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Running Head: EFFECTS OF CRITICAL PEDAGOGY-BASED MATERIALS ON THE ADOPTION
OF A CRITICAL STANCE TOWARDS STEREOTYPES

Exploring the Effects of Critical Pedagogy-Based Teaching Materials on the Adoption of a
Critical Stance Towards Social Issues

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Abstract

This case study aimed at exploring the effects EFL Critical Pedagogy-based materials had on sixth graders' adoption of a critical stance toward social issues, specifically, stereotypes related to people's place of origin. The thirty-nine students who participated in this study belong to a 6^oC class of I.E.E. Normal Superior María Auxiliadora, a public school in Copacabana, Antioquia. Actions included were describing the context, choosing the topic according to the curriculum, designing and implementing materials supported by the Problem Posing framework, and preparing students in terms of the linguistic elements required. Findings suggest that the implementation of such materials helped students both improve their linguistic proficiency, as well as be able to realize the following three principles of Critical Pedagogy: a) problematizing situations, b) examining multiple perspectives in situations c) proposing actions to challenge the status quo in situations.

Key words: Critical Pedagogy, materials, stereotypes related to people's provenance.

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Degree Requirement

This case study was developed in a public school in Copacabana, Antioquia, Colombia during my teaching practicum in 2021 and 2022 as a requirement to obtain my B. Ed. Degree in Foreign Languages Teaching at Universidad de Antioquia.

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Preface

This paper is the report of a case study that was carried out from March 24th to May 18th. It was developed in a public school in Copacabana. As a pre-service teacher in the practicum of the program of Foreign Languages Teaching at Universidad de Antioquia, I was assigned to observe an English class in a public school and carry out a research project in that context.

This report starts with the description of the context of a 6th EFL class, as well as the observation process followed in 2021. It resulted in the identification of an issue, which was the absence of EFL Teaching materials that promoted a critical stance. Critical Pedagogy-based Teaching materials and the Problem Posing framework that supported them proved to be determinant to tackle this issue from which the research question emerged.

Context Description

I.E.E. Normal Superior María Auxiliadora is a public catholic school located in a rural area in Antioquia. However, due to a natural disaster by which it was affected, it provides its educational service at three different schools in Copacabana. As a mission, it offers teacher training for pre-school and basic education levels based on the Dispositivo Formativo Comprensivo (DFC) educational proposal. DFC aims at educating teachers as individuals of pedagogical knowledge, researchers, and democracy promoters. As for its vision, the school strives to train educators who are able both to promote spaces for humanization and life conditions improvement as well as to share their subject matter knowledge with their students (PEI, 2020).

The 6^oC grade class is composed of 39 students: 19 female and 20 male, whose ages range mostly from 11 to 12. The majority of the students are true beginners since they do not have the basic notions of the A1 English level and are in the process of getting the linguistic elements to ask and provide personal information. Additionally, they are starting to get familiarized with spelling, class expressions, and basic vocabulary to express ideas about personal information (memo#1).

Concerning the students' attitudes and perceptions towards the target language, the majority of them express they like English because they find it fun and useful for both getting better professional opportunities and traveling to other countries. In addition, most of the students enjoy English classes since they can learn new things; nonetheless, there are a few who do not like them a lot since they do not understand much and do not know how to pronounce this foreign language (survey #1).

In relation to the Cooperating Teacher (CT), she holds a Professional in Languages (English and French) degree from Universidad de Antioquia, as well as two specializations: One of them in Literature and Human Sciences from Universidad de Antioquia, and the other one in Bilingual Education from Institución Universitaria Única. Regarding her teaching experience, she has taught EFL since 1994 at EAFIT, SENA, Politécnico Jaime Isaza Cadavid, and I.E.N.S.M.A. school. Based on her educational background and experience, the CT truly believes that fostering reading comprehension in a non-English-speaking context helps strengthen other communicative skills, and allows for the learning of grammar structures, vocabulary, and idioms.

For the development of lessons, the CT counts with an only teaching element, which is the chalkboard. With regard to the methodology, the school proposes to follow different approaches for the development of lessons, such as Total Physical Response (TPR), Task-Based Learning (TBL), and Project-Based Learning (PBL) (English syllabus, 2018).

In respect of the teacher-researcher, she holds a Normalista Superior degree from I.E.N.S.M.A. school and is currently studying Foreign Languages Teaching BA at Universidad de Antioquia. In addition, she took English courses at Colombo Americano de Medellín until she acquired a C1 level and has taken several complementary courses on education for homeless people. Furthermore, she has taught English to kids, youth, and adults for more than five years at I.E.N.S.M.A. language club, Colombo Americano de Medellín, and Universidad de Antioquia. Regarding her teaching beliefs, she considers that the stages of a lesson must be contextualized and carried out in a connected, logical sequence that builds up one from the other. Moreover, she states that English classes should not be limited to the fostering of the target language skills,

but become spaces for reflection upon societal concerns that allow for the development of a critical stance.

Problem Statement

In the Colombian high school's context, English as a Foreign Language (EFL) teaching materials are usually used with the aim of fostering the L2 mastering, leaving aside other aspects that are fundamental to the students' education, such as the development of a critical stance on the social issues that affect their everyday life. In this regard, Critical Pedagogy (CP) is presented as an option to achieve this objective and is defined as an active pedagogy that allows individuals to become participatory members of the community they belong to (Freire and Shor, 1987). In this regard, adopting a critical stance entails the mastering of the following set of principles: (a) problematizing situations (McLaughlin & Devoogd, 2004; Scheleppegrell, 1995), (b) examining multiple perspectives in situations (McLaughlin & Devoogd, 2004), and (c) proposing actions to challenge the status quo in situations (McLaughlin & Devoogd, 2004).

On the one hand, students who are taught to adopt a critical stance are able to "question critically the institutions, policies, and values that shape their lives, relationships to others, and myriad connections to the larger world" (Giroux, 2013, p.30). Besides, they are sensitive to the marginalized people's conditions and gain a sense of responsibility that enables the struggle for justice, thus promoting social change (Akbari, 2008; Giroux, 2013). Additionally, since Colombia is the most unequal country in Latin America according to the World Bank (Magazine Forbes, 2020), it is of utmost importance to guide the EFL teaching towards the use of materials that promote a critical stance towards social issues in order to face inequity problems.

On the other hand, students who are not taught to adopt a critical stance, that is, who are taught through a Banking Model of Education, are more likely to passively repeat, memorize,

and accept the status quo that “is assumed to be correct and politically neutral” (Freire, 1994, as cited in Wink, 2005, p.32). This means not being able to analyze and question what is taught and thus reproduce society’s biases instilled by the education system (Akbari, 2008), which hinders a further social transformation.

Nevertheless, shifting EFL learning processes towards the goal of promoting the development of a critical stance entails the use of EFL teaching materials that promote the introduction of questions of power, inequality, discrimination, resistance, and struggle, as well as the development of a critical attitude and way of thinking towards them (Pennycook, 1999). In order to achieve the aforementioned objectives through the use of such materials can be possible through the implementation of Problem Posing, an instructional framework aligned with CP.

Aware of the benefits of Critical Pedagogy to help students adopt a critical stance towards social issues, some educational institutions have started implementing the CP in their EFL classes. Literature review in the six main EFL Colombian journals reveals that this pedagogy helped high-school and undergraduate students in the Colombian and Brazilian contexts raise awareness of the socio-political issues of their own reality and become agents of social transformation (Kern, 2017; Contreras & Chapetón, 2016), gain a less alienated understanding of their surrounding world (Kern, 2017), express and develop a sense of Otherness (Umbarila, 2010), as well as express and learn about oppressive experiences (Umbarila, 2010; de Lima & Rocha, 2019). Nevertheless, none of these research studies report either the exploration of the effects Critical Pedagogy-based EFL teaching materials have on the development of Colombian sixth graders’ critical stance on social issues or how to design such materials.

Given the gap above, this case study intends to explore the effects of the use of Critical Pedagogy-based EFL teaching materials on the development of a critical stance among sixth-

grade students of a public school in Colombia. Therefore, the following question is used as the framework for this research project: What are the effects of Critical Pedagogy-based EFL Teaching Materials on the adoption of sixth graders' critical stance on social issues?

Theoretical Framework

This study draws on the theories of Critical Pedagogy (CP) and Language Teaching Materials Development under a perspective of this pedagogy. The following paragraphs first present an overview of CP and its principles, as well as the description of a strategy for its implementation, then move on to the concept of language teaching materials development, and finally introduce the implementation of material development within the CP perspective.

Critical Pedagogy

Critical Pedagogy is a teaching philosophy that promotes the adoption of a critical stance towards social issues, which presupposes the use of language for the naming and problematization of normalized situations (Luke & Woods, 2009).

Additionally, this pedagogy is always contextualized since it consists of the link between reading the word and the world (Freire, 1973), which means the connection of the students' reality to their learning process in order for them to be able to read the word. This contextual integration entails the introduction and questioning of social issues. In this regard, as stated by Akbari (2008), "CP is about the messy, unpleasant aspects of social life and the people for whom such aspects are part of their day-to-day reality" (p.282). Nevertheless, CP is not limited to the awareness-raising of the existence of social issues related to race, gender, and class, but it also aims at developing a critical consciousness that allows for social transformation (Giroux, 2007) since it is also conceived as a pedagogy of hope (Akbari, 2008). Thus, it is "[...] manifested

concretely through discussing controversial issues, critiquing institutional policies and practices, and taking social action.” (Fajardo, 2015, p. 34).

In that vein, it is fundamental that educational institutions turn to be spaces where education serves as a tool for connecting the classroom with the external world (Pennycook, 2001). For this, the teacher’s role is of utmost importance for they introduce topics from both the students’ own reality as well as the wider society. This allows creating a context that encourages reflection and fosters a further action that contributes to the achievement of social change (Gounari, 2008).

Principles of Critical Pedagogy

In order to implement CP, authors such as McLaughlin and DeVogd (2004), and Auerbach and Wallerstein (1987) suggest the following three principles. a) problematizing situations, which refers to questioning situations in order to find inequity, power relationships, and/or stereotypes, (b) examining multiple perspectives in situations, that is, analyzing the situation from different roles, and c) proposing actions to challenge the status quo in situations, namely, going beyond the reflection on the problematic situation by looking for actions and taking them.

Problem Posing

Problem Posing is defined as an approach to teaching that was first proposed by Freire (1970) and then adapted for foreign language teaching and learning processes by Crawford (1978), and Auerbach and Wallerstein (1987), (Shleppegrell and Bowman, 1995).

In order to implement this approach, it is necessary to consider a five-step instructional framework proposed by Auerbach and Wallerstein (1987), which includes: 1) describing a situation. This means, giving a detailed account of what is happening in a certain situation

introduced, 2) identifying the problem. This means, recognizing the problematic aspect in the situation previously described, 3) relating the problem to their own experience. This means, connecting the issue to their own reality, 4) analyzing the causes of the problem. This means, going deeper into the reasons why it is happening, 5) seeking alternative solutions. This means, looking for ways to deal with the problem.

The process previously explained entails discussions, whose purpose is not only to reflect on social issues but also to use certain language notions that will be subsequently introduced by the teacher and then practiced through a series of application exercises and activities. Therefore, linguistic aspects are learned in the order students need them to for tackling the topic discussed in class (Shleppegrell and Bowman, 1995)

In this vein, as the language learning process evolves from an issue related to students' lives, it brings with it some assets such as the increase of motivation and the purposeful use of the target language (Shleppegrell and Bowman, 1995).

Language Teaching Materials Development

Language teaching materials, also known as instructional materials, refer to the resources that are used in order to make possible the target language learning. Some of those materials can be in the form of books, videos, websites, games, among others (Tomlinson, 2012). Its development consists of the processes carried out in order to design, adapt, evaluate, and exploit such materials in the field of teaching (Patel & Vyas, 2019).

As stated by Tomlinson (2009), instructional materials development should be based on the following set of principles: a) making sure materials are interesting and relevant for students, b) establishing challenges to be overcome, c) triggering emotive responses by means of provocative materials that make a link with students' feelings.

Finally, instructional materials play a relevant role in language teaching and learning processes since they fulfill different purposes such as introducing a topic or a language aspect, providing activities for practice, serving as a support for teachers, and contributing to the increase of students' motivation (Cunningsworth, 1995).

Language Teaching Materials Development within the CP Perspective.

In order to design and use materials from the CP perspective, authors such as Rashidi and Safari (2011) propose the following principles. a) English Language Teaching Materials should aim at both language skills development and a critical stance adoption that allows for further actions that contribute to social transformation, b) The themes of the materials designed and used should be taken from the learners' culture, life situations, needs, and interests; c) teaching materials should conceive the student as a decision-maker and the teacher as a co-learner and coordinator of the learning process.

Finally, designing and using language materials within the CP perspective turns out to be a fundamental duty in the teaching and learning processes since materials used in our context are usually internationally designed and this means they are the one and only connection students have with the target language, which exposes them to a powerful influence of outsiders' ideologies.

Research Methodology

This research was carried out by means of a case study methodology, which enabled the examination of a current phenomenon in the natural context it takes place. Besides, it drew on data sources in order to describe the particularities of the case.

Likewise, the present study allowed for the exploration of a phenomenon: The effects of Critical Pedagogy-based materials on the adoption of a critical stance towards social issues. To

learn about the particularities of the case, three CP principles were considered: 1) problematizing, 2) examining problems from multiple perspectives, and finally, 3) taking actions that contribute to social transformation. Moreover, the exploration of these particularities took place in its natural context: A sixth grade English class of a public school in Copacabana, Colombia, and were supported through different data sources such as surveys, written reflections, students' work samples, and memos.

Data Collection

In order to explore the particularities of this case while students are trying to realize the CP principles, this study drew on the following data collection techniques.

Surveys

A survey was implemented at the beginning of the process in order to know the students' interests, needs, culture, and life situations.

Written Reflections

Written reflections were carried out along the whole process in order to know students' realizations and understandings of the CP principles.

Students' Work Samples

Students' work samples were collected and analyzed at the end of the process. These showed students' implementations of the CP principles.

Class Memos

Memos were written after some classes that provided significant information to answer the research question. These were used to confirm or disconfirm the researcher's interpretations of the other data collection techniques.

Data Analysis

Data were analyzed using a deductive-inductive approach (Richards, 2003). That is, there were three categories (the three critical pedagogy principles) that were pre-established (deductive approach). However, new categories (e.g., differentiating facts from opinions, identifying stereotypes) were allowed to emerge from the data (inductive approach).

Ethical Considerations

To conduct this study, all the information was presented to the students taking the course. These were provided all the details of the study and asked to sign a consent form before the beginning of the unit. The data collected was stored safely and only the researcher and the thesis advisor had access to them. Pseudonyms were used instead of students' names.

Action Development

The pedagogical unit was developed during the first term of the 2022 school year. It comprised fourteen sessions that took place from March 24th to May 18th and were taught at a rate of three one-hour classes a week. The unit was based on the implementation of Critical Pedagogy-Based materials that supported the Problem Posing framework proposed by Auerbach and Wallerstein (1987). These materials and instructional framework were used for they foster the adoption of a critical stance toward stereotypes related to people's place of origin.

These materials supported students' realization of the following three principles of Critical Pedagogy: 1) problematizing, 2) examining problems from multiple perspectives, and 3) taking actions to challenge the status quo.

Examples of these materials are the following: a) a workshop called "First school day", b) a graphic organizer entitled "Relating the problem to their own and others' experience", c) an

activity called “Where do stereotypes come from?”, and d) a prompt for script production used for the recording of a video.

To structure the unit, the previously mentioned instructional framework was used and implemented in a linear manner until all five stages were carried out. These stages were the following: 1) describing a situation, 2) identifying the problem, 3) relating the problem to their own experience, 4) analyzing the causes of the problem, and 5) seeking alternative solutions.

Before developing such framework, students were linguistically prepared to provide personal information about themselves and to understand personal information about others in the simple present tense. This linguistic preparation was carried out from the first class to the ninth one.

Afterward, the first stage of the framework called “Describing a situation” was implemented. To do so, from the tenth class to the first part of the twelfth one, the students read a comic and developed the comprehension activities in the worksheet “First School Day” ([SEE APPENDIX 7](#)), which led them to give a detailed account about the characters and the place where they were by using keywords.

Later, between the second part of the twelfth class and the fourteenth one, some information about the characters of the comic was taken to explain to the students how to provide personal information about others by using the pronouns “he” and “she”, the possessive adjectives “his” and “her”, and the conjugation of the verb to be. Such explanation was followed by some practice activities like the “People from all around the World” worksheet ([SEE APPENDIX 9](#)), and a fill-in-the-blanks game.

Subsequently, the second stage of the framework named “Identifying the problem” took place between the fifteenth and the twenty-first classes. For its development, the students filled

out a chart in their notebook with personal information and opinions about the characters of the comic by using complete sentences. Then, they classified those data by highlighting in green what was true and in yellow what was uncertain, which was done to realize that opinions are not necessarily truths. Afterward, they explained what those uncertain ideas were based on in order to unveil stereotypes related to nationalities. To do so, they were provided with some guiding questions such as: a) Why does Jose think Jean Pierre shouldn't be black?, and b) Why does Manuela think Jose is a thief?. Subsequently, they built the definition of the concept "stereotype" by first brainstorming key words related to it on the board. Then, they discussed about its types, analyzed the kind of stereotype in the comic, and provided other examples of stereotypes related to nationalities. Finally, they mentioned the implications stereotyping has.

Afterward, the third stage named "Relating the problem to their own experience" was carried out during the twenty-second class. To do so, the students filled out a web graphic organizer ([APPENDIX 12](#)) in which they wrote the stereotypes they have and have read/listened to about people from both different countries and different places of their own country, as well as the ones they have ever been labeled with based on their background.

Consecutively, the fourth stage named "Analyzing the causes of the problem" was implemented during the twenty-third class. For its development, the students were provided with the "Where do stereotypes come from?" worksheet ([SEE APPENDIX 13](#)), in which they read some stereotypes related to nationalities and answered a multiple-choice question to analyze why people have them.

Finally, the fifth stage called "seeking alternative solutions" was carried out. For its implementation, the students worked on a word wall activity. To do so, they were assigned a specific cause for having stereotyped ideas about people from different backgrounds, and based

on it, they wrote alternatives to deal with stereotypes on post-its that were pasted around the classroom.

Once the framework was completed, another stage was implemented for action taking by means of a video the students recorded ([SEE APPENDIX 14](#)) to be shared with people close to them in order to raise awareness of stereotypes related to places of origin. To do so, the students were divided into groups and assigned a different topic. Among the topics assigned, there were the following: Definition of stereotypes, causes of stereotypes, implications of stereotypes, and perspectives on a certain stereotype assigned ([SEE APPENDIX 19](#)).

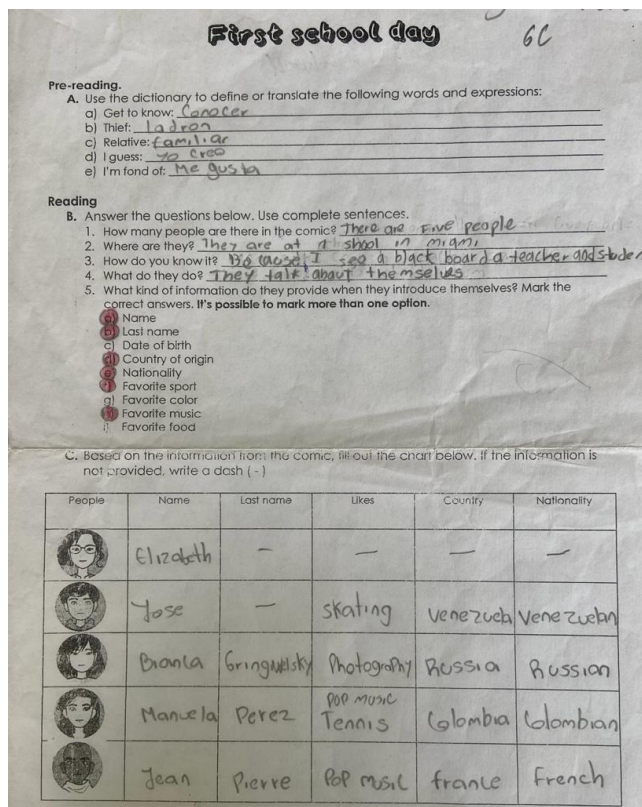
Findings

Principle 1: Problematizing

Regarding this first principle, the materials used had some effects on the students, which could be evidenced in their abilities and difficulties when it came to providing objective information about the comic, differentiating facts from opinions about others, as well as defining and identifying stereotypes and their consequences.

Providing Objective Information about the Comic.

This category refers to the students' ability to give a detailed account of what is happening in the text provided. To do so, the sixth graders were supposed to carry out what was proposed without the use of their subjectivity. At least thirty-four students were able to do so since they fully completed the reading comprehension activity about the comic "First School Day" and their answers were right. An example of this is the student #29, who completed the following activity:



Even though these students didn't use complete sentences to develop the activities proposed since, at that moment of the project implementation, they were not linguistically prepared to do it, they used key words, and then, they were helped to structure their ideas using complete sentences. This can be noticed in the memo #11:

They were able to describe the text by providing information about the number of people, where they are, how they know where they are by mentioning people's occupations and the objects they can see in the place where they are, what they do, and the personal information they provide when introducing themselves (name, last name, age, country of origin, and nationality). However, almost none of the students used complete sentences to do so since they did not have some linguistic elements. Therefore, when sharing the answers to the questions of the activity B, they used key words and I helped them make up the complete sentences (03/22/2022, memo #11).

As it was noticed, students were able to provide information about the characters in the comic without using their subjectivity. To do so, they were previously prepared in terms of the language elements needed. It can also be evidenced that students can both learn the target language and use it to make objective and complete descriptions of the situation presented in the given text.

Differentiating Opinions from Facts about Others.

This concerns the responses the students gave to activities in which they were expected to read the comic and recognize if the information about the characters referred to either facts or uncertain data that might be true or not. In this regard, at least twenty-four students were able to fill out the chart below by writing the information in the corresponding row and then, highlighting facts in green and uncertain information in yellow. This ability can be noticed in the work sample of the student #37:

	José	Manuela	Jean Pierre	Bianca
Personal information	He is 12 years old. He lives in Miami He is Venezuelan He is favorite sport is skating	He likes pop music. Her favorite sport is tennis. She is Colombian. Her last name is Pérez.	Hi last name is Pierre. He likes pop music. He is French. He live in Miami.	She likes photography. Her last name is Gringwelsky. She is Russian.
Others' opinions about him/her	He maybe is a thief	Are you Pablo Escobar's relative?	Are you from France?...But you are black	Aren't all Russian women so attractive?

The data collected shows that these students were able to recognize that facts make reference to people's personal information, while opinions deal with ideas expressed by others, and these might be true or not. Having the ability to do so is of utmost importance to later identify stereotypes more easily.

However, there were thirteen students who found differentiating opinions from facts hard for they either wrote certain pieces of information in the column they did not belong to, highlighted facts or uncertain information in the wrong color, or left certain charts of the table blank (opinions about Jean Pierre and Bianca). An example of one of these cases is the work sample of the student #27:

	José	Manuela	Jean Pierre	Bianca
Personal information	He is 12 years old. He lives in Miami. He is Venezuelan.	She likes pop music tennis She is from Colombia	He is French. His favorite pop music.	She is from Russia. Her last name is Gringwelsky. She likes fotografit.
Others' opinions about him/her	He maybe is a thief	You Pablo Escobars relative	Are you from France?...But you black	all Russian women so attractive

Identifying opinions about the characters of the comic, especially Jean Pierre and Bianca, seemed hard to this group of students because it is possible they had those stereotypes or due to the way ideas about these characters are written in the text. Maybe, the way sentences are structured makes it hard to know if they deal with facts or opinions since they are expressed in the form of questions, which may have made the exercise confusing. Likewise, it was evidenced in memo #16:

When the students were in front of this task, I could notice that they were not completely sure about their answers since some of them approached me to corroborate if what they thought was correct. When they did so, I realized some students easily knew how to differentiate the truth from the uncertainty, while some others had difficulties, especially when it came to identifying whether the opinions expressed about Jean Pierre and Bianca were facts or not.

Defining and Identifying Stereotypes and Their Consequences.

This refers to the students' abilities to tell the meaning of the concept "stereotype", as well as to recognize stereotyped ideas based on the country/region/city/municipality of origin and the implications they may have. In this regard, based on the information collected from the reflection #1, it was possible to realize that twenty-five students expressed they know what a stereotype is, twelve students stated they are able to tell their types, nineteen students said they can identify stereotyped ideas, and two students affirmed they know what the implications of stereotyping people are. An example of this is an excerpt of the first reflection done by the student #10:

"I learned what a stereotype is, to differentiate what is true from what is uncertain, the types of stereotypes, and their consequences" (05/11/2022, student #10, my own translation).

In order to be able to problematize a situation related to stereotypes, that is, to recognize and name stereotyped comments based on people's nationality, it is essential to have the definition of "stereotype" crystal clear. When having a whole class conversation on stereotypes, the students defined it as assumptions about others. An example of the definition of the concept at hand provided by the students in a class conversation is stated in the following excerpt from the memo #20:

When I asked about the meaning of stereotype, a student stated "A stereotype is assuming something about a person based on what can be perceived from them" (my own translation). This statement was followed by the following question of mine: "what do we assume those things based on?" (my own translation), and then, some students answered: "what the society says, people's physical traits, nationality, skin color, appearance, if the

person is beautiful or not” (05/05/2022, memo #20, my own translation).

In like manner, when the students #1, #5, and #18 defined the term “stereotype” in the video recorded at the end of the framework implementation, they used the following words:

02:31: Stereotypes are assumptions people have. Stereotypes are based on some aspects such as nationality, gender, and race” (class video, 05/25/2022).

The previous pieces of evidence show that these students are not only able to tell the meaning of the term “stereotype”, but also to mention some aspects they are based on, which can be understood as their types. The ones mentioned in class by the students were “beauty, race, nationality, and gender” (05/05/2022, memo #20), but the most repeated were the three latter.

Regarding identifying the consequences of stereotypes, in memo #21, it can be noticed that when the students were asked to tell the consequences of stereotyping people based on their race, beauty, nationality, or gender, they provided the following ideas:

Bullying, traumas, psychological problems, racism, isolation, exclusion, depression, anxiety, and suicidal thoughts (05/11/2022, memo #21, my own translation).

Thus, it was possible to observe that these students recognize certain effects stereotyping has that can influence people’s life negatively, such as the ones previously stated. Those ideas, were then reinforced and completed by the students #12, #17, #23, and #33 in the video at the end of the framework implementation:

03:12: The consequences of stereotypes are violence problems, nutrition problems, and conduct problems... bullying, mental problems, y suicide thoughts... —, family problems, and insecurity problems... low self-esteem, negative thoughts, and addiction to drugs (class video, 05/25/2022).

According to the students' views, stereotypes negatively affect people's interpersonal and intrapersonal life by causing varied difficult situations and problems as the ones described above.

Principle 2: Examining the Situation from Multiple Perspectives

Concerning this second principle, it was possible to notice that the materials designed and used contributed to have the students reflect on the stereotypes related to nationalities people have about others, they themselves have about other people, and other individuals have about them.

Identifying Stereotypes People Have about Others.

This refers to the ability to recognize stereotyped ideas students have read or listened to from others about people from different backgrounds. Those stereotypes can be related to countries, regions, cities, or municipalities of provenance.

Concerning identifying stereotypes related to nationalities, it was observed that thirty-one students have the ability to do so. An example of this is the activity completed by the students #25 and #22, who wrote the following stereotypes they have listened to and/or read:

People from Venezuela are thief. People from Brazil are good at soccer.

In regards with identifying stereotypes others have about Colombians from different regions, cities, or municipalities, it was possible to notice that at least fifteen students can do so. An example of this is the following list of stereotypes the students #16 and #29 wrote in their worksheet:

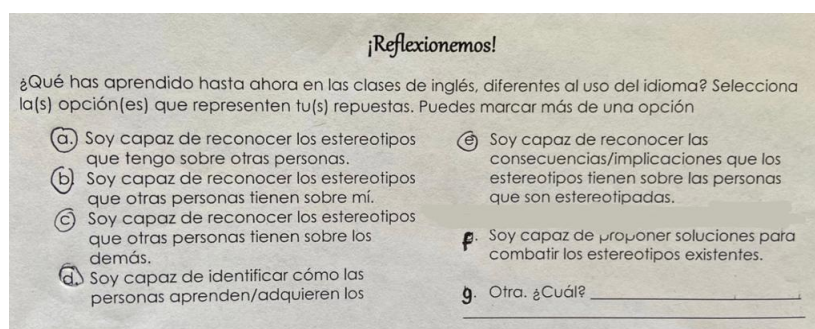
People from Cordoba they are very ugly. People from Medellin they are drug dealers.

People from Choco, they are smart. Women from Medellin are beauty.

The data collected shows that identifying stereotyped ideas people have about others, especially the ones related to nationalities, seemed an easy task for most of the students because

they had enough background knowledge. Nevertheless, expressing stereotypes others have about people from different parts of Colombia can be a little problematic for students since they recognize certain stereotyped ideas as facts or for they did not have enough time to finish the task.

At the end of the unit implementation, students were given a reflection worksheet in which they had to answer a multiple-choice question about what they were able to do concerning the development of the third stage of the unit. From this reflection, it was noticed that students came to the same conclusion as above: they are able to identify others' beliefs about someone else based on their place of provenance as a stereotype. An example of this is the student #16, who answered the following in this reflection worksheet:



This means that the student #16 is able to identify stereotyped beliefs others have based on people's nationality and/or Colombian region, city, or municipality of origin.

Identifying the Own Stereotypes about Others.

This deals with the ability to recognize the own stereotyped beliefs about natives of different countries, regions, cities, or municipalities of provenance.

In respect of identifying the own stereotypes related to nationalities, it was observed that twenty-two students have the ability to do so. An example of this is the students #14 and #34's following work sample:

Chinese people are very smart. Chileans are weird.

As to identifying the own stereotypes about Colombians from different regions, cities, or municipalities, it was possible to notice that at least ten students are able to do so. An example of this are the students #10, #17, and #39, who expressed they had the following stereotyped ideas:

People of Cali are good dancing salsa. People of Medellin likes vallenato music.

Based on the data collected, it is possible to affirm that these students have the capacity to evaluate themselves and identify the stereotyped ideas they assume as facts, while the others are not able to do so yet or did not have time to finish that section of the activity.

Moreover, as can be evidenced in the video recorded at the end of the framework implementation, it was noticed that twenty-four out of the twenty-six students who shared their views about stereotypes based on the background disagreed with them. An example of this is the student #36 who said the following:

02:18: I am the student #36, and I don't think that all Asians are good at karate.

The data show that most of the participants of the sample do not perceive ideas about people based on their provenance as facts, but as opinions that may not necessarily be true (class video, 05/25/2022).

Identifying Stereotypes Others Have about Me.

This concerns the ability to pinpoint stereotyped ideas others have about oneself based on the own background. In this regard, none of the students mentioned any stereotypes in their work samples. This might be due to the fact that they either have never received any stereotyped comments based on their provenance, they were not able to recognize stereotypes they have been labeled with related to their place of origin, or they did not have time to work on that section of the activity.

Principle 3: Proposing Actions to Challenge the Status Quo in Situations

As for this third principle, it was possible to realize that the materials implemented allowed the students to both analyze the causes of stereotypes and seek alternatives to deal with them.

Analyzing the Causes of Stereotypes and Seeking Alternatives.

This deals with the ability to look for ways to battle stereotypes based on their origin, that is, where they come from. To analyze the causes of stereotyped ideas, the students were given a multiple-choice question about the reasons why they thought people have stereotypes. Thirty students consider a) stereotyped ideas are learned from TV programs or movies, sixteen believe b) they are obtained from social networks, twenty-five think c) they are learned from families, twenty-seven claim d) they are transmitted by friends, and e) five state that people are born with those preconceived assumptions about others. An example of one of the sixth graders' perception can be evidenced in the work sample of the student #8 who chose the options "a" and "d".

From the data collected, it was possible to realize that almost the whole class considers that stereotypes are learned through life experiences with other people or from the information they are exposed to by means of media. Nevertheless, there were very few students who think that, in addition to the causes previously mentioned, people are born with the stereotypes they have about others.

In like manner, the students #25, #26, and #32 stated the following ideas as the causes of stereotypes in the video recorded after the framework implementation:

Why do people have stereotypes?...Because people learn stereotypes from the family or friends... and also from social networks, TV programs or movies, documentaries, and means of communication (class video, 05/25/2022).

Regarding seeking alternative solutions, it was noticed that aiming at challenging stereotypes obtained from social networks, three proposals were made; for those learned from TV programs or movies, two solutions were proposed; for the ones transmitted by families, six proposals were offered; for those learned from friends, six alternatives were suggested; and for the ones preconceived from birth, five solutions were presented. An example of some alternative solutions that students came up with during the development of the class activity were the following:

To say why don't all is true. Ask the person to look for information. Explaining that the assumptions are not true because the stereotypes is judge to others. ask to look for information about the topic (group class activity, 04/19/2022).

Based on the data collected, it was possible to notice that students were able to see the issue in a different way in order to find a solution. Nevertheless, some students found proposing alternatives hard, as it was stated in memo #24:

This activity seemed tricky for many students, being this the reason why it took them a lot of time to do it. In fact, some pairs only proposed one solution, while some others didn't propose any. However, there were valuable ideas taken from this activity (05/19/2022, memo #24)

It was challenging for the students to seek alternatives since they either are too immersed in the status quo, or they are used to analyzing these aspects from only one perspective.

Other Effects

In this regard, not only did the materials used for the development of the unit have effects on the adoption of a critical stance, but they also allowed for the learning of the target language.

Linguistic and Communicative Language Use.

This refers to the linguistic notions and functions the students learned along the unit implementation. In this respect, it was noticed that the sixth graders showed significant improvements in terms of language learning.

At the beginning of the process, the students were true beginners. This can be seen in memo #1:

When the students found themselves in front of the personal information questions in the graphic organizer, they were lost since they did not understand most of the questions due to a lack of vocabulary. They seem to be true beginners since they don't have the basic notions of the A1 level (03/01/2022, memo #1).

This means the students were not linguistically prepared to carry out basic communicative tasks in order to start the Problem Posing instructional framework.

Nevertheless, as the framework unfolded they were able to both understand and provide personal information about themselves and others by using complete sentences, though with some pronunciation, grammar, and spelling mistakes. An example of this is the work sample of the student #37 when writing about the characters of the comic read:

	José	Manuela	Jean Pierre	Bianca
Personal information	He is 12 years old. He lives in Miami He is Venezuelan <u>He is</u> favorite sport is skating	He likes pop music. Her favorite sport is tennis. She is Colombian. Her last name is	<u>Hi</u> last name is Pierre. He likes pop music. He is French. He <u>live</u> in Miami.	She likes photography. Her last name is Gringwelsky. She is Russian.

		Pérez.		
Others' opinions about him/her	He maybe is a thief	Are you Pablo Escobar's relative?	Are you from France?...But you are black	Aren't all Russian women so attractive?

Based on the data collected, the communicative purpose was achieved. Nevertheless, language accuracy and pronunciation are aspects that must continue to be worked.

Discussions and Conclusions

This study explored the effects on the adoption of a critical stance toward social issues, more specifically, stereotypes related to people's places of origin, that sixth-graders of a public school in Copacabana experienced when exposed to Critical-Pedagogy based materials.

Particularly, this research explored the effects such materials had on students while a) problematizing situations, b) examining multiple perspectives in situations c) proposing actions to challenge the status quo in situations.

Findings suggest that the students were not only able to realize these principles, but also to go beyond by: a) providing objective information about the given text to be later analyzed, b) differentiating opinions from facts about others, c) defining and identifying stereotypes and their consequences, d) identifying stereotypes people and they themselves have about others and others have about them, e) analyzing where stereotypes come from, and finally f) looking for ways to deal with stereotyped ideas.

These findings are important for at least three reasons. First, it showed the need of implementing Critical Pedagogy-based materials to foster the adoption of a critical stance. Second, it demonstrated that these materials did not only promote criticality, but also language learning. Third, it proved that materials supported by Critical Pedagogies can also be

implemented with beginners by providing them with proper scaffolding. Finally, it also aimed at specific issues that students may encounter when being exposed to this kind of materials.

Focusing on the national context, this study expands on the work carried out by authors such as Kern (2017), Contreras & Chapetón (2016), and Umbarila (2010). For instance, Kern (2017) and Contreras & Chapetón (2016) found that Critical Pedagogy helped students become aware of their own reality and its injustice issues, and thus, empower themselves as agents of social transformation. However, their studies focused on social aspects of students' school lives and the cultural capital, while the present study concentrates on stereotypes related to people's provenance.

Furthermore, Umbarila (2010) realized that students were able to express and develop a sense of Otherness by recognizing each other's differences, which was also allowed by means of the implementation of the present study.

Despite its success, the present study had some limitations that have to do with the context in which it was implemented. First, this study was carried out with sixth graders of a public school. Therefore, the impact it might have on a private school or a language centre with students with other ages is unknown. Second, it was held with beginners. Thus, the effects it might have on intermediate or advanced students is not known.

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Survey #1

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Appendix



LICENCIATURA EN LENGUAS EXTRANJERAS, ESCUELA DE IDIOMAS
Carta de consentimiento informado

EXPLORING THE EFFECTS OF CRITICAL PEDAGOGY-BASED TEACHING MATERIALS
ON THE ADOPTION OF A CRITICAL STANCE TOWARDS SOCIAL ISSUES

1. Mi nombre es Maria José Cadavid Jiménez. Soy estudiante de décimo semestre de Licenciatura en Lenguas Extranjeras de la Universidad de Antioquia y actualmente estoy realizando mi práctica académica en la I.E.E. Normal Superior María Auxiliadora, lugar en el cual llevaré a cabo mi proyecto de investigación.
2. Te invito a hacer parte de este proyecto, pues perteneces a 6^oC, grupo en el que implementaré ciertos materiales en las clases de inglés, con el objetivo de explorar los efectos que estos tienen en la adopción de una postura crítica hacia ciertas problemáticas sociales.
3. Si estás de acuerdo en hacer parte del proyecto, me permitirás recolectar y analizar cuestionarios, reflexiones escritas, trabajos de clase y otras evidencias que sea necesario recolectar durante la implementación del proyecto.
4. Por favor, tómate tu tiempo para hablar con tus acudientes, contarles lo que acabo de explicarte y mostrarles esta carta de consentimiento.
5. Recuerda que ser parte del proyecto de investigación es tu decisión y no habrá inconvenientes en cuanto a tus notas si no quieres participar o si cambias de opinión durante el desarrollo del mismo. Sin embargo, el no participar en el proyecto no te excluye de ninguna actividad realizada en las clases.
6. Si tu acudiente y/o tú tienen alguna duda en cuanto al proyecto, no duden en escribirme a mi correo electrónico: mjose.cadavid@udea.edu.co
7. Al firmar esta carta, significa que tú y tu acudiente están de acuerdo:

Nombre del participante

Firma del participante

Firma del acudiente

Fecha