neither linear nor unicausal (Torres, 2016); and to understand and unlearn the war (Padilla & Bermúdez, 2016).

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Pedagogy of memory looks particularly sensitive to the Colombian context since we are immersed in a country of total obliviousness (Ospina, 2003) where violence is not a topic of discussion in the classroom (Murillo, 2017), but where the civic instruction is highly emphasized to regulate citizens' behaviors (Murillo, 2017). Moreover, several analyses have proven the amnesia about our past, not because of lack of information but because the truth has been another victim of the war (Murillo, 2017), because we de do not want to nurture our memory and such oblivion stands as the main feature that characterizes our political culture (Garzón, 2016). Hence, there is an urgent need to recognize that our past has been marked by several expressions of violence in order to devise new scenarios of hope and transformation (Mayorga et al., 2017).

Pedagogy of memory supported the work towards the principles of CPE since it advocates for taking action to transform our future. From this perspective, our aim should be avoiding the repetition of the same tragedies (Ortega, 2016) to stop being the victims and to become the agents of transformation this country needs (Ospina, 2009). This pedagogy analyses the traces of the past to act upon it with a futurist perspective (Sánchez, as cited in Murillo, 2015); it does more than letting people express their opinions and it encourages them to act on what is important for them, namely their neighborhood, their town, and their communities in general (Zuleta, as cited in Aponte, 2016); it should mobilize people's transformative agency (Bajaj; Etxeberria; Galtung; Galtung; Reardon, as cited in Padilla & Bermúdez, 2016) by changing first their minds in order for them to transform situations (Casas, 2008). All in all, a pedagogy of memory acts as a bridge that connects our own experience to the actions we can undertake for behaving as responsible citizens, for showing empathy towards other people's pain, and to act as guardians of the human rights (Sacavino, 2015).

Working from a memory pedagogy also sets the need to work on the construction of critical views of the media with student-teachers in this study. It is necessary to reinforce the testimonies of witnesses that are disclaimed by the media (Murillo, 2015) and to recognize that war is a battlefield of different narratives (Murillo, 2017) which requires, for instance, spreading information about the peace agreement and examining the relations between positive and negative peace to avoid the misinformation operating with politicking purposes (Arias, 2016). Besides, some memory initiatives are assumed by official discourses and this causes the hegemonic representation of different social groups and war agents (Garzón, 2016). Hence, it is pertinent to recognize the role of the media in producing, spreading, and sharing information (Mayorga et al., 2017). All this sets the need to use both the principles and the pedagogical tools offered by CML to support the analysis and creation of media texts regarding Colombia's armed conflict.

The media in Colombia behave irresponsibly with the information they spread. They only seek to boost the market instead of enhancing dialogue (Ospina, 2009), they appeared biased when poorly covering the news about the peace talks with FARC (OBSEMED, 2016), and they have addressed topics to generate fear regarding the peace agreement which was reflected in the results of the plebiscite where the "no" won with 50,23% of the vote (OBSEMED, 2016). Social networks, for example, have supported regular citizens in Colombia to be informed, to express their opinions, and to defend their interests, since the government has not used the newspapers, TV news, radio stations, and magazines to show the conflict, its agents, its victims and its pain (Mayorga et al., 2017). Therefore, technology and media literacy are fundamental for people to critically analyze information in the media, to make informed decisions, and to communicate their ideas effectively (Mayorga et al., 2017). In addition, some people in Colombia use social

networks for spreading messages of resentment against the FARC, distrust in the government, and skepticism towards the peace deal, which should be analyzed in the light of change and reconciliation (Mayorga et al., 2017). Given that PE should aim at holding a critical perspective, it should educate learners to critically analyze their reality as well as its representation in the media to educate leaders with a peace mindset (Casas, 2008). Such educational work towards the analysis of the representation of peace and violence in the media can be supported by both the principles and pedagogical strategies of Critical Media Literacy.

Critical Media Literacy

Critical Media Literacy (CML) is a practical approach to critical literacy that engages learners in analyzing and critiquing media messages in terms of the power that operates among audiences, media, and content (Gainer, 2010). CML not only includes different forms of literacy such as the use of new technologies, the analysis of mass communication, and the critical consumption of popular culture, but also enhances the creation of alternative media to resist its mainstream messages (Kellner & Share, 2007). In addition, CML makes part of the Critical Literacy (CL) perspectives having its origins in critical theory whose focus relies on the analysis of the social and political order (Yoon, 2016). The word *critical* comes from the Greek word *krisis*, or decision and is derived from *krino* referring to judgement (Coromines & Pascual, 1996). Even before Freire's ideas influenced to consider the critical as a political exercise (Luke, 2004), the work promoted in the 20th century by the Frankfurt School highly contributed to develop the critical theory that put down roots for further critical perspectives in their attempt to question the status quo (Kincheloe & McLaren, 2011).

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CML provide learners with opportunities to analyze and question media messages, exposing structural relations of oppression, and making their own voices heard when designing their own messages for contributing to create a better society. Through CML, learners will be engaged in questioning what has been naturalized in the media messages (Gainer, Valdez-Gainer, & Kinard, 2009) by asking themselves about the reasons and origin of such messages (Gainer, 2010). Also, they will start developing skills to analyze the techniques to unveil lifestyles, values, and worldviews promoted by media texts (Kellner & Share, 2005) which will evidence how deep they are orienting their critique for finding the hidden meanings of a text (Gainer et al., 2009). In the same sense, departing from the analysis of the relations among media texts, audiences, and power (Gainer, 2010), learners will be positioned to examine different issues concerning their own lives and the society at large (Kellner & Share, 2005). Finally, the creation of alternative media texts will make students' voices to be heard (Gainer et al., 2009) after a process of evaluating media content and researching on its effects and uses (Kellner & Share, 2005). This process may enhance the use of the media to work towards social change which at the same time is portraying students as likely good citizens responsible for the construction of a better society (Kellner & Share, 2005).

Media educators share five common key concepts that guide the critical analysis of media texts (Kellner & Share, 2005). First, the concept of non-transparency states that media messages are constructions of reality (in other words, they are never neutral, they represent reality in a particular way). Second, the concept of codes and conventions claims that the media has its own language and rules to construct its messages effectively. Third, the concept of audience decoding refers to the different interpretations that people may have about the media messages. Fourth, the concept of content and message asserts that the

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media support certain values and worldviews. Finally, the concept of motivation states that the media is driven by the interest of gaining profit and power (Kellner & Share, 2005).

The principles of CML were adopted in order to work towards a complex understanding of what peace and violence entail from the perspective of CPE. CML key concepts were expected to help learners deconstruct and reconstruct messages about peace and violence in terms of the values they represent, the strategies used to convey the message, the interpretations of different audiences, the content they present, and the possible motivations they may have such as profit, truth, and sales, among others. All of this work was intended to guide learners to more critically reflect about: their own views on peace and violence, the local dynamics of power that generate violence, different types of violence that are promoted by the media about their local context, and the forms of violence they are involved in on a daily basis. Given that action in CML can be regarded as small-scale activities performed in the classroom, along a process of awareness, analysis, and reflection (Thoman & Jolls, 2003), this study also provided opportunities for students to create different media texts in response to what is usually shown to them by the media, as a starting point to take action.

Moreover, some pedagogical tools set by the pedagogy of memory such as specific questions, and practical activities proposed by CNMH (2013), Ortega (2016), and Sacavino (2015) which are based upon interactive techniques from qualitative research in social sciences, provided opportunities to generate dialogue and reflection in the classroom aiming at the construction of collective knowledge (Quiroz, Velásquez, García, & González, 2002). The engagement of students in debates, workshops, designing of posters, creation of videos, and analysis of photographs can support the process of understanding the causes and consequences of the Colombian conflict as well as the reasons why we tend

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to forget about our history. Such pedagogical tools can contribute to analyze the mainstream discourses in contrast with the voices that have been silenced because of violence. In addition, they have the potential to raise awareness among learners about social issues taking place in their contexts and to encourage them to take action regarding the transformation of their realities. Finally, it is important to highlight that all of this process was continuously supported by rigorous work on linguistic and communicative aspects that guide the course in which the study was implemented.

Setting

This study was conducted in an English oral and written communication course from a foreign language teacher education program at a public university in Antioquia, Colombia at one of its regional branches. In the paragraphs below I will describe the region where the university is located, the course in which the intervention took place, the participants who made part of the study, and the pedagogical intervention.

The region

This branch of the university is located in the east of Antioquia, a region that has suffered the consequences of the armed conflict between guerrilla and paramilitary groups along with all the military actions undertaken by the national army in the name of security (Restrepo, 2011). In fact, this region suffered the extermination of its civic movement during the 60's, 70's, and 80's when the design of big hydroelectric generation projects displaced peasants and reacted violently to their protests, which caused the assassination of many of their most representative social and political leaders (Olaya, 2017).

Apart from the structural and cultural violence present in this region, there is also ecological violence. The development plans recently promoted in the area do not meet the needs of the community and do not seem to contribute neither to a healthy environment nor to living in harmony with the ecosystems since these development plans are involved in large-scale exploitation of non-renewable natural resources (Olaya, 2015).

The course

This study will be conducted in an English oral and written communication course offered in the fourth semester of a teacher education program. The course is taught along a period of 16 weeks, 4 hours a week. The syllabus contains general objectives related to inferring main arguments; summarizing texts; and promoting critical reflection spaces.

However, the specific objectives do not refer to anything related to the enhancement of critical reflection processes, and there is not any instruction about what topics to address.

The suggested methodology of the course, as proposed in the institutional syllabus, is interactive, student-centered and resorts to content, task and project-based methodologies. Teachers can use authentic material preferably, ICT, and any other material that enhances reflections about the role of teachers, the collaborative work, and the development of their cultural and communicative competence.

Regarding assessment, the evaluation proposal includes a follow-up, a project, and two mid-term tests. However, different forms of alternative assessment can be negotiated with students as was the case in the present study. For the purpose of this study, I designed a project within the course encompassing curriculum, assessment, and instruction.

The participants

Concerning the student population of the foreign language teaching program, the 53,7% corresponds to male student-teachers while the 46,3% is composed of female learners. Most of them were born and raised in different municipalities of Eastern Antioquia and came mostly from public high-schools around the region. Their ages range between 18 and 38 years old and they come from socio-economic strata 1, 2, 3, and 4, being 2 and 3 the most frequent ones.

The group of foreign language student-teachers in which the study was conducted comprised 17 people where nine were female and eight were male learners. They came from different towns across the region and their ages ranged from 16 to 25, only one student was 30 and another was 27 years old. The 82,4% of this group finished their secondary school at a public high-school while the 17,6% came from private institutions. Although the course of the implementation belonged to the fourth semester of the program,

nine students were studying the third semester, seven students were studying the fourth, and one was in the seventh semester. Most of them were working in activities different from foreign language teaching. Lastly, only one student was in union, the rest were single and none of them had children.

As for the three participants who took part of this study, I selected them using a purposeful sampling strategy named criterion sampling. This strategy consists of choosing specific cases that comply with particular criteria which are relevant for the purpose of the study (Patton, 1990). Since the purpose of the study was to enhance critical awareness in student-teachers regarding the representation of the Colombian armed conflict in mainstream media, I selected three participants that had had different experiences with the armed conflict and different levels of awareness regarding media messages about the class topics.

The intervention

The implementation was carried out as a pedagogical project about peace and violence in media texts related to their local contexts along a period of seven weeks which were taught four hours a week. The original course program was adapted by taking into account the linguistic and communicative goals, and suggested methodology of the program. For designing the project, I did not follow any specific framework, but decided to arrange the lessons based on the backward design model proposed by McTighe and Wiggins (2004) for devising a learning plan according to the desired results of my proposal. Such design model offers a guide to organize content so that it makes sense in all of its stages (desired results, assessment evidence, and learning experiences) without becoming a prescriptive recipe.

This project focused on addressing the course objectives of providing critical reflection spaces and promoting the development of the four linguistic skills, more specifically inferring main ideas from oral and written texts, composing different types of texts, and supporting main ideas in an oral speech. As for the CML objectives, the pedagogical project attempted to guide students in the analysis and creation of media texts concerning the Colombian conflict in terms of authorship, format, audience, content, and purpose. Apart from that, the CPE and pedagogy of memory goals involved the comparison of the voices of the victims, the State, the war agents, and the media; the identification of the causes and consequences of the armed conflict in Colombia; and the reflection on both own and local conceptions of peace, violence, agents of violence, and the origin of those views.

Both at the beginning and at the end of the pedagogical project, students were assigned to create counter-texts challenging official views of peace, violence, and war agents, presented in analyzed media texts. The first counter text was a bubble speech where students took original images of war agents and were asked to change their messages for creating their own counter-ads using bubbles. The last counter-text could be either a podcast or a video explaining what they learned about the Colombian armed conflict as well as their own experiences. Also, they had to bear in mind the type of text they wanted to present, the format to better convey their message, the content they wanted to represent, the target audience they attempted to reach, and the purposes they pursued. In addition, students also had the opportunity to participate in class discussions to check the use of grammar structures, vocabulary, their support of arguments, and their perceptions about media texts, peace and violence.

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Regarding the pedagogical strategies used for the implementation of the pedagogical project, I relied on CML's five key concepts and questions and I also used some strategies from the pedagogy of memory. The CML's five key concepts and questions included authorship, content, format, audience, and purpose for both the analysis and the creation of media pieces. Such questions included: i) Who created this message? ii) What creative techniques are used to attract my attention? iii) How might different people understand this message differently? iv) What values, lifestyles and points of view are represented in, or omitted from, this message? v) Why is this message being sent? On the other hand, the pedagogy of memory suggests the use of interactive techniques from qualitative research in social sciences for favoring spaces of dialogue in the classroom aiming at the construction of collective knowledge. Here I proposed debates, discussions about objects that elicit people's memories, analysis of photographs, and the creation of videos. Appendix A describes the goals and activities proposed in the pedagogical project.

Research Methodology

In order to explore how the implementation of a pedagogical project based on CML can enhance foreign language student-teachers' critical awareness about the views of Colombia's armed conflict promoted by mainstream media, this study followed a qualitative single case study methodology. Based on Yin (2003), a case study can be useful to explore situations in which a specific intervention may produce undetermined outcomes and it can " contribute to our knowledge of individual, group, organizational, social, political, and related phenomena" (p.1). This author states that a case study can be used under three conditions: when trying to answer "how" and "why" questions, when the behaviors of the participants cannot be manipulated, and when investigating contemporary events. Accordingly, this project aimed at answering how the implementation of a pedagogical intervention can raise awareness about peace and violence in the context of the Colombian armed conflict without attempting to influence any action.

This research stands as a single case study since a single pedagogical intervention consisting of a CML unit was conducted; it examined a phenomenon: how foreign language student-teachers interrogated views of peace and violence promoted in local media; and it was conducted in a particular context (Yin, 2003): an English oral and written communication course in a foreign language teacher education program at a public university.

Data Collection

For the purpose of this research study, I relied on various methods of data collection: a survey, recordings of critical class discussions about media texts, learners' artifacts, focus group interviews, and individual interviews. The data collection process took place during three months in which students received information about the study and

signed a consent form in order to get their permission for recording, interviewing, and collecting their artifacts.

Surveys.

One survey was applied to all students at the beginning of the course to collect demographic and personal information (e.g. place of living, age, and sex, socio-economic status, employment and marital status); students' media habits (e.g. their preferred media source to be updated); and theme preferences (e.g. topics that students would like to address in the unit). This information was used to get to know students, to consider their preferences, needs, and background when designing the unit.

Recordings of critical class discussions about media texts.

These included the oral tasks carried out during the project (i.e. participation in debates, forums, discussions, and roundtables) to examine their views about media messages, peace, violence, and agents of violence. The data I gathered here came from seven, out of 16 class sessions which made up the course. These discussions were useful to analyze both students' language performance and to examine their views about the representation of Colombia's armed conflict in mainstream media messages.

Learners' artifacts.

I collected a personal narrative about participants' experiences with both the armed conflict and violence in Colombia. I also gathered their counter-narratives including a bubble speech exercise and a podcast or video along with some guiding questions about them. These artifacts helped me to document learners' responses about their representations of peace and violence in analyzed media texts that provided evidence of any change in learners' opinions about the representation of peace, violence, victims, and agents of violence in the media; they also allowed me to see how they came to hold such opinions.

This evidence served also to see if the unit had had any impact on their opinions related to different aspects of the Colombian conflict. Besides, these artifacts showed how learners engaged in the deconstruction and reconstruction of media messages related to peace and violence in the armed conflict of our country and whether they presented critical counter-narratives that challenged mainstream media messages.

Interviews.

Individual and focus-group interviews were conducted at the end of the course to provide data about learners' views of peace and violence in comparison to what they said in the initial survey, to examine new attitudes and behaviors regarding media consumption, and to know about their perceptions concerning the implementation of the pedagogical project. The information gathered intended to challenge contradictory attitudes and comments they made, to explore new resources they gained through the implementation of the unit, and to clarify some confusing points found in other data sources.

Data analysis

For analyzing the data gathered, I used a constructive method (Altrichter, Posch, & Somekh, 1993). To do this, I created some categories and codes combining both deductive and inductive methods (Altrichter et al., 1993). Therefore, I took some categories from the theoretical framework, but I also considered categories that emerged from the data itself. The pre-established categories coming from the theory attempted to feature the critical awareness that students may develop; they included: analyzing the local context, challenging unbalanced relations of power, identifying all sorts of violence, giving prominence to a positive rather than to a negative peace, identifying different war agents, including different voices, taking action, and understanding the armed conflict. In addition,

these categories emerged from the data: recognizing the need to challenge the official media, identifying language teachers as technicians, among others.

Along the development of the pedagogical intervention, a fluid process of data analysis was undertaken as suggested by the steps of Suter (2012) and Taylor-Powell and Renner (2003): manage data, know the data, focus the analysis, categorize information, identify patterns, make interpretations, track choices, and involve others. Firstly, for managing data, I checked and put together all the collected data; then I named the files according the participant, date, and method of data collection; and after that, I copied the files for analysis. Secondly, I got involved in getting to know my data by reading and listening again all the information, examining its value, and wrote down my first impressions. After that, I focused my analysis on identifying on the purpose of the different types of data, e.g. I identified that the purpose of the survey was to know my learners' initial views of peace, violence, and agents of violence and the origin of those views.

After this initial familiarization with the data, I uploaded all the information into the computer program NVivo 10 in order to code the data and easily retrieve such codes later (Bryman, 2012). Taking this initial analysis into account, I started writing some brief reports of my analysis. However, I decided to refine my pre-established categories and to analyze each participant individually. Thus I categorized information again and made some connections to find patterns. Finally, I wrote some reports including my main findings along with their evidence and corresponding interpretation. All this process relied on the guidance and insights of my thesis advisor whose involvement and feedback contributed to reinforce validity.

Ethical considerations

Before the intervention was conducted, my research advisor examined and accepted the implementation of my pedagogical project. After that, some actions were taken to ensure the privacy and safety that my participants deserved. First of all, the implementation was approved by the coordinator of the program where this study took place. The coordinator signed a consent letter that described the study, confidentiality measures, the role of the institution as well as the implications to participate, and contact information of both the researcher and her research advisor.

Additionally, all participants were informed about the purpose and methodology of the study and they voluntarily accepted to participate. Then, participants signed a consent form including the description of the study, the risks and benefits coming from their participation along with the contact information of both the researcher and her research advisor. Participants were also informed about their right to withdraw at any point and their identities were protected through the use of pseudonyms. Finally, all the information collected was stored so that only the researcher and her thesis advisor could access it.

Findings

This study intended to explore how the implementation of a pedagogical project based on CML and pedagogy of memory could enhance foreign language student-teachers' critical awareness about the views of Colombia's armed conflict promoted by the mainstream media. Data analysis indicated that the implementation of this pedagogical project gave participants the opportunity to develop more complex analyses of the representations of peace and violence in the conflict of their country by widening their perceptions of the causes and consequences of the armed conflict, by making them aware of the varied war agents, by guiding them to realize the relevance some disenfranchised voices need to regain, and by supporting them to uncover the purposes of mainstream media. In this section, I will present each participant's story with their own particular process of contradictions, realizations, demotivation, and optimism in their journey towards critical awareness along this implementation. The evidence from data will be presented either in English as stated by participants in most class discussions or in Spanish and translated by the researcher. Finally, although this study did not focus on the impact of the pedagogical implementation on participants' language performance, I will briefly report, at the end of this section, on the progress made by participants considering the unit's objectives.

Felipe

The awakening.

Felipe is a 26-year-old student-teacher coming from a public high-school who is passionate about travelling, playing musical instruments, and learning about different cultures. He lives in a town of Eastern Antioquia with his mother and sister, belongs to a low social stratum and currently works as an apiarist. Regarding the Colombian armed

conflict, this participant sees himself as indirectly affected by it, since he has witnessed everything through the media and through other people's experiences:

> For me, the experiences with the conflict were indirect […] When I was a child, I only remember the journals and TV news showing people dying, going to other places because of violence and a lot of houses [destroyed because of] the attacks. One day, a child arrived at the school […] He told me why his family [left] the place where he was born […] and he said [to] me that this place was not safe to live. […] That day, I understood that the war was so near and that we were not totally safe (Narrative, April 13, 2018)

Felipe's preferred media sources to be updated on his country's situation include social networks and websites as well as mainstream media such as *El Espectador* newspaper, or *Caracol* and *Teleantioquia* newscasts, being all of them national and local sources since he rarely consumes information from international media.

This learner had studied logistics management and technical accounting before deciding to become a foreign language teacher, a career that matched his desire to travel abroad and his capacity to explain things to others. When this study was conducted, he was studying the fourth semester of the program and he thought that foreign language teachers in local and national contexts should promote critical thinking instead of spreading wrong ideas about social issues (Survey, February 26, 2018).

A monochromatic image of the war.

Felipe initially seemed to hold contrasting views about conflict as a concept and the armed conflict. He defined the word "conflict" as "holding opposing opinions about the same topic that can be enriched by the mediation of a third party who may provide a new perspective" (Survey, February 26, 2018; researcher's translation). This idea seems to see conflict as a natural phenomenon making part of social life, which can be solved through mediation. In contrast, when it came to explain his perception of the armed conflict in

Colombia, he referred to it as a hostile means some people use to favor illicit businesses (Survey, February 26, 2018). This perception of the armed conflict entails a totally negative connotation since he associated it to hostility, the engagement in illegal activities, and the pursue of economic purposes. Such negative view was also evident when he shared his personal narrative about his experiences with the conflict in his country for he mostly referred to destruction, kidnappings, murders, and fear (Felipe, narrative, April 13th), that is to say, the consequences of war. However, it is also interesting to notice that at this initial stage, Felipe did not mention the structural causes of the armed conflict or people's transformative agency to change this situation.

Felipe's negative perception of the armed conflict also persisted in the way he portrayed war agents in the first class activity. During that session, students participated in a bubble speech exercise where they were given a series of pictures related to war in Colombia taken from different media; students had to carefully observe the images and respond to them with different messages in a bubble according to how they saw the people presented in the pictures. About his work in this class, Felipe explained that he wanted to represent guerrilla members as people who abuse women (see Figure 1). He stated that the army and the police were corrupted institutions whose unethical behavior did not comply with their duties (see Figures 3 and 4), and that he meant to use sarcasm to characterize paramilitary groups as the saviors of our country (see Figure 2).

From the analysis of data, it seemed that Felipe initially tended to represent different war agents as bad while overlooking other features they may have or some of their motivations. That is to say that Felipe's initial views of war agents involved in Colombia's armed conflict did not include the political and social dynamics attached to it; instead, Felipe mainly referred to military actions, crime, and profit-oriented motivation of those

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involved in the conflict. At this stage, Felipe did not refer to the controversies, interests, and complex dynamics of the several war agents.
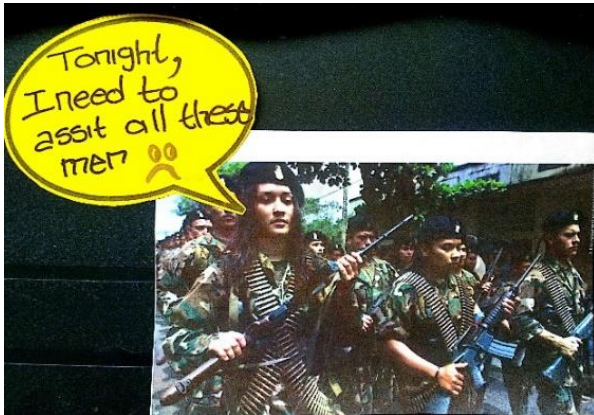
Figure 1. Bubble speech created by Felipe [Tonight I need attend to all these men]
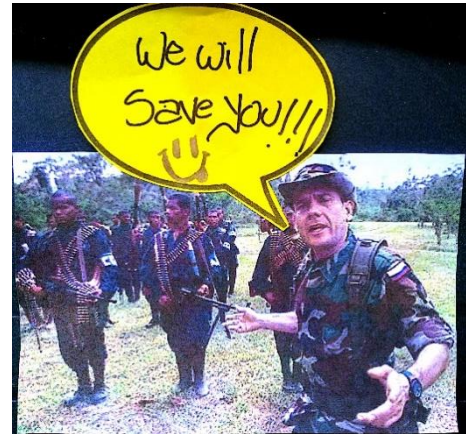
Figure 2. Bubble speech created by Felipe [We will save you]

Figure 3. Bubble speech created by Felipe [We will do nothing]
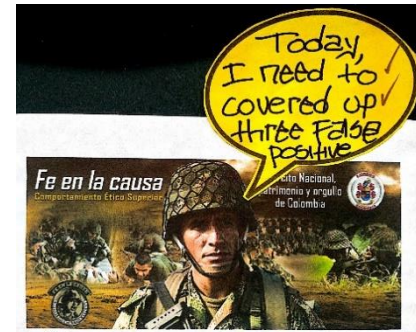
Figure 4. Bubble speech created by Felipe [Today I need to conceal three false-positive cases]

Concerning Felipe's initial perceptions about violence, he recognized it in physical damage, general forms of aggression, and discrimination. For example, when sharing his experiences with both violence and the armed conflict in Colombia, he mentioned its most visible effects, namely destruction of infrastructure and death (Narrative, April 13th).

In addition, Felipe also referred to other forms of violence such as the one he represented in the bubble speech exercise where he explained that female guerrilla members may suffer discrimination in terms of sexism because of the responsibilities that women have been historically assigned (see Figure 1). These data showed that Felipe's initial perceptions about violence in the armed conflict were strongly related to direct violence. Nevertheless, he was also able to identify some cultural forms of violence that remain invisible in our daily lives such as gender-based violence.

As for Felipe's perception about peace building processes, when being asked about the possibilities to achieve peace in Colombia, he included the commitment of citizens to work towards this goal. For instance, he once assured this was possible but it required some time for people learn about ways to build peace (Survey, February 26, 2018). In this regard, he also advocated for the role of foreign language teachers to promote spaces of dialogue about social issues in their classes (Survey, February 26, 2018). Thus, Felipe acknowledged the importance of peace building processes including education, raising awareness, and contribution from the part of the citizens, among other factors that go beyond the absence of war. Declaring that peace requires time, awareness-raising processes, and commitment from all members of society indicates that Felipe was already aware of the transformative potential people have to change their realities and improve their situation. In the next section I will present how Felipe's perspectives about the armed conflict started to change in terms of the war agents' role and the recognition of war's causes and consequences.

Challenging the univocal narrative about Colombia's conflict.

Over the course of the unit, Felipe started to embrace a more critical attitude about the armed conflict. This change was evident when he shifted from labeling war agents as totally bad to embracing a wide range of possibilities about their responsibilities and

purposes and also because this participant started to identify different causes of the armed conflict apart from the interest in illegal businesses.

Concerning Felipe's critical awareness about the armed conflict in relation to his views of war agents, he could include more voices than he initially identified. For instance, in one of our class discussions, students were assigned to read a newspaper article containing official information about the armed conflict in Colombia and they had to look for another source to contrast information and analyze the content of both sources. This analysis was based on the five CML key concepts and questions i.e. authorship, format, audience, content, and purpose. From the new article Felipe presented, he found out that some displaced communities had to face the emergence of new armed groups after the FARC left their territories:

> [the] FARC […] had an ideology but these other armed groups they don't have any ideology, they only fight for money and to control the traffic, the drugs and that. It shows the reality that many communities displaced by the armed conflict have lived with the conflict with FARC, yes a lot of people […] moved to other places and constructed places far way [from] the conflict, but you can see that the conflict I don't know maybe the conflict followed them to all places. There are some areas where the peace agreement nothing means (Class discussion 6, May 7, 2018).

Moreover, this student teacher became interested in both the government's actions and the support that organizations helping victims of war have received. For instance, in the session where we invited a representative of an organization of victims to share her experience with us concerning the reparation and non-repetition process in the region, Felipe asked about how the government was supplying resources to help victims' work: "I would like to know whether the government is supporting victim's organizations like yours, if they are really providing resources or not" (Felipe, class discussion 5, April 23, 2018, researcher's translation).

Departing from the analysis of data, it is possible to say that while the unit was being implemented and with the help of those CML key questions along with some exercises to elicit memory, Felipe started identifying more intentions and behaviors behind war agents than he used to do before. Notwithstanding, at this stage Felipe recognized the existence of new armed groups as long as the actions and omissions of some other agents involved, hence challenging the univocal narrative that privileges the actions of some groups over the rest.

Another piece of evidence about Felipe's critical awareness in relation to the armed conflict had to do with the recognition of some of its causes. In this respect, he recognized that the armed conflict was not only motivated by illegal businesses and acknowledged that the FARC took up weapons inspired by Marxist ideas while some other war agents fight for economic purposes only (Class discussion 6, May 7, 2018). Thus Felipe also started to overcome his dichotomist perspective of the causes of the armed conflict and recognized the motivations behind the emergence of some armed groups, which led him to understand that the signing of a peace agreement was not enough to deal with the complex dynamics of a conflict. In the section below I will present how Felipe's critical awareness of the armed conflict continued to develop.

Listening to the unheard voices.

After the implementation of the pedagogical project, Felipe's critical awareness of the armed conflict kept raising in terms of how he saw the war agents, the different forms that violence can take, and the relevance he gave to victim's voices. For example, he did not refer to guerrilla groups as the only actor perpetrating violence but pointed at a wide variety of agents whose actions and omissions contributed to increase the intensity of the conflict in his country: armed groups, political forces that create polarization of positions

among citizens, Colombian people who look indifferent towards their country's situation, countries around the world whose decisions influence the dynamics of Colombia's armed conflict, among others (Focus group 1, May 21, 2018, researcher's translation).

Data showed that Felipe's awareness of the hegemonic representations spread by the official media of different actors challenged the experiences of those who have been affected by violence and whose voices have been disregarded. Thus, he ended up recognizing the experiences of a wide array of agents and developed independent positions about how to portray such agents.

Regarding Felipe's views of violence, he continued recognizing cultural forms of violence, even if the pedagogical project mainly emphasized the armed conflict. For instance, he said that the lack of tolerance towards diversity made Colombia look as a violent country since people do not tolerate that you support a specific soccer team or that you belong to a different political party (Focus group 1, May 21, 2018, researcher's translation).

Through the implementation of the pedagogical project, Felipe continued to denaturalizing cultural forms of violence that stand invisible given their ubiquitous presence in religion, art, language, among others. Actually, he was able to connect cultural violence to other forms of aggression as he considered the former could legitimize the use of direct violence.

Another big step in Felipe's development of critical awareness was his increased interest in the victims, which prevailed at the end of the unit. He made a video explaining the dynamics of the Colombian conflict, and he revealed the importance he gave to victim's testimonies: "*It is Time to Remember* is a narrative text. In this video, [the victims] tell us their experiences in the armed conflict. In this way, we construct the narration from their

memories" (Video recording, April 11, 2018). Another interesting aspect within Felipe's concern for the victims was that he recognized independent media as victims of mainstream media since the former cannot be sustained over time due to the huge power of the latter (Focus group 2, May 28, 2018).

Apart from the victims' perspectives and experiences, Felipe also included other disregarded voices from the grand-narrative about the armed conflict, i.e. those of peasant and rural teachers:

> Our video mainly represents the lifestyle of peasants, rural teachers, their struggles and resistance in the armed conflict […] *It is Time to Remember* shows the point of view of victims of a village [in a town of Eastern Antioquia], so in the video we do not have the perspective of other victims in other regions. Neither do we have the point of view of the military or fighters. Another point of view that the video omits is that of the young people who grew up in the middle of the armed conflict (Video script, April 11, 2018).

What is more, within the critique of agents that privilege some voices in detriment of others, he firmly criticized the role of the official media in this regard and suggested always to challenge the messages they convey. To illustrate this, Felipe mentioned that he was not certain anymore about the purposes of the mainstream media in Colombia since sometimes they seem to pursue noble intentions but at the same time they misinform people (Focus group 1, May 21, 2018, researcher's translation). In relation to this, Felipe also shared a personal experience when he trusted a TV show that he considered to be reliable but found out they had been omitting some information and manipulating some data, which made him realize the importance of double checking information and analyzing both what is said and shown and what is not (Focus group 2, May 28, 2018, researcher's translation).

Nevertheless, he suggested that the official media should present information in a neutral way, but this cannot be possible for they serve specific interests and this does not

allow them to tell the truth (Focus group 2, May 28, 2018). As shown in these data, Felipe started constructing critical views of the media; he realized that a lot of misinformation operates in Colombia with politicking purposes; that the media actually play a fundamental role in producing, spreading, and sharing information; and that mainstream media may behave as victimizers who silence those who have been usually disregarded from the official discourse about the armed conflict in Colombia.

In conclusion, after the implementation of the pedagogical project, Felipe was able to develop critical awareness regarding his perception of the armed conflict in Colombia. He shifted from a dichotomist view of war agents and started embracing a more holistic view of the different tensions, dynamics and contradictions that several war agents face. Also, he identified some causes of the war in the motivations some armed groups had to take up weapons. Besides, he started giving prominence to the victims' voices and included their experiences in the counter-text he created at the end. Finally, he ended-up questioning the role of mainstream media in spreading information about Colombia's conflict and adopted a skeptical attitude towards their intentions.

Hernan: In praise of Colombia's beauty

Hernan is a 22-year-old pre-service teacher coming from a middle-low social stratum who finished high-school in a public institution. He lives with his parents and sister in a town of Eastern Antioquia and was studying the fourth semester of the Foreign Language Teaching program when this study was set out. This participant works in the ceramics industry and likes to spend his free time reading books and listening to music, but he is also passionate about history and graphic design.

Since Hernan was a teenager, he had to deal with the urban violence that emerged in the neighborhood where he lived:

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[…]Many of them [his friends] died due to a war between [gangs], some other [because of] the famous *limpiezas* [social cleansing]. I really felt sadness in my heart when a young [died] in my neighborhood. Besides [this] feeling I also felt gladness because it was not me, thanks to my parents I took another way (Narrative, April 13, 2018).

As a young adult who is used to read and who likes history, Hernan's main media sources to be updated on his country's situation comprise social networks and websites, but from the very beginning, he recognized the importance of corroborating information received from any source (Survey, February 26, 2018). Hernan does not consume international media outlets but prefers to read national magazines like *Semana*, watch local TV channels such as *Teleantioquia* newscasts, and listen to local radio stations, namely *Oriente Stereo* which plays popular music and newscasts about the region.

This pre-service teacher had studied graphic design before engaging in the foreign language field, which called his attention due to his love for both English and pedagogy. Hernan sees English as the key to access information and to communicate ideas in a globalized world (Survey, February 26, 2018), but at the same time he thinks foreign language teachers in local and national contexts can contribute to the construction of peace in Colombia. More precisely, he believed that foreign language teachers could address such topics in their classrooms as a way to situate our practices in the context of our country (Hernan, survey, February 26, 2018).

Identifying violence in the symbolic nature of culture.

From the beginning of the pedagogical project, Hernan showed some critical awareness about the armed conflict in Colombia, which was evident in the way he portrayed some war agents, in his views of violence, in how he conceived the construction of peace, and in the roles he assigned to mainstream media. Concerning Hernan's initial

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representations of war agents, he was able to identify different actors including official

institutions, yet he held some negative perceptions of them. For example, when

participating in the bubble speech described earlier, he explained that he attempted to

represent guerrilla members as victims of the armed conflict since they can regret their

actions, may suffer when committing violent actions, and may be afraid and troubled

because of the horrors of war (see Figure 5). In the same class exercise, Hernan pointed at

the Colombian army as liars and murders of innocent civilians who were presented as

guerrilla members killed in battle (see Figure 6) and portrayed the police as perpetrators of

violence who victimize regular citizens instead of protecting them (see Figure 7). Data

analysis showed that Hernan was already able to identify the different controversies and

perspectives of those war agents that have been normally considered to be as totally cruel.

Besides, he could detach from those official perspectives that legitimize the national

government as a well-meaning agent always committed to the construction of peace. In

fact, Hernan clearly identified some government organizations as responsible for some

regretful actions that have triggered the intensity of the armed conflict in Colombia.

Nevertheless, he portrayed such official agents in a completely negative way without

considering any alternative perspective about their actions in the armed conflict.
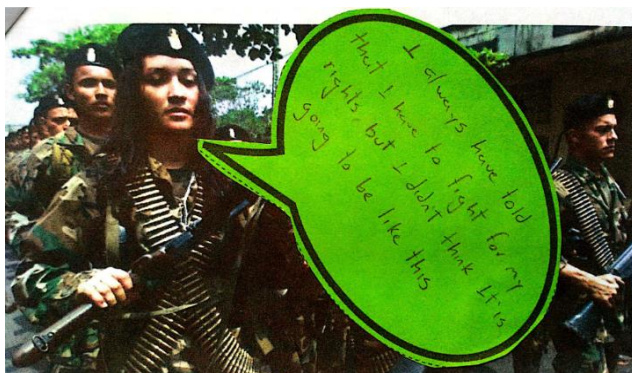
Figure 5. Bubble speech created by Hernan [I have always said that I have to fight for my rights, but I did not think it was going to be like this]

In addition to Hernan's initial views of war agents, he also showed some degree of critical awareness concerning violence. Even if Hernan referred to violence in terms of aggression, he was also able to recognize violence in discriminatory actions. Indeed, he initially defined this term as both aggression and discrimination: "violence means attacking someone" (Survey, February 26, 2018; researcher's translation). Furthermore, when sharing his experiences with both violence and the armed conflict in Colombia, Hernan mentioned that he had witnessed visible actions of such phenomenon in his neighborhood such as gang fights, drug consumption, robbery, physical aggression against women, among others (Narrative, April 13, 2018). However, in the first session, when exploring initial perceptions of peace and violence, this participant could also identify discrimination taking forms like racism and sexism as examples of violence: "[an example of violence is] discrimination, for example racism, sexism, etc." (Class discussion 1, March 12, 2018). These instances showed that Hernan's initial views of violence seemed linked to both direct violence, as reflected in physical confrontation and crime, and also to cultural violence, which stands invisible and is naturalized in our everyday life.

Figure 6. Bubble speech created by Hernan Those false-positive cases do not exist]

Figure 7. Bubble speech created by Hernan [Among them "la comunidad del anillo "]

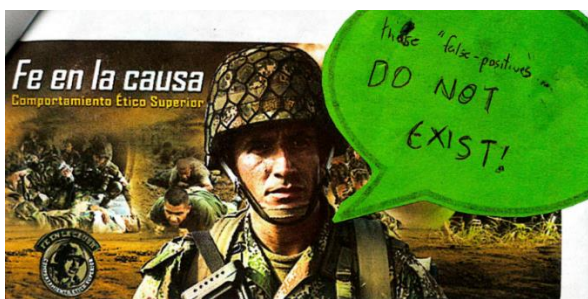As for Hernan's views of peace building processes, he referred to educational activities as a fundamental element to work towards peace. To Hernan, education has the potential to contribute to the development of critical thinking as a vital factor for not letting politicians to manipulate people (Survey, February 26, 2018). Particularly, Hernan believed that peace and violence were closely related to the ELT field since teachers can use English as a means to inform about the context of our country and can also use these topics to teach a language (Survey, February 26, 2018; researcher's translation). As shown in the data, Hernan could acknowledge education as one of the pillars underpinning peace, which seems strongly related to positive forms of peace including several aspects of social life i.e. economic well-fare, environmental sustainability, respect for human rights, among others, to contribute to the elimination of the causes of violence and to achieve stable and lasting peace. However, when it came to uncover the relationship between peace and foreign language teaching and learning, he saw it from an intellectual perspective since he talked about discussing about these topics as an academic matter, for learning a language and enriching general knowledge.

Finally, Hernan could also point at the mainstream media as actors who should present information including all possible perspectives even if they seem undesirable. In the first class discussion, for instance, after watching some videos presenting the actions of several war agents in Colombia, students were asked some questions based on the CML' five key concepts to think of other possible ways the media could have presented such messages. On this occasion, Hernan stated that even if the FARC had committed deplorable actions, the media should present the perspective of this group so that they convey neutral information: "it's difficult because FARC we know that they [hold a wrong perspective and have done bad things] but maybe show the perspective of the FARC too" (Class discussion

1, March 12, 2018). The analysis of the data allowed to see Hernan's awareness of the importance of including different voices, mainly those who have been historically neglected from the official discourse. From the perspective of the pedagogy of memory, this makes part of the development of critical thinking since it allows learners to understand the complex dynamics of the armed conflict and to show empathy towards the experience of several war agents, victims, and other participants involved. Nevertheless, mentioning neutrality does not stand as a critical position from the perspective of CML since this approach conceives that all media texts hold their own purposes and intentions; thus Hernan did not seem engaged in unveiling the hidden meanings behind media messages. In the section below I will present how Hernan's perspectives of war agents, violence, peace building, and the role of the media started to unfold.

Demanding the inclusion of the historically excluded.

Along the development of the pedagogical project, Hernan was able to hold critical views of some media messages and persisted in his demand of including all the perspectives of those involved in the armed conflict. As evidenced during some class discussions, Hernan was able to challenge some information spread by the media related to economic aspects of the peace agreement between the government and the FARC. For example, when analyzing the validity of the Figures presented on TV commercials dealing with the Peace Plebiscite conducted in Colombia in 2016, Hernan contrasted the advantages of funding guerrilla members to start a business and the disadvantages of sending them to jail which was one of the arguments against signing the peace agreement. In this sense, he questioned whether paying the guerrilla 8'000.000 for running a business would me more or less expensive than sending them to prison (Class discussion 2, March 21, 2018). Moreover, he criticized that the purpose of those media messages were to play with

audiences' feelings rather than to present well-informed arguments: "[there are not] arguments in the videos, they are just playing with your feelings" (Class discussion 2, March 21, 2018). This impression prevailed in another class when analyzing the content of a podcast that seemed to hold a very official perspective of the conflict; the podcast portrayed the government as the savior of the country while the guerrillas were positioned as terrorists pursuing no reasonable purposes. In this analysis, we relied on the CML's five key questions for examining audience's interpretations and Hernan asserted that this message meant to generate pity among the audiences (Class discussion 4, April 9, 2018).

Departing from data analysis it is noticeable that Hernan started making some attempts to evaluate media content critically. He identified that the media use some codes and conventions e.g. playing with people's feelings to convey their messages so that their audience think the way the media want them to think, and he seemed aware of the different interpretations and meanings that people may make regarding such media messages.

Apart from challenging some media messages, Hernan also demanded the inclusion of different voices when trying to understand Colombia's armed conflict. He paid special attention to victims belonging to indigenous communities who stand as strong people despite the tragedies they went through. For example, in one of the class discussions, we used the analysis of photographs to elicit memory and to compare the voices of the victims, the State, the war agents, and the media about the conflict in Colombia. They had to choose one photograph that called their attention and participate in a discussion as a round table. In this exercise, Hernan was impressed by one image showing an indigenous woman affected by a landmine that made her lose both hands and one eye (see Figure 8), which he found surprising for she was smiling despite her tragedy (Class discussion 4, April 9, 2018). Furthermore, Hernan was able to identify the voices omitted from a newspaper article

addressing issues of violence in Colombia. Here, students used CML's key questions to analyze their articles and then presented their analysis as a whole class. Hernan noticed that the original article was focused on the paramilitaries' perspective, so he took a new article that talked about different situations faced by children belonging to paramilitary groups:

> In this article we found that they omit the others perspective, they only focus [on] the paramilitaries perspective, so that was the reason we took these two articles: BBC news and CBC news, and here we made a little [comparison], for example this called our attention because this talks about the children, the children who are in the paramilitary groups and it was the only that mentions children in the news (Class discussion 6, May 7, 2018).

Data analysis showed that Hernan was able to challenge hegemonic representations of different agents involved in the conflict and to give prominence to some of those who have been normally overlooked e.g. the role of indigenous communities and children in the conflict, their suffering, their struggles, and their contributions. In other words, Hernan showed sympathy towards disenfranchised groups who have suffered the consequences of the armed conflict rather than highlighting the role of those whose violent actions have been legitimized e.g. the national army, the church, the police, the ministry of defense, among others.

Nubia Gonzalez is an indigenous woman of the Jiw community. She lost both hands, one eye and part of the vision of the other one, when an unidentified object, that she had collected from the ground, exploded unexpectedly in her hands. She and seven members of her family were injured. Photograph: Juan Carlos Sierra.

Figure 8. Picture chosen by Hernan [Indigenous woman victim of violence]

Challenging cultural forms of violence.

At the end of the implementation of the pedagogical project, Hernan continued holding the same views of both violence and the media. His final podcast aimed at changing the way in which people saw Colombia and it was named "The risk is wanting to stay". Even though Hernan presented a background in his podcast about the damages caused by the armed conflict, he declared that Colombia is not a synonym of violence and fear anymore, then he invited foreign people to visit our country and to fall in love with its places (Podcast script, May 12, 2018). This final product after the implementation of the unit seems to match his initial conception of violence as not only direct aggression but also as invisible expressions embedded in language, attitudes, arts, religion, politics, etc. Therefore, he focused on resisting discriminatory messages against Colombia; he wanted to fight against fear, hatred, and prejudice against this nation that portray our people as drug dealers, murders, criminals, violent, among other negative features. Nonetheless, Hernan did not challenge the initial perception of violence he had about direct actions of crime since he remained attached to the idea that the armed conflict was solved because of the peace agreement. Moreover, this participant did not acknowledge the presence of the social conflict that still harms our country. Such conflict remains alive in the relations of power that decide over the unequal distribution of resources, the way education is underfinanced, the improper job conditions offered to workers, the absence of high quality health services, the lack of effective policies to protect our environment, the indifference towards the assassination of social leaders, among other elements that prevent social justice and equity while favoring human rights abuse. Furthermore, when being asked about his sudden change in attitude, Hernan replied that the topic got monotonous and that he had had

enough of the same (Interview, May 31, 2018). This may explain the reason why he emphasized on fighting cultural forms on violence on his podcast rather than on direct forms of violence.

Concerning Hernan's demand to mainstream media about including all the perspectives about the conflict persisted till the end of the unit, but it was not evident enough in the counter-text he created. Hernan seemed interested in the work of victims and showed admiration for what they could do to prevent human rights' violations in Colombia. For example, in one focus group he highlighted the testimony by a victim's representative who visited one of our classes; he showed respect and appreciation for what she had done in Eastern Antioquia to overcome her painful past and to support other victims (Focus group 2, May 28, 2018). Besides, Hernan emphasized on including different voices that need to gain prominence when making decisions about the trustworthiness of the media messages. When being asked about the way to present information, he ratified this position but mentioned neutrality again (Focus group 2, May 28, 2018, researcher's translation).

However, even if Hernan recognized the importance of including different perspectives, when it came to creating his podcast, he focused mainly on tourists' perspectives and some other positive aspects of Colombia rather than on eliciting memories about the tragedies that need to be prevented in our country. When identifying who benefited from his message in the podcast, he replied that he targeted the tourists who plan to visit our country:

> We tried to mention all of [the voices], but the problem with this is that we could not give all the details about them. Mostly, as we said before, the tourists who [have] the intention of visiting Colombia [would benefit from the message of our podcast] (Podcast script, May 12, 2018).

Besides, he did not take into consideration victims' voices even if he had mentioned the relevance they should gain in understanding the armed conflict. For instance, when being asked about the values, lifestyles and points of view that he omitted from his podcast, he said that he had omitted the willingness of FARC to comply with the peace agreement as well as government's actions and victims' opinions about such agreement (Podcast script, May 12, 2018). Moreover, Hernan explained that he still considered the topic of the unit as a relevant issue but at the end it got monotonous so he lost interest (Interview, May 31, 2018).

Data analysis showed that Hernan's attempts to include different perspectives as a memory exercise was more easily said than done since he showed resistance to make it evident in his actions. This prevented Hernan from presenting the armed conflict as the product of opposing interests which would allow the recognition of political and social responsibilities regarding what has happened in our country. Therefore, Hernan's podcast did not make a huge contribution to resist the oblivion of our country, but it challenged some forms of cultural violence that are also necessary to be confronted given their potential to naturalize direct and structural violence. Besides, Hernan preferred to make tourists' perspectives prominent rather than those of the ones who have been historically omitted from the grand-narrative of the conflict in the Colombian media: the victims. The analysis also confirmed that Hernan continued talking about neutrality or objectivity when devising alternative ways of presenting information, but it is still clear that this position neglects the principle of non-transparency that presents all media messages as "constructed" or having hidden purposes.

To sum up, after the pedagogical project was conducted, Hernan was able to challenge cultural forms of violence, to demand the inclusion of victims' voices, and to

challenge some information coming from mainstream media. Despite his call to include victims' perspectives or understanding the armed conflict and even with his strong critique of the official media, Hernan did not design alternative messages that present information where disenfranchised voices could be heard, that contribute to remember what happened in our country, or that work towards "never again for anyone". Instead, he challenged cultural violence or discrimination against Colombia i.e. portrayal of our country as a dangerous and violent place, but his counter-text did not represent his admiration for the victims' work and his concern for avoiding the repetition of the same tragedies.

William

When there is still life in our dreams.

William is a 23-year-old pre-service teacher who lives with his parents in a town of Eastern Antioquia. Coming from a middle-low social stratum, he studied in a public high-school and is now a fourth semester student at the Foreign Language Teaching program. As a young adult, William has a very active life; he enjoys reading, listening to music, and trekking; he is also passionate about working the land and participating in community activities.

From the very beginning of his life William was affected by the Colombian armed conflict. His family was displaced when he was just a newborn, then they had to move to a new place where they suffered again the pressure of different armed groups:

> I was born, but it was not possible to return to the farm, as the guerrillas had already occupied our house and the murders of peasants and local residents continued. This is how my parents were forced to start a new life in another place, give up what they had and start from scratch (Narrative, April 13, 2018).

Despite the tragedies he witnessed, William got involved with NGOs working with victims of the armed conflict. His initial interest was to look for any entity that certified his

social service as a requirement to graduate from high-school, but he ended up being the representative of the victims in Antioquia; thus he has worked in defense of human rights and has built proposals for the construction of the peace agreement between the government and the FARC (Narrative, April 13, 2018).

As a social activist, William often tries to be updated on the country's situation through national mainstream media such as *El Colombiano* newspaper or *RCN*, *Caracol*, and *Teleantioquia* newscasts, as well as on other digital media and international TV news such as CNN. Interestingly, his work for the Regional Civil Society Organization of Victims (Mesa Departamental de Victimas de la Sociedad Civil) and for the National Network of Young Human Rights Defenders (Red de Jóvenes Defensores de Derechos Humanos) has offered to him different spaces of critical reflection about media messages, which seems to be a very important strategy in the work of these organizations (Survey, February 26, 2018).

Before pursuing his studies in foreign languages, William received training as a life and mental health promoter to responsibly assume his duties as counselor of victims of the armed conflict. After that, he decided to become a foreign language teacher motivated by his desire to serve others and his passion for languages. His life trajectory has led William to believe that teaching and learning a foreign language requires the constant interaction with the context and the promotion of critical views towards reality so that learners can feel they make part of society (Survey, February 26, 2018). He thinks foreign language teachers in local and national contexts should promote responsible and clear information management (Survey, February 26, 2018).

Transformative agency as a catalyst for peace building.

Given William's activism, he already had some critical views of different aspects of the armed conflict in Colombia; for instance, he was aware of the role of responsible citizenship to eliminate war, its structural causes, the scope of violence, and the conditions for peace building. Concerning responsible citizenship to eliminate the war, William recognized the possibility to get to an agreement in Colombia's armed conflict as long as all the parties committed to this endeavor. In this regard, William referred to the contribution of the government, the armed groups, and the citizens; anyhow, he emphasized the need to empower people for working towards this goal (Survey, February 26, 2018). In fact, William was coherent with his thoughts since he himself decided to behave as a responsible citizen and to look for the creation of scenarios of peace and reconciliation. When sharing his narrative, for example, he mentioned about the mobilizations, contributions made to the peace agreement and support provided to the truth and reconciliation commission:

> We have built proposals in favor of the victims. These proposals have been presented to the governments with the interest of [making them become law] and part of the [government] projects. We have participated in mobilizations, in the construction of the peace agreement and on this year we have made accompaniment and support to the commission for truth clarification in its mission (Narrative, April 13, 2018).

Here, data analysis showed that William was able to identify the responsibility we all have to change the reality of the armed conflict, which has to do with the transformative agency we need in order to act upon our social reality. Consequently, William already behaves as a responsible citizen who takes action for envisioning a better society and transforming the reality of his community.

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Apart from acknowledging the possibilities to overcome the armed conflict, William could also identify some of its structural causes. During the bubble speech exercise that students did in the first session, William shared his perspectives with Hernan as they worked together. William explained that he attempted to represent that the guerrillas can regret their actions since they also suffer when committing violent actions because they were forced to do so (see Figure 5). From the analysis of the data, it is possible to see that William identified that war agents face varied tensions and controversies. Although he did not explicitly mention the structural causes of the armed conflict, he subtly referred to the defense of human rights as one of the reasons why guerrillas were created. Then, he showed awareness about some unequal conditions that forced certain people to use weapons as a way to change what they considered unfair.

With respect to William's critical awareness of violence in the armed conflict, he referred to it in terms of the multiple forms it may take. One form had to do with the violation of constitutional and human rights (Survey, February 26, 2018, researcher's translation). Another form of violence he mentioned was the negative reactions that emerge when conflicts cannot be resolved. In some discussions, for example, William referred to violence in terms of differences that need to be solved: "violence is […] when the differences […] cannot [be solved]" (Class discussion 1, March 12, 2018). Additionally, William talked about visible forms of violence in his narrative, including extortion, kidnappings, bombs, gunshots, among others (Narrative, April 13, 2018). Finally, in the bubble speech exercise that William performed with Hernan, he referred to some invisible forms of violence including the discriminatory comments made against his own university that portray it as an institution training guerrillas (Figure 10). From the analysis of the data, it can be concluded that William's wide perspective on violence allowed him to see the

multiple forms it can take. He was able to identify structural violence when mentioning the lack of human rights protection as a violent action that prevents people to enjoy fair social conditions. Besides, he clearly identified direct violence as he targeted specific agents committing visible actions of crime, destruction, and physical aggression. What is more, William identified cultural forms of violence such as the spread of harmful prejudices against his own university that are likely to put its students at risk considering the context of our country where leftist people easily become military objective of extreme right groups.
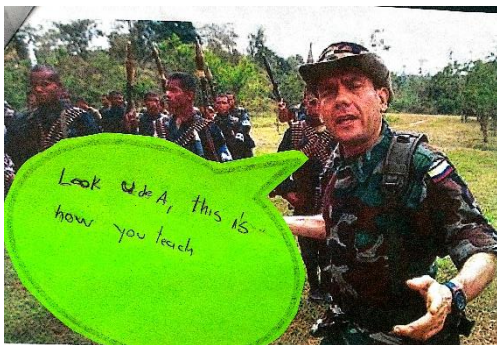
Figure 9. Bubble speech created by William [Look UdeA, this is how you teach]

Lastly, even though William came to participate in this study being already aware of different issues of the armed conflict, he did not seem to be totally aware of the hidden purposes that official media pursue. In this regard, something appealing in the first class discussion appeared when William said: "I believe that all the media is promoting good formation and information" (Class discussion 1, March 12, 2018). The analysis of the data showed that William did not seem aware of the main motivation that mainstream media pursue is to gain profit and power. In the following paragraphs I will describe William's

sustained critical awareness about the armed conflict as well as his evident concern for its victims.

Structural violence triggering the armed conflict in Colombia.

Over the course of the unit, William continued showing his critical awareness about the armed conflict of his country, the role of war agents, and the relevance he gave to the victims' voices. About William's critical awareness of Colombia's armed conflict, the analysis of some TV ads concerning the war in our country, helped William to unveil some omissions in the mainstream media. In the first TV ad about 2016's plebiscite, the main argument for voting "no" included all the privileges that the guerrillas would enjoy and criticized the poor job conditions of many workers whose salary barely kept them fed. Here, William stated that the omission in this video was that if the "no-vote" had won, workers' disgraceful job conditions would not have changed:

> If the [NO-vote] wins [the situation of Javier won't] change. [In the] other video Colombia is showed as a best country but [if] the [YES-vote] in favor of the peace agreement is approved it represents the [end] of the conflict with only one armed group and in Colombia there are other groups that are not included in that peace agreement (Class discussion 2, March 21, 2018).

Data showed that William seemed mindful of the need to overcome the idea that the signing of a peace agreement may eventually solve all the problems of his country and mentioned the unequal economic situation many workers face in Colombia that will remain being the same after the agreement. Thus William seemed to associate the lack of social justice and equity for those who have unstable working conditions and underpaid jobs as a contributing factor to increase the social conflict in Colombia.

In relation to the role of war agents, William's critical awareness of the different perpetrators of violence involved in the armed conflict persisted. In the same analysis of the

TV ad, there was a video whose main argument for voting "Yes" in the Peace Plebiscite relied on the importance of reducing the intensity of the armed conflict. Here again, in a class discussion guided by the five CML's key concepts, William was able to deduce that if the "Yes-vote" had won, this would have represented the end of the conflict with just one armed group, but he clarified there was more than one agent involved in Colombia's armed conflict: "[if the "Yes-vote"] is approved it represents the [end] of the conflict with only one armed group and in Colombia there are other groups that are not included in that peace agreement" (Class discussion 2, March 21, 2018). The analysis of the data demonstrated that William warned of the presence of several war agents who were not included in the most recent agreement. Thus William showed to understand the dynamics of the armed conflict due to his ability to identify the multiple responsibilities that different war agents have in the conflict without privileging one actor over the rest.

William's criticism towards government's actions in the peace building process was another sign of his awareness concerning the role of different war agents. In one of our sessions, for instance, we invited a representative of an organization working with war victims to share her experiences with the class. The goal was to provide spaces to reflect and learn about the victims' perspectives related to violence in the local context. Here William said that he did not understand why governors who had supported the demobilization process of paramilitary groups opposed the demobilization process of the guerrillas (Class discussion 5, April 23, 2018). William's criticism towards governors who opposed the peace agreement with the FARC prevailed in other class discussions. For example, when he presented his analysis of some newspaper articles that students examined guided by the CML's key questions, William criticized that people belonging to a recognized political party in Colombia associated the peace agreement to a synonym of

impunity for the FARC and said they were not considering the rights of victims and the guarantees of non-repetition of the same tragedies:

> When we read this text, some questions [arose after the] reading: [What about the victims of violence?] because [that political party] always says that [it] is not acceptable that the FARC can [make] part of the government, [that] they should be attacked by armed forces, but where are the rights of the victims? (Class discussion 6, May 7, 2018).

Data analysis revealed that William had the capacity to point at governors as promoting some demobilization and reintegration programs favoring paramilitary groups and he questioned that they strongly opposed the signing of a peace agreement with guerrilla groups that represented calmness for many communities across the country. Such critique of the government's contradictory actions indicates the awareness William always had towards different war agents since he challenged the dominant discourses portraying our government as a well-meaning actor committed to the promotion of security and peace in Colombia.

Williams' concern about the victims was another sign of his critical awareness about the armed conflict. For example, once he told his classmates about the reparation process of the victims and stated that the victims of paramilitary groups were the priority, which he considered to be unfair since some victims were treated better than others (Class discussion 5, April 23, 2018). Besides, he mentioned that the institutions that assist victims do not behave professionally and victimize people again. He told the case of a woman abused by the national army and who never received attention because at that moment the victims from the state were not recognized (Class discussion 5, April 23, 2018, researcher's translation). William's concern about the victims was also evident in the analysis he did of the newspaper article related to peace and violence in Colombia. The alternative article he

looked for was titled: "Victims supports YES in the plebiscite" which he considered an article that advocated for making victims' voices heard: "[it] is very similar the structure of the text but the main difference is that here in this text, [the] main character are the victims, and the voice of victims are the most important in this article" (Class discussion 6, May 7, 2018).

The analysis of the data indicated that William proved to be a conscious participant who included different voices in his personal reflections. His empathy towards disenfranchised groups of people evidenced the way William questioned the importance given to some victims above others. Even if pedagogy of memory and CPE reclaim the voices of the victims as one of the main characters in a conflict, William was able to go beyond and discern the power relations that operate and end up privileging some victims over the rest. In the next section I will describe how the creation of a media text supported William's autonomous work towards the enhancement of his critical awareness regarding the armed conflict and the role of mass media.

Mainstream media as perpetrators of violence.

At the end of the pedagogical project, William continued being critical about the causes and consequences of the armed conflict along with its agents, the intentions of the mainstream media, the different forms of violence that surround us daily, and the citizens' role in peace building processes. Something new that William had not showed before was his criticism of the mainstream media as perpetrators of violence as well as the increase in his motivation to continue working towards peace.

Regarding William's final perception of violence, he still could see it in varied actions and omissions on a daily basis, just as he used to do at the beginning of the unit. Firstly, he identified violence in the way people react to conflicts, that is to say bad

relationship management (Focus group 1, May 21, 2018, researcher's translation). In addition to this, William also recognized the priority we need to give to forms of violence that are present in inequity, that is to say, in the unfair economic system that force many people to work under humiliating job conditions while lacking a decent health system (Focus group 1, May 21, 2018, researcher's translation). Among those varied forms in which violence can take place, William also saw it as more than physical aggression since he considered himself as a direct victim of violence because of the changes he and his family had to deal with due to the intensity of the armed conflict (Interview, May 31, 2018, researcher's translation). Apart from identifying violence in the effects of a forced displacement, William also found the misinformation spread by the official media as another example of violence since they hide information and the audience may start interpreting their messages based on the mainstream media's manipulation (Focus group 2, May 28, 2018, researcher's translation).

According to data analysis, William kept holding a wide perception of violence that let him recognize the multiple forms this phenomenon can take. He saw violence in the adverse reactions regarding conflicts in general, that is the bad management of relationships as well as the difficulties in reaching a peaceful agreement. In addition, this participant firmly refused the idea of violence as mere direct actions of crime and physical damage, but invited to consider other forms of violence such as the distress and fear caused by forced displacement in a violent nation. Above all, William identified violence in unequal forms of citizenship that prevent people to exercise shared power and to enjoy fair life chances including access to decent job conditions and high-quality health services. What is appealing at this stage is that this participant could see structural and cultural violence in the misinformation spread by the media, which is something different to what he stated at

the beginning when he used to believe in the pure informative nature of the mainstream media. In other words, William developed a more elaborated perspective about the hidden messages of the media and the way they can manipulate and divide a whole nation for making people think according to the interests of those holding the power.

As for William's views of peace building processes, he emphasized on the personal contribution that each individual can do rather than trusting candidates who promise the best solution for ending the armed conflict (Focus group 1, May 21, 2018). He also ratified his idea of peace as a collective project that all the citizens can reinforce when he replied to an interview about the recommendations he would like to give for these type of studies (Interview, May 31,2018). Data analysis showed that William regarded peace not only as an issue related to any government program but also as a personal endeavor that can take different shapes: individual, social, in our family circle, among others. At this stage he did not refer to peace as the protection of constitutional and human rights as he did at the beginning of the pedagogical project, but he emphasized on people's transformative agency as the catalyst of peace. William clearly advocated for the capacity we all have to act upon what is important for us, namely our country, and he defended the responsibility we have to make our country a better place to live.

What is interesting concerning Williams perception of peace building processes is that at some point in the pedagogical project he started feeling demotivated because of the lack of information that operates in Colombia and because of his realization of the real purposes that the mainstream media pursue in our country. Such manipulation made William was disappointed since he considered his work with the victims to be insignificant for countering the misinformation campaigns promoted by the official media (Focus group 2, May 28, 2018). However, despite the disappointment generated by the most recent

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election results that he associated to the influence of the media, William firmly stated that his involvement in this pedagogical project motivated him to continue working towards peace. More particularly, seeing the transformation some of his classmates showed in the class discussions, made him realize that his desire for transforming the reality of his country had not faded:

> This unit encouraged me to continue making my contributions, some of my classmates did not know anything about these topics and now I can see them motivated, interested, and empowered to talk about it. This transformation makes me feel motivated to continue disseminating the message of peace since violence has marked our country and we are not always aware of this (Interview, May 31, 2018, researcher's translation).

In conclusion, at the end of this process, William kept holding his critical position concerning violence and peace in Colombia. Therefore, his gain from this pedagogical project was more evident in the increase of his personal motivation regarding the work he had been doing since he felt committed to continue working towards the support of victims and peace building processes even if the power of the official media seemed difficult to be challenged. In fact, William also raised his awareness regarding the role of the mainstream media in contributing to the oblivion of our country given that he acknowledged the damage that mainstream media produce when misinforming their audiences, manipulating their content, using malicious formats, and seeking to gain power and profit.

Moreover, William remained consistent with his idea of the armed conflict as a complex issue whose causes, consequences, and agents need to be understood so people can unlearn the war. Besides, he identified different war agents along with their purposes avoiding a dichotomist characterization of their positions. Finally, this student-teacher kept consistent with his comments about the victims as the main characters for recovering the memory in our country because he rescued their perspectives and gave them the relevance

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they deserved. All these factors evidence the critical awareness that William brought with him since the study was just starting.

Finally, concerning the language aspects that were addressed in this study, it is possible to say that most discussions, listening activities, readings, and writing exercises about the topics proposed in the unit were held in English. Even if the main purpose of this study did not involve the analysis of this element, we achieved the communicative goals of the course at the end of the unit. Most participants increased their use of vocabulary in terms of expressions of opinion, speech organizers, and words related to the armed conflict in Colombia. Besides, they were able to identify and provide main arguments in oral and written forms, they cited other people's ideas using direct and indirect speech, asked different types of questions in an interview about victims' experiences in the conflict, and included active and passive voice when creating their counter-texts at the end of the pedagogical implementation. For those who had notorious difficulties for achieving the linguistic goals, I suggested them different pedagogical materials, closely monitored their work in class, and opened-up a series of tutoring sessions for them to have a more personalized support.

Discussion and Conclusions

This study attempted to examine how the implementation of a pedagogical project based on CML and pedagogy of memory could enhance foreign language student-teachers' critical awareness about the views of Colombia's armed conflict portrayed by mainstream media. Findings indicated that students' perceptions about the armed conflict were -to some extent- already critical before the implementation of the study, but as long as the pedagogical project progressed, it allowed all three participants to enable more complex analyses of their country's situation, the role of mainstream media, and the need to listen to other voices that have been historically silenced. Lastly, some language aspects were addressed promoting the development of the four linguistic skills, but the main purpose of this study did not involve the analysis of this component. Data analysis indicated that the implementation of this pedagogical project gave participants the opportunity to develop more complex analyses of the representations of peace and violence in the conflict of the country by widening their perceptions of the causes and consequences of the armed conflict, by making them aware of the varied war agents, by guiding them to realize the relevance some disenfranchised voices need to regain, and by supporting them to uncover the hidden purposes of mainstream media.

This study expands on Bello's (2012) study since both projects discussed social issues with undergraduate students in an EFL course, but the present research did not focus on the promotion of values in the classroom. Although this study acknowledged the importance of respect, tolerance, or family care, it also made pre-service teachers reflect on the armed conflict of their country and the relevance of remembering our past to transform our future. Anyways, at the end of this research, students challenged media messages as part of their class activities and as a likely starting point to take action in other settings.

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Besides expanding on Bello's (2012) study, the present study confirms and reinforces Gómez's (2015). His study made student-teachers provide critical opinions about prejudices and social injustice, cultural domination, and patriarchy. This study made pre-service teachers relate those issues of poverty, marginalization, labor exploitation, and lack of health services to the structural causes of the armed conflict in Colombia. Both studies found that it was possible to use EFL contexts as rich scenarios to raise critical awareness about social issues such as peace building.

Apart from the previous similarities, this study contradicts Hurie's (2018) study in various aspects. One of the aspects this author found is that English teaching and learning was not included in the peace agreement between the government and the FARC, which made it unnecessary for building peace in Colombia. However, the present study proved that education has a strong power to contribute to peace and that language is immersed in a context surrounded by socio-political circumstances that cannot be neglected. Indeed, the participants of these study ended up being aware of the peace as a whole process involving educational processes as well as the contribution of all citizens and war agents, and not as the mere signing of an agreement between two parties only.

Another contradictory aspect with Hurie's (2018) study is the fact that *Colombia Bilingüe* language policy perpetuates domination and underestimates violence in our country. Nevertheless, this argument points at the policy as flawed, not at the foreign language teaching and learning process itself. Besides, this study never considered government policies as indispensable tools to promote CPE, but it attempted to position EFL pre-service teachers as peace builders in their own classrooms, which may end up portraying them as policy makers for the benefit of their own teaching purposes.

One more argument in Hurie's (2018) study that contradicts the present research has to do with the Colombian language policy as a tool to externalize violence. This means that the contents proposed by the suggested materials in *Colombia Bilingüe* made violence look as something far from our reality. On the contrary, this study proved that it was possible to address issues of peace and violence in the local context of the participants. As a matter of fact, EFL pre-service teachers were able to analyze local conceptions of the armed conflict in mainstream media related to their own lives and more immediate settings.

Finally, Hurie (2018) found that working towards peace demands the achievement of social justice instead of being an empty slogan to quell criticism from academics who see it as a language policy underpinning neoliberal ideologies. Conversely, the present study proved that its participants could use English to reclaim peace as an integral process where human rights are guaranteed and they saw peace as something more than the absence of war. All in all, these EFL student-teachers developed complex understandings of structural violence and positive peace, which challenges the idea that the work towards social justice cannot be done in an EFL context.

Concerning international studies, this study confirmed what Christopher & Taylor (2012) found in relation to the development of student-teachers' critical awareness on economic injustice and human rights. This study enabled its participants to identify different forms of peace, violence, and injustice through several reflections, class discussions, and creation of counter media texts. What was appealing in Christopher & Taylor's (2012) study is that their participants departed from reflection and later on they started moving to action for peace and justice in their school context. This can be explained in terms of the duration of their project, which lasted two years in contrast of the present study whose pedagogical intervention was way shorter.

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Lastly, the present study confirms what Morgan & Vandrick (2009) found in terms of the power of CML to unveil issues of language manipulation to spread harmful prejudices against different cultures. In that study, ESL students challenged official media and created their own perceptions of the cultural backgrounds where their classmates belonged to. Similarly, the participants of the present study could resist some mainstream media messages and created some counter texts conveying messages in favor of the most disenfranchised groups in Colombia: the victims of the armed conflict.

Explanations for the student-teachers' development of more complex analyses of the representations of peace and violence in the conflict of their country have to do with the implementation of both principles and pedagogical tools set by pedagogy of memory and CML. Firstly, student-teachers widened their perceptions of the causes and consequences of the armed conflict as well as their awareness of the varied war agents since the principles of pedagogy of memory underpinning this study provided learners with elements to analyze their local context, meaning that they could start judging their social reality (Aponte, 2016). Such principles also gave learners opportunities to understand Colombia's conflict, that is to say, to conceive it as a nonlinear phenomenon emerging from various social, political, and economic factors (Torres, 2016). Similarly, the pedagogical tools set by pedagogy of memory i.e. specific questions and practical activities like opening spaces for dialogue and reflection about the armed conflict also helped. Students' participation in debates, analysis of photographs, and conversations with victims, supported their analysis and comparisons of the mainstream discourses in contrast with the voices that have been silenced because of violence. Hence, these findings confirm the potential of any school environment, including the English class, as a space to signify the voices that have been silenced in the grand narrative of Colombia's armed conflict (Ortega, 2016).

Secondly, student-teachers were able to realize the relevance some disenfranchised voices need to regain and they also uncovered the hidden purposes of mainstream media thanks to the practical CML five key questions that engaged learners in analyzing and critiquing media messages. All this ratifies the power these questions have to unveil lifestyles, values, and worldviews promoted by mainstream media texts (Kellner & Share, 2005). Also, since CML enhances the creation of alternative media to resist its pervasive messages (Kellner & Share, 2007), trying to devise more inclusive and peaceful messages required learners to deconstruct what was normally spread about peace and violence in Colombia, which helped to make their own voices heard while challenging the discriminatory portrayal of Colombian people (Gainer et al., 2009).

On the other hand, the troubles that these students had with analyzing the value-laden nature of mainstream media messages and with creating their own counter-media texts, demonstrate that becoming critical about the representations of the armed conflict does not magically occur after the implementation of a single pedagogical project. Such difficulties were evident in some participants who focused on resisting discriminatory messages against Colombia while legitimizing the idea that the armed conflict was solved with the peace agreement, which made them neglect the social conflict that still drains off our country. This situation evidences the power that the official media hold to shape people's worldviews yet being largely ignored (Steinberg, 2011) and my participants' profile can tell that most of them had learned information about their country's situation through mass media. Moreover, it sets the need to integrate several institutional structures and courses to ensure the dissemination of CPE (Hantzopoulos, 2011) given that a single unit in an isolated course cannot make EFL pre-service teachers to critically view the representations of the armed conflict in mass media at the drop of a hat.

The significance of these findings can be understood within the field of education in the Colombian context. This country is going through a process of implementation of the peace agreement where education, as a fundamental component of social life, can become one of its main shields to protect this implementation from failure. Even if teachers of all subject areas are called to contribute to such process by bringing peace into the curriculum, English educators in Colombia, in particular, should attend this call. All this because they have been historically positioned as simple technicians in charge of delivering a body of knowledge without considering the needs of the socio-political context where the learning of the foreign language takes place. As a counterpart of this, the present study stands as a door to open new possibilities for addressing the English learning and teaching process in the context of Colombia's armed conflict. In fact, the national government is now calling candidates who wish to take part in the national teachers' contest to provide teaching positions in all of the regions where the armed conflict has been more intense. Here, this study may start an interesting conversation about the ways to promote CPE in public institutions around the country to support these communities' process of transformation, reconciliation and non-repetition.

Nevertheless, this study had to deal with time constraints that prevented the possibility to open up the concepts of peace and violence. Since my learners proposed other topics for covering the linguistic goals set in the course program, I just devoted some weeks of the course to the present pedagogical project and in that length of time I could only address various forms of peace and violence in the context of Colombia's armed conflict. Still, getting student-teachers acquainted with various types of peace and violence in everyday life may support their awareness raising process about the way to contribute to peace as a personal endeavor in every setting where they interact with others.

The previous limitation sets the need to conduct further research about foreign language pre-service teachers' representations of other forms of violence that may be present in both their classroom and immediate contexts, but which are hard to unveil e.g. cultural violence, structural violence, and ecological violence. This can provide ELT future teachers with more elements to identify their learners' background along with its lacks, needs, interests, among other hints that help educators to link their students' realities to their learning process. This way, student-teachers may become more aware not only of their learners' context but also of some alternatives to empower them so their learners reflect on how to change some of the harsh conditions they face.

This study has some implications for both teaching and research. For teacher education programs, it calls on the introduction of the principles of CPE and pedagogy of memory as guiding principles in their curricula in order to sensitize student-teachers about the varied social problems that our society faces. Teaching a language or any other subject matter in an instrumental way as if it were a mere body of knowledge to be delivered in our learners does not match our mission of humanizing the world and does not contribute to build a peaceful country. Some of our future teachers overlook the reality that exists beyond schools walls and the teacher preparation programs judiciously prepare them to impart linguistic knowledge while the inquiry about educational processes in violent contexts is still under construction or is non-existent in some other cases.

The implications for research have to do with supporting studies involving an interdisciplinary work of EFL with other areas of knowledge, namely social studies, that have traditionally been in charge of working on the development of principles and interactive techniques to enhance memory and to avoid the repetition of the same tragedies. If taken under critical perspectives and working hand in hand with other disciplines, the

EFL field can become another ally to contribute to peace building in Colombia. Particularly, PE and pedagogy of memory enriched the examining of local knowledge about Colombia's armed conflict and helped to understand the varied perceptions coined to the concepts of peace and violence, all this while working towards the achievement of some specific language goals. In other words, further research is needed about bringing together the potential of both EFL field and social sciences to go beyond the instrumental views of language teaching, to challenge the language policies that externalize Colombian conflict, and to promote critical perspectives on social issues that affect our learners' daily life, as it is the case of a social and armed conflict like the one Colombia is still experiencing.

As a teacher researcher, I faced mixed feelings when realizing that there were few studies in Colombia making a connection between EFL and CPE. I first started feeling uncertain about whether teaching a foreign language could actually make any difference to the complex and dynamic socio-political reality in my country. Then, I decided that it was absolutely necessary and that my students would love this topic as much as I did. Later on, I got frustrated when some of them started showing demotivation towards this matter. However, at the end of the process, I gladly noticed some subtle changes among my learners concerning their comments, attitudes, and awareness about the conceptions of the armed conflict spread by mainstream media. At that moment, citing Eduardo Galeano's words, I was convinced that many small people, in small places, doing small things can change the world. This is definitely an experience that showed me how we can transform our closest reality by writing, dancing, singing, painting, or teaching. It showed me that we were many people wishing the same, trying to be anonymous heroes who enjoy doing what they live for: to make others happy, to humanize our world, to defend justice.

To conclude, the implementation of a pedagogical project guided by CML and pedagogy of memory can enhance foreign language student-teachers' critical awareness about the views of peace and violence in Colombia's conflict spread by mainstream media. Nevertheless, a single project in one course cannot make a huge difference. It requires a systematic work integrated into the whole teacher preparation program so that future educators feel prepared to identify social injustice, to face harsh conditions in their contexts, and to empower their learners to exert transformative agency. A situation of conflict like the one Colombia is still going through demands foreign language teachers' commitment to overcome the use of English as a mere mastering of linguistic skills isolated from the context in which learning takes place and stresses the importance of using the language to denounce injustice, to reflect on social issues, to unveil the power relations embedded in mass media, and to contribute to peace building.

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DESCRIPTION OF THE PEDAGOGICAL PROJECT

Subject / Course: Oral and written communication L2	
Topic of unit: Colombian conflict **Grade:** fourth semester **Duration:** seven classes (4 hours each)	
Desired results	
Language and Communication * To identify main arguments in a written text. * To provide and support main arguments in oral and written forms. * To participate in class discussions, expressing ideas spontaneously. * To cite other people's ideas using direct and indirect speech. * To use active and passive voice in the counter-narrative of a media message. *To use different types of questions in an interview. *To use varied words and expressions to talk/write about the representations of peace and violence in the media.	**Essential questions** * How do you define peace and violence? * How pertinent is it to address peace and social justice in the English class? * What role do you think the media play in promoting peace and violence in Colombia? * How is all this related to your life?
CPE and Pedagogy of memory * To compare the voices of the victims, the State, the war agents, and the media *To identify the causes and consequences of the armed conflict in Colombia. * To reflect on both own and local conceptions of peace, violence, agents of violence, and the origin of those views.	**CML objectives** * To analyze and create media texts concerning the Colombian conflict in terms of authorship, format, audience, content, and purpose. * To create counter-texts challenging views of violence and peace presented in analyzed media texts.
Stage 2: Assessment evidence	
Performance tasks * Students will create counter-texts challenging views of peace, violence, and war agents, presented in analyzed media texts, namely bubble speech, the script of a podcast or video and its final presentation.	**Other evidence** * Students will participate in class discussions to check the use of grammar structures, vocabulary, their support of arguments, their perceptions about media texts and about peace and violence.
Stage 3: Learning plan	
Resources: Images, news reports, videos, advertisement, movie trailers.	

Class 1

Objectives:
1. To examine own views of peace, violence, and agents of violence and the origin of those views.
2. To create counter-texts challenging views of violence and peace presented in analyzed media texts.
3. To identify main arguments in a speech.
4. To participate in class discussions, expressing ideas spontaneously.
5. To learn and use vocabulary related to the war such as belligerent, rallies, kidnapping, guerrilla groups, recruitment, etc.

Warm up
Presenting the unit and the topics to students

Activity 1: Sensitizing students towards the topic
- Class discussion about: How do you define peace and violence? How pertinent is it to address peace issues in the English class? What role do you think do the media play in promoting peace and violence in Colombia? How is all this related to your life?
- Video watching: short fragments of the documentary "El silencio de los fusiles" to explore more insights students may have about different parties involved in violence or in the construction of peace https://goo.gl/E7nJEJ

Activity 2: Analyzing audiovisual media texts about the representations of war agents in Colombia and the possible causes of the conflict. Identifying the main arguments of each video and proposing listening comprehension exercises (see attached worksheet).
- Who are the FARC rebels of Colombia?
  https://www.youtube.com/watch?v=RRwj43i53-U
- False positives scandal in Colombia's army:
  https://www.youtube.com/watch?v=t1JGOh1Slqo
- Paramilitary groups in Colombia:
  https://www.youtube.com/watch?v=bzl9G2yrKMs

Activity 3: Discussing about the previous media texts
- What else do you know about FARC, the Colombian army, and the paramilitary groups apart from what they present in the videos? Is it right for news programs to only present one perspective? What difference would it make if the reports were presented by the guerrilla groups, the soldiers, or the paramilitary groups? What are other ways these reports could have presented the information about FARC, the national army, and the paramilitary groups? (questions taken from the empowerment spiral proposed by Thoman & Jolls, and adapted by Astrid)

Activity 4: Analyzing and creating counter-texts

- Take original images of war agents and ask students to change their messages for creating their own counter-ads using bubbles, for example: https://goo.gl/U1JvGz, https://goo.gl/2B1w95

Class 2

Objectives:
1. To provide spaces to reflect about perceptions of peace and violence in learners' local context.
2. To analyze media texts in terms of authorship, format, audience, content, and purpose.
3. To examine how power operates among the media, audiences, and messages.
4. To create counter-texts challenging views of violence and peace presented in analyzed media texts.
5. To show comprehension of oral texts by listening to details of a video through a multiple choice exercise.
6. To provide and support main arguments in a speech.
7. To identify main arguments in a written text.
8. To learn and use vocabulary related to expressions of opinion as well as to the media, peace, and violence including concede, leftist, betray, predicament, campaign, public opinion, plebiscite, etc.

Review: Playing a words chain **game**
Students are divided into two subgroups, they will write a list of the key words we learned last class, starting by the last letter of the previous word.

Warm up
Sensitizing students towards the topic of peace and its relation to the media by discussing: What are the good and bad things about the media in your country? Can you think of any examples of the media being irresponsible with the information about peace and violence in your country?

Activity 1: Watching a news report about why Medellin led the "NO" vote in the Peace Plebiscite
Watching the video https://goo.gl/q6wZxS and conducting some listening exercises (see attached worksheet).
Discussing: How is the media of your country biased towards the views of your government about violence? How do you think the media have shaped your views of peace and violence?

Activity 2: Reading a text about the Peace Plebiscite
Reading a text about Colombia's dilemma in vote to end war: https://goo.gl/Gs8VZW

Activity 3: Watching some videos about the Peace Plebiscite
Watching some videos about campaigns for Yes-no voting in the Peace Plebiscite, for example: https://goo.gl/9Zspib and https://goo.gl/S6AYq4

Activity 4: Participating in a forum
Participating in a forum about the previous videos based on the analysis of the CML's five key questions.

Activity 5: Writing a script
Choosing a scene of the previous video-clips and rewriting its script changing its message in terms of content, authorship, gender, format, place, among other aspects.

Assignment: writing a narrative text and taking a valuable object as described below.
- Ask students to write a narrative about: How has your experience with the conflict been like? How have you been affected by violence in your country?
- Students bring in a valuable object for us to pretend that we have to leave our home in case of forced displacement and we can pack only one object to take with us.

Class 3

Objectives:
1. To promote reflection on the causes and consequences of the Colombian conflict.
2. To compare the voices of the victims, the State, the war agents, and the media about the conflict in Colombia.
3. To discuss about what has been naturalized in the media messages concerning the Colombian conflict.
4. To use active and passive voice when analyzing pictures representing different actors involved in the Colombian conflict.
5. To learn and use vocabulary related to the conflict and memory, namely collective burial, disarmament, bloodshed, bipartisan violence, etc.

Review:
Giving students scrap paper, preferably used photocopies and tell them to write as much as they remember from the previous class. Then telling them to stand up and play snowball fights. Asking them to pick the closest snowball and read what is written there.

Warm up
Watching the trailer of the movie "pequeñas voces" https://goo.gl/TYnXmD and discussing: Why is memory useful for our lives and our communities?
Why is it necessary to remember and to forget?
Why is it important to listen to the voices of the victims? (taken from CNMH, cartilla pedagógica recordar y narrar el conflicto)

Activity 1: Sharing objects that elicit our memories
Sensitizing students towards the importance of the memory in our Colombian conflict by putting the objects they brought in a bag, pretending it is the only object we can take with us in case we have to leave our homeland. Discussing:
Why would you preserve this object?
What does this object say about me?

What part of my life is represented in this object? (taken from guía para facilitadores talleres de memoria del CNMH)

Activity 2: Participating in a *Fotolenguaje* exercise (analysis of photographs)
- For preparing this activity, students will be asked about what they remember concerning active and passive voice. Then they will play a kahoot game for reviewing this topic: https://goo.gl/Di1xCW
- Students are divided in subgroups and they visit some stations as if it were a carousel. Each station displays a series of photographs evidencing different versions of the conflict, from the perspective of the victims, the guerrilla groups, the paramilitary groups, the army, and the government. For example:

- Each group chooses one significant picture they would like to focus on to describe it by considering the following guiding points and by using active and passive voice: place, activities people can do there, encounters that occur there, problems the place faces, rules that exist to visit the place (taken from técnicas interactivas en investigación social cualitativa).
- Analyzing also: Who is in the photograph? Why are they there? What does the photographer want you to think? Who or what is missing from the photograph? Etc (see attached worksheet)
- Reflecting about the new perceptions and understanding they gained with the exercise. Discussing as a round table.

Activity 3: Listening to a podcast about "Colombian rebel group becomes world's oldest guerrilla army" **https://goo.gl/uNm8jT** Students take notes of the main ideas and they share as a whole class. They also notice the format, content, segments, and other elements of the podcast that can be useful for creating their own.

Activity 4: Reading about "The origins, dynamics and growth of the armed conflict" by CNMH page 117 and about "Impacts and harms caused by the armed conflict in Colombia" by CNMH page 265. Students take notes of the main ideas and present them in a graphic organizer. Some examples of graphic organizers are presented.

Activity 5: Clarifying the structure of the project
Explaining students about the following section of our project: creating a podcast.

Criteria: consider the audience (learners of English, people interested on knowing about the Colombian conflict), think of a name, consider at least a time length of 10 minutes, Consider the format (host, who should be heard, what are the segments of your show, use music interlude or some poetry), look for information about what software to use for recording and postproduction, for example audacity. Review the main topics we have studied so far for using them in your podcast: grammar structures (indirect speech, passive voice, linking words), vocabulary (key words related to peace and violence), content (war agents, causes and consequences of the Colombian conflict, different versions of the conflict, the role of the media).

Assignment: preparing different types of questions in English for asking a representative of victims about his/her experience with the armed conflict.

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Class 4
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Objectives:
1. To promote reflection on the causes and consequences of the Colombian conflict.
2. To compare the voices of the victims, the State, the war agents, and the media about the conflict in Colombia.
3. To discuss about what has been naturalized in the media messages concerning the Colombian conflict.
4. To cite other people's ideas using direct and indirect speech.
5. To learn and use vocabulary related to the conflict and memory, namely executioner, oblivion, reparation, non-repetition, sufferer, displacement, etc.
6. To develop listening skills by anticipating the content of a podcast, filling blanks, and critically analyzing its content.
7. To strengthen reading comprehension skills by eliciting background knowledge and critically analyzing the content of two texts on the armed conflict.

Review: Reading the worksheet they were working on last class and getting prepared for participating in the round table.

- **Activity 1:** Participating in a *Fotolenguaje* exercise (analysis of photographs)To finish the activity we started last class: Reflect about the new perceptions and understandings they gained with the exercise. Discuss as a round table (see rubric in power point presentation, the structure of the roundtable has been organized according to what students have researched and presented about the topic in previous classes/semesters, the criteria of the rubric can be negotiated with them).

Activity 2: Listening to a podcast about "Colombian rebel group becomes world's oldest guerrilla army" https://goo.gl/uNm8jT.
- Pre-listening: students are given the name of the podcast and do a brainstorming of the words that they are likely to listen to in the podcast, then we share as a whole class.
- While-listening: Students solve a fill-in the gaps exercise (see attached worksheet).

- After-listening: based on the listening, students are divided into several groups for being in charge of analyzing and discussing one category of the following questions: What kind of "text" is it? Which technologies are used in its creation? What do you notice…(about the way the message is constructed)? • Sounds, Words? Silence? • Props, sets, clothing? • Movement? What's the emotional appeal? Persuasive devices used? What did you learn from this media text? How many other interpretations could there be? How could we hear about them? Are other viewpoints just as valid as mine? What questions come to mind as you listen? What political ideas are communicated in the message? Economic ideas? Who profits from this message? Who pays for it? Who is served by or benefits from the message – the public? – private interests? –individuals? – institutions? (taken from CML's Five Key Questions of Media Literacy).

Activity 3: Reading for documenting ourselves about the causes and impact of the conflict**.**

- Pre-reading: Ask the students to make small groups and tell the groups the title of the reading. The learners should work together to pool their knowledge of this topic. Again, once the group has finished, each group can share their ideas with the other groups.
- While reading: Reading about "The origins, dynamics and growth of the armed conflict" by CNMH page 117 and about "Impacts and harms caused by the armed conflict in Colombia" by CNMH page 265 (see attached worksheet including reading comprehension exercises).
- After-reading: discuss: What kind of "text" is it? Which technologies are used in its creation? What do you notice…(about the way the message is constructed)? • Colors? Shapes? Size? • Words? Layout? • Props, sets, clothing? What's the emotional appeal? Persuasive devices used? What did you learn from this media text? How many other interpretations could there be? How could we hear about them? Are other viewpoints just as valid as mine? What questions come to mind as you read? What political ideas are communicated in the message? Economic ideas? Who profits from this message? Who pays for it? Who is served by or benefits from the message – the public? – private interests? –individuals? – institutions? (taken from CML's Five Key Questions of Media Literacy).

Activity 4: Reading some narratives about victims' experiences with Colombia's conflict
- For preparing this activity, students will be asked about what they remember concerning direct and indirect speech, they will read a chart presenting the tense change in indirect speech, and then they will play a "run for it" game for reviewing this topic (Prepare a list of sentences in direct speech form. Write correct and incorrect versions of the indirect form on separate cards and post them around the classroom walls. Divide Ss into two teams (A and B), assign each member of the teams a number (e.g., S1, S2), read out the first sentence in direct speech, S1 from each team runs to find the card containing the correct form of reported speech for the given sentence, the first S to reach the correct card gets a point for his or her team).

- They will read some stories told by victims of the Colombian conflict and will report what called their attention the most from those experiences by using indirect speech, expressing how they felt and reflecting on: what memories make you feel good? What memories would you like to avoid? Is it possible to remember everything we see / feel / hear? Do we remember everything the same way or do our memories change? Do you know any person who lost his/her memory? What happened to that person? (questions taken from Sacavino, 2015; readings taken from Phoenix's Haven: The End of a Night of Agony, Writings about war and reconciliation in Colombia)
- Reflect on and discuss about: Why did the author tell such story? Why is it important to know such stories? what memories make you feel good? What memories would you like to avoid? Is it possible to remember everything we see / feel / hear? Do we remember everything the same way or do our memories change? Do you know any person who lost his/her memory? What happened to that person? (questions taken and adapted from Sacavino, 2015)

Assignment:
- Reading on how to give a presentation
- Preparing different types of questions in English for asking a person about his/her experience with the armed conflict (we may have a victim sharing her testimony with us next class, types of questions is a topic we have already studied in previous classes and semesters, students will be asked to check their notes and to reinforce by looking for more information if needed).
- Starting the collection of information for the podcast: software, ideas, audience, name, format, content.

Class 5

Objectives:
1. To revise different types of questions in relation to the topic of the Colombian conflict.
2. To learn about victims' perspectives related to violence in their local context.
3. To plan and to give a presentation on media messages about peace talks in Colombia.
4. To learn and use vocabulary related to issues of peace and violence, namely lay down arms, compliance with the agreement, coexistence, wellbeing, substitution of illicit crops, cessation of hostilities, etc.

Review: reading and checking the questions one of his/her classmates proposed to enhance dialogue with our visitor. (Although the conversation will take place in Spanish, the questions are planned in English for reviewing and practicing different types of questions).

Activity 1: Participation in a conversation with a victim
Dialogue with the guest about her personal experience with the Colombian conflict and the impact of such conflict in Eastern Antioquia.

Activity 2: Analyzing some printed media
- Discuss what they read about how to give a presentation.
- Present some important tips to consider when planning and giving a presentation (See attached file).
- In groups, students read a news report about peace and violence in Colombia. They analyze it based on the proposed questions and plan a presentation on both their article and their analysis (For example: https://goo.gl/CQgV1p, https://goo.gl/sJZ77q, https://goo.gl/pzgFJL, https://goo.gl/HW96yu, https://goo.gl/MR77Y8).
  This exercise will be modeled as a way to show students what information to include, and the type of analysis that is expected from them. (See attached worksheet)

Assignment:
- Looking for information about how to write down a letter.

Class 6

Objectives:
1. To reflect on the local conceptions of peace, violence, and agents of violence.
2. To create some questions for analyzing and unveiling views of peace and violence promoted by the local media.
3. To get familiar with possibilities of transformative agency in relation to the violence presented in local media.
4. To write a letter to the TV watcher defender expressing opinions about the messages of a TV show related with the armed conflict in Colombia.
5. To learn and use vocabulary related to peace, violence, and role of the media such as demobilization, chief negotiator, portray, sensationalism, complaint letter, TV defender, etc.

Warm up:
- Proposing the following exercise: If you could talk to your 12-year-old you, what would you say? Write that in the form of a brief letter.
- Sharing what students wrote and discuss: What are letter useful for? What types of letters do you know? What are the sections of a letter?

Activity 1: Identifying some elements of a complaint letter
- Discussing about what students searched on how to write a letter.
- Presenting some guidelines for writing acknowledgement and complaint letters, for example: https://goo.gl/k8ausu, https://goo.gl/7w71Nn, https://goo.gl/Jy8VrK, https://goo.gl/SrpPMy
- Present some examples of letters written to TV channels: https://goo.gl/yKs9EA , https://goo.gl/yYUVrZ

Activity 2: Analyzing a TV show
- Students watch the trailer of the Colombian show "La niña" https://goo.gl/TkmD8U
- In pairs they propose five questions for analyzing the TV show.

- Students share their questions with another couple for them to answer the proposed questions.
- They discuss their questions and analysis as a class.

Activity 3: Writing a letter
- Students write a letter to the TV channel about their opinions concerning the advertisement of the show "la niña".
- They peer edit each other's letter before turning them into the teacher. Possible criteria to consider:

Follows the order of the letter parts: sender's address, date, inside address, salutation, body of letter, closing, signature
Uses a formal register (polite tone)
Introduce the reasons for writing the letter
Clearly and briefly describes the issue with the TV show
Explains how to address the situation
Applies grammar structures accurately
Uses punctuation marks and spelling properly
Implements varied words and expressions
Gives cohesion and coherence to the letter

CONSENT FORM

Título del estudio: Educación crítica para la paz para docentes en formación de lenguas extranjeras en Colombia

Investigadora principal: Astrid Johana Aristizábal Cardona. Teléfono xxxxxx. E-mail: xxxxxxx@xxxxx

Información de contacto: Puede contactar a mi asesora de investigación de la "Maestría en enseñanza y aprendizaje de lenguas extranjeras" de la Escuela de Idiomas, profesora Janeth María Ortiz Medina, teléfono xxxxxx, correo electrónico xxxxxx@xxxxxx. Ella tomará nota de la información adicional, contestará sus preguntas, o le informará cuándo le puede responder su inquietud, ya que puede ser necesaria asesoría externa.

<u>DESCRIPCIÓN DE LA INVESTIGACIÓN</u>

Está usted invitado (a) a participar de la presente investigación sobre la educación crítica para la paz en un programa de formación de docentes de lenguas extranjeras en Colombia. Estamos seguras de que como estudiante de este programa usted podrá brindar información invaluable para este estudio.

El propósito de esta investigación es comprender cómo la implementación de un proyecto pedagógico basado en los principios de la educación crítica para la paz y de *Critical Media Literacy (CML)* puede contribuir a suscitar conciencia crítica en estudiantes de la licenciatura en lenguas extranjeras acerca de sus percepciones sobre la paz y la violencia promovidas por los medios de comunicación. Este estudio involucrará estudiantes de la Licenciatura en Lenguas Extranjeras del curso Comunicación Oral-Escrita L2 y será llevado a cabo en xxxxxxxxxxxx.

La información que este estudio pretende recolectar incluye: cuestionarios, entrevistas, videograbaciones de discusiones de clase y creación de textos audio-visuales. Sólo la investigadora principal tendrá acceso a la información suministrada. En ningún momento esta información será compartida o divulgada a terceros.

¿EN QUÉ CONSISTIRÁ MI PARTICIPACIÓN?

Su participación en esta investigación requerirá que usted esté dispuesto (a) a ofrecer entrevistas, a participar en las discusiones de clase y a crear textos audio-visuales acerca del tema en cuestión. Tanto las entrevistas como las discusiones de clase serán realizadas por la investigadora principal y serán grabadas; las entrevistas tendrán una duración aproximada de 30 minutos a una hora.

¿EXISTE ALGÚN RIESGO AL PARTICIPAR?

Los riesgos por participar en este estudio son mínimos.

¿QUÉ BENEFICIO OBTIENE EL PARTICIPANTE?

No existen beneficios directos por su participación en este estudio.

¿CÓMO SE PROTEGERÁ LA CONFIDENCIALIDAD DE LA INFORMACIÓN QUE PROPORCIONE?

En los informes o producciones que se realicen teniendo en cuenta la información recolectada en este estudio, no se usarán los nombres de los participantes. Sin embargo, si un participante en particular desea que su contribución sea destacada y, por lo tanto, se use su nombre en citas textuales o agradecimientos, le solicitamos muy comedidamente escribir las iniciales del primer nombre y del primer apellido al final de este formato.

¿QUÉ IMPLICA LA PARTICIPACIÓN EN LA INVESTIGACIÓN?

La participación es totalmente voluntaria. Si algún participante decide no participar, no tendrá ninguna implicación.

La firma indica que el (la) participante ha leído este formato, ha tenido la oportunidad de hacer preguntas acerca de su participación en este estudio y acepta participar voluntariamente.

Nombre del participante (en letra imprenta): _____

Firma: _____

Fecha: _____

_____ Autorizo a ser citado directamente en publicaciones haciendo uso de mi nombre.