

UNDERGRADUATE STUDENTS' MEANING MAKING PROCESS IN THE
CREATION AND ANALYSIS OF MULTIMODAL TEXTS AFTER RECEIVING
TRAINING ON MULTIMODALITY

A thesis presented by:

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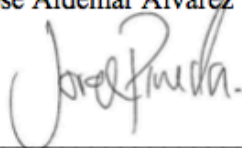
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DEDICATION

To my parents for cultivating in me the love for knowledge. Specially, I would like to dedicate this work to Julian, my love, my husband, my partner of life, and to my lovely children Emanuel and Amelia, for waiting and understanding all this time of absence and giving me every reason to continue.

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Firstly, I would like to thank God for the all “the angels” that He put on my way throughout this long process who, in one way or many ways contributed to achieve this aim. I would like to thank Julian my husband for dreaming with me, supporting and encouraging me in the hardest moments, and never hesitating my capabilities. Also, I would like to thank my father for always being my role model and my mother for taking care of my children while I was fighting for this dream. I would like to thank my advisor Juan Rodrigo Bedoya for his constant positive words, disposition, understanding, and always opportune help at any time that I needed him. I would like to express my gratitude to all my professors and the administrative faculty for their commitment with the students learning process. I would like to thank my classmates, who I can now call lovely friends, Natalia Marín, Diana Calderon, Yenny Chavarria, and my dear Juan David Castaño, to whom I have no words to describe the feeling of gratitude that I have for them. From the bottom of my heart, I wish God bless you all forever. I would like to extend my gratitude to the institution that allowed me to develop this research project and to all my dear students for their disinterested and hard work. Finally, I would like to thank professor Liliana del Valle for her unconditional help and support.

ABSTRACT

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In the realm of education, information and communication technology (ICT) has played an important role in different learning fields and in second language learning processes. Scholars in the field of second language acquisition (SLA) have been concerned about how technology and research convey and how technology serves as a tool or mediator of various types of SLA processes. One of the educational practices that has evidenced changes is the inclusion of new types of texts such as multimodal ones. Scholars agree on the potential of multimodality to foster the meaning making processes in a second language (L2) learning. Taking into consideration the instructional support that learners require in order to make meaning after understanding and designing multimodal texts, different authors support the idea that it is necessary to be able to read multimodal texts in

order to be able to create them. They also add that it is also necessary to create multimodal texts to facilitate the meaning making in the reading process which helps learners make sense of the modes and genres available in multimodal texts. During this study, students were introduced to multimodal literacy prior to creating multimodal texts which were later analyzed by their classmates in terms of multimodality. Therefore, the study is based upon the following research question: how may the informed construction of students own multimodal texts facilitate their meaning making processes when interacting with these kinds of texts? This study followed a case study methodology and was supported by instruments such as students' artifacts, students' reflections and a focus group. For the analysis of data, there were three main pre-established categories and one emerging subcategory. Findings suggest that students became aware of the role of multimodal literacy in several senses and that the use of authentic language was promoted through the creation of multimodal texts.

Keywords: Multimodality, Multimodal Literacy, Multimodal Texts, Meaning Making, Language Learning through ICT

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Introduction

Information and Communications Technology (ICT) has permeated most aspects of our life and due to the widespread growth that it has undergone, its number of users keeps growing every day facilitating people to communicate through different technological devices such as computers, cellphones, and tablets (Coiro, 2011). Similarly, the arrival of several multimedia technologies has offered different possibilities for students' learning process through new ways of communication and interaction such as the Internet (Chanier & Lamy, 2017; Guichon & Cohen, 2016)

In the realm of education, ICT has played an important role in different learning fields and in second language learning processes. Aware of the importance of ICT, SLA scholars have taken advantage of their variety of uses and include them in their academic practices. With regards to this, Chun (2016) sets out that there is extensive literature which is concerned with “how technology can be used to conduct second language acquisition (SLA) research and how technology serves as a tool or mediator of various types of SLA processes” (p. 99).

One of the educational practices that has evidenced changes in SLA is the inclusion of multimodal texts, since these have the potential to foster the meaning making process in L2 learning (Álvarez Valencia, 2016; Jewitt, 2009; Walsh, 2006). To this regard, language learners performing multimodal non-printed based reading tasks require additional abilities when carrying out printed-based ones (Kalantzis & Cope, 2008; Serafini, 2012; The New London Group, 1996). Therefore, the transition from printed to digital texts, and the

growing availability of these multimodal texts in the process of teaching and learning English as a Foreign Language (EFL), requires learners and teachers to develop skills that help them manage different modes of making meaning through these non-printed based reading tasks (Alvarez Valencia, 2016; Jewitt, 2005, Jewitt 2008; Park, Yang & Hsieh, 2014; Serafini, 2012).

As multimodality implies not only a process of meaning making but also a process of text creation, teachers' support to learners is of extreme importance. For instance, Álvarez Valencia (2016) recommends that in order to contribute to students' meaning making in multimodal texts, teachers must encourage learners to understand and design them. According to this author, working with multimodal texts should make learners conscious of the elements they contain and the genres they belong to, and foster communicative functions of the language through different everyday topics. Besides, the author claims that students should create different types of texts, which provide more possibilities of input through the articulation of modes of communication.

Taking into consideration the instructional support that learners require in order to create their own multimodal texts prior to understanding their function and the resulting facilitation of meaning making in the reading process and the awareness of the different modes and genres available in multimodal texts (Álvarez Valencia, 2016; Jewitt, 2005; Serafini, 2012), the present study poses the following research question:

How may the informed construction of students own multimodal texts facilitate their meaning making processes when interacting with these kinds of texts?

The following sections describe the theories that guided this study. Then, they describe the setting in which this study took place. After that, they provide a description of the research methodology, including the participants, how data were gathered and analyzed and the ethical norms that were considered. Next, they describe the main findings. Finally, they discuss the importance of these findings, their possible contributions to the field as well as their implications for teaching and research.

Theoretical Framework

This section of the report introduces the main concepts and theoretical principles that frame and support this research work. First, the Technological, Pedagogical, and Content Knowledge (TPACK) framework is described since it provides the theoretical foundations for the inclusion of technology into the teachers' pedagogical practice. Then, definitions of multimodality and its theoretical underpinning are conceptualized. After that, the relationship between multimodality and meaning making and its impact on second language learning are presented. After that, the concept of Multimodal Literacy is presented. To conclude, a revision of previous studies carried out locally and internationally in the field of multimodality and meaning making is stated.

The Technological, Pedagogical and Content Knowledge Framework (TPACK)

The decision of basing this research project upon the use of multimodal texts for helping students better interpret and create meanings was driven by the conviction that technology is, or at least, should be, a core component of nowadays L2 language teaching curricula. However, the integration of ICT into any teaching and learning contexts requires teachers to have a solid theoretical and practical knowledge that allows them to make informed decisions about what technological tools better suit the methodological strategies they are using and the content they are teaching. That is why this project orientated its theoretical framework upon the TPACK, a teachers' professional development model that claims that the effective integration of ICT into the L2 language curriculum is only possible when teachers know how to establish a balanced interaction between 3 pieces of knowledge: technological knowledge, pedagogical knowledge and content knowledge. (Koehler & Mishra, 2009; Kimmons & Hall, 2016).

Pedagogical knowledge consists of the repertoire of methodological strategies teachers make use of to render contents teachable and accessible to students. Content knowledge refers to the specific knowledge to be taught and learned. Finally, technological knowledge is defined as the instrumental utilization teachers make of multiple tools, digital or traditional ones, to support the interaction between pedagogical and content knowledge and to facilitate students learning processes (Bedoya, Betancourt & Villa, 2018).

For teachers to effectively integrate ICT into their teaching practices, there should be a balanced interaction between these three pieces of knowledge. This balanced interaction is framed by the intersection of pedagogical, content and technological knowledge (See figure 1) which generates four converged areas of knowledge that empower teachers with new possibilities for decision making in their teaching practices. The first of these areas is the pedagogical content knowledge, upon which teachers may make informed methodological decisions on how to render their specific knowledge teachable. The second area, the technological content knowledge, empowers teachers to better determine which tools may facilitate their students learning of specific abilities or contents. A third area is the interaction between pedagogical and technological knowledge, which allows teachers to ponder the affordances different tools may offer to support any chosen methodological strategy. And finally, the great conjunction, technological, pedagogical and content knowledge, which comprises the ability the teacher has to make a balanced use of the three areas of knowledge.

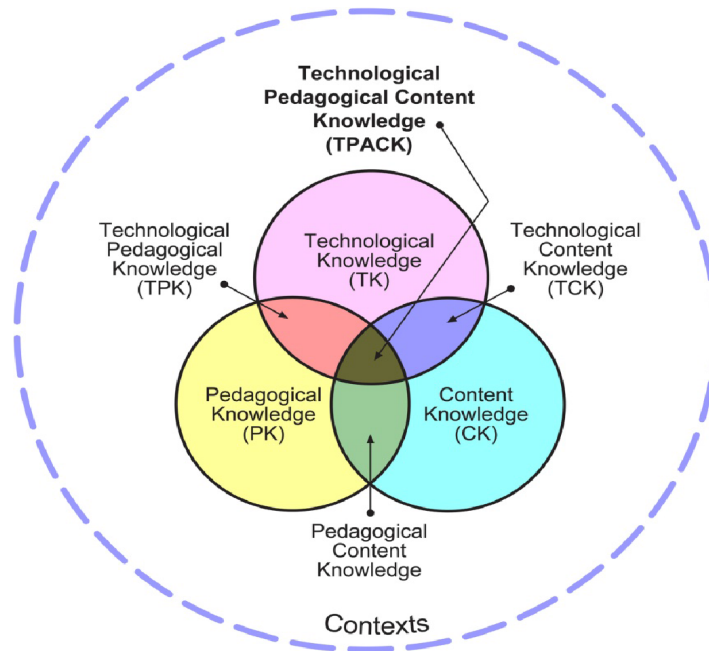


Figure 1. The TPACK model, its components and intersections (Mishra & Koehler, 2009)

In sum, using the TPACK model has the potential to help researchers to hone their technological knowledge about the ways that modes are more efficiently combined to convey meaning in multimodal texts. Also, it permits the design of methodological strategies to give explicit instruction on how to create multimodal texts, and finally to teach the language content to students. That is why the TPACK was an excellent choice to orientate the development of this project, and it will become, for sure, a methodological path to be followed from now on in teaching practice of the researcher.

Meaning Making

The concept of meaning making is of paramount importance for the development of this research project, since this is one of the processes intended to be affected by the

informed construction of multimodal texts. Although the literature provides several definitions, all of them hanging from different approaches and theoretical views, this theoretical framework presents only one that, drawing on several authors, fits perfectly the purposes of this investigation. In that sense, meaning making is seen as the ability of understanding a message, its social purpose and the cultural context in which it takes place. Previous knowledge and experiences, as well as relations to new images and words allow for the creation of new connections and, the making of new meanings. Therefore, meaning making processes vary from individual to individual due to the different combinations of modes in a text and to the different previous knowledge and experiences each one brings into its interpretation (Walsh, 2006).

According to Kress (2010) and Roswell and Walsh (2011), each mode has its potentials for meaning making. For instance, through images people can illustrate “what takes too long to read, writing helps readers to name what would be difficult to show with images, and colors highlight specific aspects of the message” (p.1). However, Kress (2010) argues that this meaning potential of modes is variable according to the context. As the author mentions, “it is likely that cultural aspects reflected by a mode in one society are not reflected in the same way by that mode in another culture.

Another aspect that determines the way in which individuals make meanings is the notion of language metafunctions proposed by Halliday (1979). There are three language metafunctions that appear and interact in any meaning making process: the ideational metafunction, the interpersonal metafunction, and the textual metafunction. As defined by Eggins (2004), through the ideational metafunction people build representations of the world and their own experience. This can be observed in the texts or images people choose

to represent places, people and things in the world. The interpersonal metafunction has to do with the relationship between the person who creates the text and the person who reads it, and the writer position in front of the subject matter. It deals with the way people negotiate and maintain a relationship with others. The textual metafunction alludes to both, the ideational and the interpersonal metafunction. It refers to the organization and coherence of the written or oral text regarding the context around it.

Multimodality in Second Language Learning

Once the concept of meaning making was defined, and the role of modes in that process was explored, it is important to focus our attention to how those multimodal texts may be of benefit for the L2 teaching and learning processes. A good starting point for the discussion is to define the multimodality and to describe how multimodal texts are seen in this research project.

Central to the development of this research project is the concept of multimodality, or, simply put, the use of different modes to construct meaning. However, this definition barely encompasses the scope of such multifaceted term. Many authors have described it in different and more complex ways, depending on their theoretical stances. Jewitt (2009), for example, affirms that multimodality refers to approaches that consider a wide variety of communicational and representational forms that people utilize, which go beyond only language. These communicational forms include “image, sound, gesture, gaze, posture, and so on and the relationships between them”. (p.14)

Other authors, such as Guichon and Cohen (2016), define multimodality as the interplay of modes in a text. They claim that in order for readers to construct meaning from

it, they need to separate, that is, notice the information that each mode conveys. One of the definitions that best suits the purpose of this research project and that best reflects some of the pieces of knowledge cited in the TPACK above, is the one stated by Chanier and Lamy (2017), who define multimodality as the relationship that takes place when multiple technological tools and modes work together in different combinations in learning contexts with the aim of achieving a specific learning objective. As learners physically interact with different modes and tools, they experience new and complex meaning making processes.

In closing these definitions of the concept of multimodality, it is important to review some assumptions that language teachers should bear in mind when implementing the use of multimodal texts in their teaching practices. These assumptions should stem from the premise that language, due to its linguistic and paralinguistic features, is a very complex multimodal communication tool. Jewitt (2009) establishes four main assumptions regarding multimodality in language learning:

1. All modes are equally important: this assumption asserts that, in learning contexts, language has wider possibilities in terms of meaning contribution. Language consists of multiple modes: spoken text, gestures, intonation markers etc., all of which have the same potential to contribute to meaning as the other modes: images, for example, do.
2. Each mode carries out to communicate work: people use modes to develop social functions, such as communication, where modes are built through their cultural, historical and social uses. In a multimodal text, each mode develops diverse communicative work and assumes specific roles, which depend on the moment and the context.

3. Meanings resulting from modes are interconnected: meanings from a mode are interconnected with the meanings created in other modes. Therefore, people arrange meaning when they choose and interact with them. Consequently, modes interaction influences the process of meaning making.
4. Modes are socially constructed: as multimodal semiotic resources are social, meanings shaped from them are social as well. Meaning, according to this author, is built through communicative modes.

Closely related to multimodality, there are the multimodal texts and their potential uses in L2 learning. Drawing from Serafini (2012), and in line with other definitions, multimodal texts are understood in this project as texts that convey information through the combination and interplay of several modes such as: video images, graphic design, hyperlinks, as well as music and sound effects. The choice of modes and how they interact to convey meaning has a direct impact in the meaning making process of the viewer or reader of the multimodal text.

In the field of language learning, Álvarez Valencia (2018) contends that offering students the possibility to develop different activities, in which they communicate their ideas through different modes, reduces the pressure that students feel when facing traditional classes. The author argues that with the implementation of the multimodal approach, students realize the potential of the activities developed and have the conviction that they communicate creatively and genuinely. In the same line of thought, Guichon and Cohen (2016) emphasize the importance of multimodality by contending that when teachers and learners are provided with opportunities to use different modes of communication to make meaning, language learning may be enhanced. The multimodal

nature of settings mediated by technology offer several spaces for interaction, which enhances learning opportunities.

Guichon and Cohen (2016) propose that, when asked to create or read multimodal texts, students are provided with affordances for their language process. For instance, they might present a paper or task using different modes. The use of multimodal texts benefits students as they have more possibilities to express their ideas, emotions and attitudes at a level different from the mere linguistic one. Besides, when students are aware of the semiotic resources that compound a text, they improve meaning making processes. Álvarez Valencia (2016) states that teachers also benefit by using multimodal materials in their classes as they might increase their possibilities to work with pedagogical material from different sources.

Multimodal Literacy

One of the actions proposed in this research project, consisted on training students in the understanding of the different modes of communication that make part of multimodal texts, their interactions, and the meaning making potential that each mode carries out. Students required to be aware of this information in order to develop some academic communicative tasks, in which they read and designed multimodal texts with the use of different technological tools. In order to accomplish this type of work, Kress (2010) claims that students require knowledge about how modes use semiotic resources to convey meaning. As for semiotic resources, Jewitt (2009) defines them as “the actions, materials and artifacts people communicate with” (p.16). According to Jewitt (2009) students need to know how to manage modes so as to organize the content of the text they are designing and to select the suitable ones to convey the particular meaning they want to share.

Serafini (2012) argues that the novel literacies that new social practices bring to the learning context requires learners to be capable of dealing not only with printed texts, but also of producing and understanding texts presented in multiple modes. In the same way, educators of literacy also need to expand knowledge concerning interpretive strategies that readers require to make sense of these novel texts.

The New London Group (1996) claims that traditionally the concept of literacy pedagogy has only been confined to reading and writing activities guided by rules in monolingual, monocultural forms of language. However, the increase of communication channels and media, as well as the increase of cultural and linguistic diversity, demands to broaden the scope of this concept to include texts related to information and multimedia technology. These texts that are available everywhere not necessarily in a written way but with a combination of codes, images, colors, shapes, messages are multimodal texts. Serafini (2012) states that a multimodal text contains multimodal elements such as video, images, graphic design, hyperlinks, as well as music and sound effects. To this respect, Walsh (2006) adds that multimodal texts may be presented on paper or digitally and the organization of modes convey meaning.

Therefore, multimodal texts, as they make part of new literacies, involve the development of multimodal literacy in order to communicate meaning effectively. Yi (2014) contends that when giving students the opportunity to interact with multimodal practices, they develop the ability to consider multiple modes of communication and the way they interact with the aim of making meaning. The author complements by saying that knowledge only about linguistic competence is not sufficient to deal with multimodal texts. English language learners have to develop multimodal literacy, along with English

competence to work with different literacy practices not only for academic purposes, but also for personal and social purposes.

This research project intended to determine the impact that the development of students' multimodal literacy, through the explicit instruction on how to construct multimodal texts, may have in their meaning making and language learning processes and when tackling multimodal reading tasks, that is, raising students' awareness about how multimodal texts are built may facilitate their meaning making process.

After an extensive revision of local and international studies, it can be concluded that, meaning making in multimodal reading in the field of foreign language education, has been scarcely addressed. However, some studies that include multimodality in language learning have been developed. As different authors have proposed, multimodality is still in process of development and requires further analysis and research (Guichon & Cohen, 2016).

Background Research

Álvarez Valencia (2016) introduces basic concepts of multimodality. He also provides an example of multimodal analysis in printed and non-printed pages, and he encourages teachers to implement the multimodal approach in their classes. Later on, in a more recent article, Álvarez Valencia (2018) introduces a state of the art about the definition of language for the field of foreign language teaching and learning, which has been traditionally verbocentric. The author then presents a proposal for teacher education and teaching and learning processes from a social semiotic and multimodal perspective

where the definition of language has to evolve in order to respond to the demands of the new technologies and consequent alternative uses of language including different modes.

Additionally, Losada and Suaza (2018) carried out a research study where they suggest that in a foreign language teaching setting, activities mediated by videos contribute to the construction of meaning. Finally, Rincón and Clavijo (2016) carried out a research study where the use of multimodal texts such as blogs and Facebook, evidenced students' language learning. However, none of these studies include interpreting and designing multimodal texts which restricts the understanding of the new modes of communication and semiotic resources (new social linguistic demands evidenced by technology) and consequently limits the scope of learners' meaning making potential in the EFL learning and teaching process.

Jalkanen and Vaarala (2013) developed a study in which they examined the literacy practices that take place when learners of Finnish as a second language engage in reading and writing blogs. In a first stage, students read digital text and kept a reading diary. In the second one, students wrote entries on a blog, which researchers observed and analyzed weekly. Both, the reading and the writing process were analyzed by applying an analytical framework developed by the researchers. This framework consisted in three dimensions, namely sharing, meaningfulness, and adaptivity. The results indicate that during the process of reading and writing blogs, students use resources for the meaning- making process, from which the learners construct a new semiotic item that has a new meaning. Three main components shape this process: the sharing of cognitive and material artifacts, meaningfulness of the activity and adaptation to the digital environment.

In another study, Martinez (2013) analyzed the development of the Language English class by working the five skills (listening, reading, writing, speaking, and interacting), and implementing multimodality in the teaching practices, as well as in the evaluating process throughout a portfolio with different multimodal activities. Students received instruction on the grammar of visual design proposed by Kress and Van Leeuwen (2006). Based on this instruction, the students developed different activities, in which they had to apply the multimodal principles learned. For instance, they analyzed and designed texts, analyzed videos and films, participated in debates, and created a PowerPoint presentation. The results indicated that t

he activities that better foster working with multimodality were the oral activities (presentations and debates). Moreover, students expressed that, as they were developing multimodal activities, they felt motivated to participate in their assignments and eager to work in groups. Finally, students manifested that the implementation of multimodal activities in the course, facilitated their learning process.

Guichon and McLornan (2008) developed a pilot study about the impact of multimodality on L2 learners' comprehension of spoken English, and its effect on a L2 comprehension task in a group of 40 French students of ESL intermediate level. The researchers divided the group into four groups of ten students. Then, each group received information about a BBC news presented in one of the following combinations of modes: M1-audio; M2-image and audio; image, M3-audio, and L2 subtitles; and M4-image, audio, and L1 subtitles. After that, the students had to write a summary about the news. The results indicated that students that received the information with the combination of modes M3- audio, image, and L2 subtitles, presented the higher percentage of semantic units in

their reports. The results indicated that there were few differences between the students exposed to M3 and M4. However, students exposed to M4 presented L1 interference, which affected their writing production in their lexical accuracy. Researches also confirmed the redundancy principle. That is, when presenting a language learning source, the same kind of information may be presented in different modes creating a redundancy effect between the semiotic representations, so that there is better understanding and avoid overloading of information. Additionally, researchers state that students should be exposed to multimodal input and receive training so they can exploit all the modalities.

Concerning the process of multimodal video making, Yeh (2018) carried out a study about the benefits that advanced students of English as a foreign language in a course of Multimedia English perceived by making their own multimodal videos. The students received an introduction about the management of different modes to deliver meaning. During the process, the students wrote different essays as a record of the video making process. As a final project, students created a video about Taiwan's culture using different modes to convey meaning. They also wrote a reflective essay regarding their own perceptions about the whole process of video making and the benefits they experienced during the project. In the findings the researcher presented three big topics that emerged from the analysis of the essays: Language Learning, Cultural Learning, and Editing Skills for Multimodality. Most of the students indicated positive results regarding their language learning process, mostly in their vocabulary, speaking, translating and writing process. Additionally, students showed gaining regarding knowledge about Taiwanese culture, although they expressed some difficulties to express issues about this culture in English. Regarding multimodality, the researcher reported that students expressed benefits regarding

modes interaction and the different ways to convey meaning beyond the use of the linguistic mode.

Rincón and Clavijo (2016) conducted a research project in which they explored the connection of students' real life in their communities with the school curriculum through implementation of community inquiries using multimodality. The project included three main moments. First, the researches mapped the students' community to identify, among others, community assets to be connected with the school curriculum. The second moment was characterized by students' field work in their communities. They interviewed people and collect photos and videos for the next moment of the project. The last moment consisted of students' presentations of the information they collected and the display of their findings in a blog. The researchers found that students identify four main problems in their community: environment, youth addiction, education needs, and violence. Besides, the researchers reported that multimodality was fundamental for students' foreign language development, since this approach offered the students a wide range of possibilities for them to document and report their work, beyond the written texts.

In a more recent study, Losada and Suaza (2018) implemented a study in which they analyzed the construction of meaning of a group of eleven graders, through the implementation of video-mediated listening activities under the multiliteracies approach in English. The researchers applied a survey to identify students' needs, difficulties and topics of interest. With this information, the researches selected the videos for each implementation and activities that allowed for the students' meaning making process and class interaction, and analysis of the video texts. After the implementation, the researchers analyzed the data collected finding out that video-mediated listening activities contributed

to the meaning making process in EFL. The students were involved in a continuous process of developing new interpretations connecting their prior knowledge and establishing hypothetical situations with the new information. Videos offered the students a multimodal source of information that allowed them to experience visual and audiovisual perspectives which also elicited their reflections.

The previous research projects here presented showed how multimodality provide a wide range of possibilities for teachers and researchers from different disciplines. The main focus of these studies varies from analyzing meaning making process of students, benefits of creating videos in the English learning process, to reporting community problems. However, there is a connection among them since the bridge that connects these disciplines is the use of multimodality in their implementation. All these finding frame and support the ones obtained in the research project here presented.

Setting

This research project took place in a private university in Colombia. This university offers academic programs varying from technology to graduate studies. The professional in modern languages program lasts eight semesters and it intends to educate well-qualified multilingual people to work in the fields of communication, administration and marketing. Besides offering courses in the areas of marketing and administration, this program offers courses that allow students to reinforce their knowledge of Spanish and gain new skills in this language. Additionally, the students attend three more courses of languages to learn: English, French and German. The target course for this study is English Basic Skills, which

students attend in the first semester, four hours per week, as established in the institutional curriculum.

Regarding the pedagogical model, the syllabi of the English courses follow a communicative approach based on the functional descriptors of the CEFR. Additionally, in the presentation of the methodology and pedagogical strategies in the micro curriculum of the courses, they refer to their methodology as student-centered, following a task-based approach and project work. The textbook followed during the first three semesters, which is the basic cycle, is Lifestyle. This textbook is designed to teach general English to people in different work settings as well as to travel and to communicate and socialize in different situations. This textbook also aims at comply with the language requirements people need to communicate in working situations, mainly in the area of marketing, such as building successful business relationships avoiding communication breakdown

Research Methodology

The present study was carried out by means of a case study methodology. Case studies allow the researcher “to examine a current phenomenon in its natural context” through different data sources (Yin, 2011, p. 13). Additionally, their primary interest is to learn about the particularities of the case itself through a single case rather than to generalize or rebuild theory (Yin, 2011).

Therefore, this study can be considered a case study, since the researcher aimed at exploring a particular phenomenon, which consisted on how students’ meaning-making process when interacting with multimodal texts could be facilitated through the informed

construction of these kinds of texts. Furthermore, this study explored the phenomenon in its natural context: an English basic skills course in a private university in Medellín, Colombia. Moreover, it aimed to provide a description of the particularities of the case: how students responded to the informed creation of multimodal texts. Besides, it drew on different data sources (e.g., surveys, students' artifacts, students' reflections, focus groups) as one of the main analytical processes.

Participants

This research study was carried out with a group of twelve undergraduate students, seven women and five men, whose ages ranged between seventeen and nineteen. These students belong to low and middle social strata and they obtained their high school diploma very recently from public high schools. When they started the program, two of them had some bases of English because they studied it before entering the university. The rest of them showed some language knowledge. Despite this, they showed commitment and interest for learning about the language and for the development of the multimodal works and their respective reflections.

All the students were asked to participate in the research project and all of them agreed and involved in the development of the works. For this purpose, all the students signed a consent form (See appendix H). However, for the analysis of this research project, the works developed by six of these students were selected randomly with the aid of an external person. The reason for choosing the participants randomly was because all the participants delivery the reflections as well as the multimodal works and a sample of six of them provided complete and solid data to be analyzed.

Implementation

There were two implementations during this research project: one for the creation of multimodal texts and the other for the analysis of these kinds of texts. Both implementations were carried out in the first semester of 2018. The five sessions took place between March 5th and May 24th, 2018 and each session lasted two hours. The textbook units selected for the intervention dealt with giving directions, describing famous places, and talking about personal interests. These units were selected because they favored the creation of multimodal texts that supported the learning of the topic proposed by the syllabus.

Session 1.

To begin the implementation, the teacher did a presentation about the main concepts related to the multimodal approach. This presentation included the definition of multimodality, the components of a multimodal text and its different types, and a definition of modes of communication and the semiotic resources that modes use to communicate. Students also received information about how meaning is conveyed through the interaction of different communication modes in texts. Likewise, the teacher talked about the importance of selecting suitable modes that go in accordance with the information that students wanted to communicate and considering the purpose of the texts.

After introducing students to the multimodal approach, the teacher gave students some exercises proposed in one of the textbook units selected for the intervention, which was about giving directions. The purpose of these exercises was to get students acquainted with signs to read maps and with common expressions for them to give directions. Then,

the students and the teacher analyzed one of the exercises which consisted of a map with common places that people can find in a town or neighborhood. Also, there was an audio with some conversations about people asking and giving directions to be placed in the map.

The teacher asked students to analyze the modes presented in the map and contrast that information to what they had just learned about multimodal texts creation. At the same time, the teacher guided the analysis with some questions regarding the multimodal components of the map. This means that students had to identify the modes and semiotic resources utilized, and in what way these ones helped the students to do the exercise. After doing the exercise, the teacher asked the students to develop the following task: In pairs, they should create a map similar to the one of the previous exercises where students had to show part of their neighborhood, supported by a recorded conversation of people asking for three places in the map and the corresponding indications to get there.

Next, the teacher explained to the students that once they had finished the map and its audio, all their works were going to be uploaded in the platform “Edmodo”, which the teacher was implementing in class to share information. Then, they were going to interchange their productions with other classmates to do an analysis of their classmates’ productions. This analysis was done individually and consisted in a questionnaire that the students had to apply to the map created by their classmates for the teacher to collect. (See appendix A)

Session 2.

The objective for this session was to share with the students the general information about the second multimodal text that they were going to create, that was the brochure. To

this purpose, the teacher did a presentation with general information about the different types of brochures, their purpose or objective, and the target audience. Then, the teacher presented information about the most common formats to present a brochure and the main characteristics of its content and space arrangement. Along with the written and oral information, all the previous information was supported with images that illustrated the theory and examples previously introduced.

After that, the teacher explained to the students that they were going to do a multimodal analysis of two touristic brochures. For that purpose, the teacher reviewed the vocabulary related to modes of communication worked in the previous training session, so that the students could identify these multimodal components in those brochures. First, the teacher talked about its layout and the way in which images along with the content were distributed in the text. Then, the teacher asked the students to consider the type of font utilized in the titles and the paragraphs and the coherence between the linguistic content and the images showed. To continue, the teacher analyzed the target audience taking into consideration the images and the written information. To this aim, the teacher explained to the students the importance of identifying if the multimodal components indicated that the places were designated only for wealthy people, or to the contrary, that any person could access to them. If the places promoted family or couples' destinations, adventure or cultural vacation, religious places to visit or carnivals.

Besides the multimodal analysis, the teacher included questions related to the content of the information presented about the places and how culture is represented through modes of communication in the texts. Moreover, the teacher asked the students to

identify possible mistakes presented in the texts, regarding multimodal components, and the improvements they proposed for those.

Next, the teacher told the students that in pairs they had to create a brochure to promote a touristic place from the world, with the aim of practicing the vocabulary and grammar structure worked in the unit number nine, which is called “Favorite places”, from the textbook followed in the class. Students had to choose a template, select the place to promote and the information about it. They had to take into consideration to include images depending on the place they wanted to promote, and then add text and images, font size, position and color. Additionally, students had to include cultural cities that showed architecture or historical places, or adventure or festivals and customs, and to consider the kind of color appropriate for those places. The teacher asked the students to remember the importance of coherence between all the modes included for the design of the multimodal texts. For instance, if they wanted to include beaches, pictures should be colorful, people should be smiling or having fun with refreshing drinks. On the other hand, if they wanted to present fancy places, they should include images that presented luxury, well dressed people, expensive cars, hotels, food, etcetera. Finally, the teacher showed to the students some web pages that included the possible software to create their brochures.

Session 3.

The teacher gave each student a document called “supporting multimodal literacy”, containing some basic terms of multimodality with the aim of refreshing some concepts covered in the last session and presenting new ones needed to do the analysis of the next multimodal text that they were going to create (Appendix B). Some of the terms presented in that document were: (a) mode, (b) affordances, (c) media, (d) rhetorical situation, and (e)

multimodality in composition. After finishing the explanation about multimodal language, the teacher showed an example of a multimodal analysis proposed by Walsh (2006). While reading Walsh's analysis, the teacher used the document they just had read to illustrate the terms about multimodality.

To continue, the teacher gave the students a second document with questions that they needed to do the analysis of the brochures created by themselves in the second document (Appendix C). This analysis was divided in four parts each one with subdivisions. The first one was about exposure and observation. The second was about labeling and navigating modes and media. The third was one about interpretation. Finally, the fourth one was about framing meaning in relation to rhetorical situations. Next, the teacher projected a touristic brochure about Dubai to analyze it with these questions with the aim of training the students for their own analysis.

To begin, the teacher read the questions related to exposure and observation. Here students were asked to consider what they thought the purpose of the brochure was, the target audience, their reactions when they experienced the text. The teacher asked the students to consider all the information about multimodality to support their analysis. Then, the teacher asked to the students to consider the implications of the modes and media elements that they notice. For instance, the type of font: fancy script. Consider what it suggests about the overall tone (wealth, formality, elite, expensive). The teacher emphasized also in the images and the places shown in the brochure, the messages inviting people to know one of the most expensive places to visit in the world. "The tallest building, the longest man-made marine, the most luxurious hotel", and so on. To continue the

teacher told the students that if they could not account for all the multimodal elements, they should include the more salient ones.

To continue, the teacher asked the students to identify how modes of communication persuade the audience based on their context and the kind of social implication presented. It means, students had to identify the values or opinions suggested by the author or implied the author to the audience. For this purpose, the teacher asked the students to notice the invitational messages shown in the brochure “everything is possible, world top-class city, heaven... I love Dubai”., along with the colors, places, type of font, and the distribution of the images and linguistic content. Finally, the teacher asked the students to evaluate the texts in term of success or failure at reaching its audience and the positive or negative consequences of the message implied with the text. After a detailed analysis, the teacher shared randomly the brochures that they had created, so they could make their own analysis.

Session 4.

The objective of this session was to train the students for the creation of the last multimodal text, the advertisement. The teacher asked the students to develop the following task: in groups of three, they should create an advertisement that promoted their academic program or another one from their university, or to promote the university in general. For that aim, the teacher gave to the students a document with some recommendations that guided this process and explained to them some steps for its creation (Appendix D).

Concerning the recommendations, the teacher asked the students to think about common expressions that they had identified in language ads. She told them that most of

these ads show people planning to keep studying more, to keep pulling through, and express enthusiasm, and happiness, and include images that point towards the future. For this reason, the teacher suggested students to include a slogan, something that people could easily remember, that engaged them, like an appealing sentence, as the one used in the most common TV commercials, for example “The university takes you to the future”. To continue, the teacher told to the students to think about the image they wanted to project about the university or program. She suggested them to consider showing classrooms, computers labs, administrative offices. teachers, the library and different locations.

In the same way, the teacher told the students that they should include a graduate student that talked about his/her experience during and after finishing the program in order to show students experience and projection, or interview a student talking about future expectations. Besides, the teacher told them that they could introduce themselves as students or graduate students talking about their own experience and showing images related to the linguistic message that they were sharing. Additionally, the teacher told the students that they should include colors concerning the university shield or flag, its facilities and location, that were in accordance with the image they wanted to promote of their program or university. Finally, the teacher told the students that they should work with the technological devices they managed and had access to.

As for the steps for the ad creation, the teacher asked the students to consider three stages in the process proposed on the web page (Appendix D). First, there was the pre-production. Here, students should develop the content of the ad, including setting, characters, the script and storyboard. Then, there was production. Here the students had to develop the story by means of the technological tools and semiotic resources available to

create meaning. Finally, there was post-production. This process included to put the final touches to the ad in terms of sound effects, music, titles and credits and a final cut. The teacher also asked the students to consider the purpose or objective of the advertisement, target audience, the narration events (what people say or what people will listen to), and the onscreen events (what is happening while the sound runs).

To continue, the teacher showed two advertisements taken from YouTube that promoted bilingual schools. From these videos the teacher asked the students to consider the speed and clarity of the narrator, who could be showed on the video or include just his/her voice. Moreover, the teacher told the students about the importance of including appealing and relevant images and information, since every second in television is very expensive. Besides, the teacher asked the students to identify the slogan or appealing messages included in the ads, the gestures or facial expression of people, the beauty of the location shown, its colors, tone of voice, and the length of each video.

Session 5.

The objective of this session was to train the students for the analysis of the advertisements created by themselves. The teacher shared with the students a document with the elements and questions intended to make the analysis of the advertisements that students created and some suggestions at the moment of writing this analysis (Appendix E). To begin the teacher told to the students that the analysis contained some elements intended to describe and some others had to do with the analysis of its content.

The first element to consider was layout. Here, she asked the students to consider the balance between images, audio, linguistic content, the use of the space, so they could

have a general idea of the ad composition. Then, the teacher introduced the second element, composition, and read the questions for its analysis. The idea with this element was to identify if there was emphasis on the images or the text in the video, or if there were elements of unity. To continue the teacher told to the students that they did not have to consider the element of camera angle, as they were not experts in photograph or video composition or management. However, she told them that they could give their opinion to this respect if had arguments support it. Then, it was the lightning element, in which the teacher asked the students to consider if this element transmitted any feeling or mood to them. After that, the teacher presented the color element. Here, she paid special attention to the meanings that the colors had for the students or the role of the colors showed in the ad. Next, the teacher presented the action element. Concerning this element, the teacher told the students that they had to identify if there was a story told through a narrative or if there were only different images portrayed with a message.

To continue the teacher introduced the element figures. In this part, the teacher told the students that they had to identify the kind of people included in the video regarding sex, ethnicity, age, the kind of clothes that people are wearing, what their body language expressed, and the relationship between them. The idea was to identify the purpose of showing these elements. Regarding the element of text, the teacher asked the students to analyze the linguistic content and the message, the figurative language or analogies, the type of font and its relevance, and the hidden messages if any. Next, the teacher presented the element of setting, which had to do with the location in which the ad took place and the significance of the places included there. After that, it was the element of product, in which the teacher asked the students to identify the product sold in the ad and its role in society.

To continue the teacher talked about the element of values and beliefs reflected on the ad. The teacher asked the students to identify if any, the values of beliefs portrayed in and the significance in their lives, and the kind of appeals used to catch the attention of the viewer. To finish, the final element presented was the context. Here the teacher asked the students to consider the target audience they identify the ad was created for.

Once the teacher finished with the explanation about the elements to consider for the advertisement analysis and the corresponding questions to apply to the advertisement, she continued with some suggestions for the students to take into account at the moment of writing their analysis. The teacher started by asking the students to avoid weak statements and support their arguments with evidences from the advertisement content. Moreover, the teacher told the student about the importance of avoiding personal opinions as the basis of their claims, but providing always evidences from the ad. Finally, the teacher asked the students to develop this analysis deeply and take reasonable time to do this work.

Data Collection

The data collected came from four different sources: a questionnaire applied through Google Forms, multimodal tasks, students' reflections about the multimodal tasks, and a focus group. In the following paragraphs there is a description about the procedures implemented to collect data through each instrument.

Questionnaire

This questionnaire was applied to students before starting the implementation of the project (Appendix J). The purpose of this questionnaire was to gather information about students' perceptions and previous knowledge concerning the use they made of technology

in both, their personal and academic lives. It contained fourteen mixed questions, nine were multiple choice, four of them were single choice, and only one was open-ended. All the respondents received and delivered the survey through Google forms application. This questionnaire helped to determine the type of multimodal tasks that students had to design and analyze, the possibility they had to access to technological tools, and the expertise or lack of this to manage them.

A Focus Group

At the end of the intervention, the whole group participated in a focus group guided by the researcher in charge of the project and another researcher invited to play the role as a moderator. This instrument was applied to collect learners' perceptions about the overall implementation and it consisted of eight main topics: students' general experience, pair and group work experience, multimodal texts' design process, multimodal texts' analysis process, the relation between developing multimodal texts and the students' English learning process, the use of technological tools during the texts design process, the impact of the development of multimodal texts in relation to other subject areas, and suggestions and recommendations

Students Artifacts

The participants had to design three different types of multimodal texts: a map, a brochure, and a TV advertisement. The first and the second texts, that is, the map and the brochure were developed in pairs and the last one, the TV advertisement, was developed in groups of three students. All the tasks were connected to the topics proposed in the content of the course. All these works were posted on Edmodo, a platform proposed by the

researcher since the beginning of the implementation to share all the multimodal works and as a means of communication throughout the project. These artifacts were collected with the aim of providing evidence of students' meaning making process during the analysis of their partners' texts.

Students Reflections

Taking into account the instruction that the students received before carrying out their own multimodal works, they wrote an individual reflection about a multimodal text designed by their partners. This reflection was guided by a series of questions, some of them were proposed by the researcher and some others were taken from the University of Michigan Center of Writing web page. The objective of these questions was to guide the students into the analysis of their partners' multimodal works, to get information on how they used the knowledge acquired about designing multimodal texts and to gather information about their meaning making process when reading. In addition, they were asked information about their personal impressions concerning the task and the difficulties they experienced.

Data Analysis

Data were analyzed following an inductive approach (Richards, 2003). That is, there were three pre-established categories that came from the deductive analysis. These ones correspond to the main concepts and theoretical principles included in the theoretical framework and in the research question: multimodal literacy, meaning-making, and language learning.

To conduct the analysis, all the data showing evidence of the pre-established categories were uploaded into NVivo 10. Then, categories with the specific names were created: awareness of the role of multimodal literacy in the creation of texts, students' meaning making process in the analysis of multimodal texts, and promoting authentic language use through multimodality. Next, data in each specific category were analyzed to check which students presented evidence for each specific category in the three data sources. Pseudonyms, instead of students' real names, were used to present all the data.

Working with Nvivo software not only allowed to be more systematic and thorough but also to achieve trustworthiness, which according to Creswell (2003) means validating the accuracy and credibility of the findings through strategies such as, member-checking, external audit, or triangulation to avoid overgeneralization or bias. The strategy used by the researcher was triangulation of data. For the survey, the researcher used the graphics and results gathered from Google Forms, in addition to a qualitative analysis that is made through pivot tables worked in Excel. In order to organize all the information gathered from the students' multimodal works, the students' reflections, and the focus group, the researcher uploaded all these instruments to NVivo 10, a software that allows for codification and statistical analysis. Before the previous step, the students' multimodal works that were delivered in paper were scanned and the focus group was transcribed. All this process with the purpose of facilitating its future reading, codification and, analysis. Then, the findings obtained from each data collection method was verified and compared through data triangulation in order to check out its consistency and validity.

Ethical Considerations

In order to conduct this research project, the researcher presented a consent letter to the administrative staff of the institution selected (Appendix G). With the approval of the administrative staff to develop this project, a consent form was shared with the participants of the course (Appendix H). They were freely invited to participate in this research project, that would be developed throughout the development of the course, without any benefit for themselves, but the contribution to the field of knowledge. The consent form also contained an explicit promise of confidentiality regarding their personal information, academic works, reflections, or any kind of information that could account for their identities. Additionally, the participants were informed about the purpose of the intervention, its length, the steps to gather the information, and the guaranty that the data collection methods would be used only with academic purposes and only the thesis advisor and the researcher would have access to these data for the researcher and her advisor. Besides, the consent for established that the information gathered would be publish on the researcher's master theses.

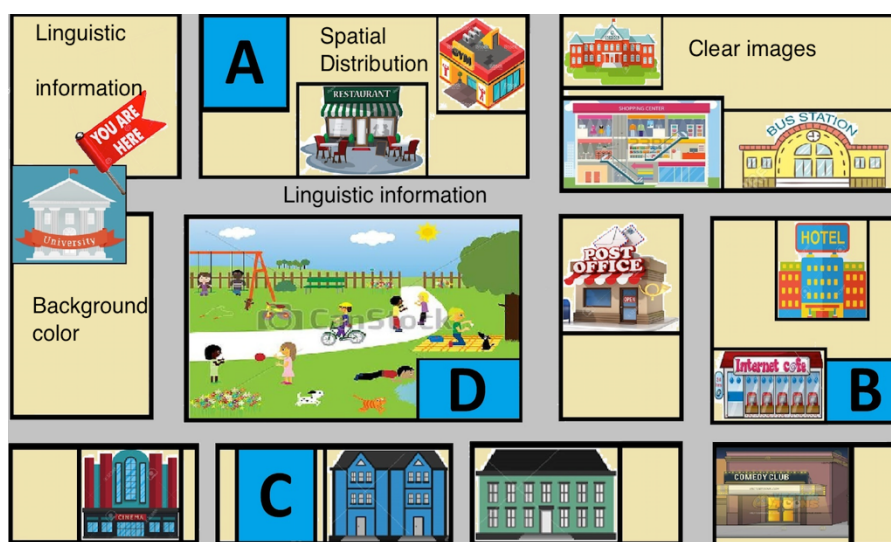
Findings

This study explored the effect that the explicit instruction on how to effectively create multimodal texts may have in students' meaning making process when analyzing multimodal texts designed by themselves. The analysis of the data was carried out from three pre-established categories, namely: awareness of the role of multimodal literacy, students meaning making process in the analysis of multimodal texts, and promoting authentic language use through multimodality. In general, data analysis showed that students became aware of the role of multimodal literacy in the creation of texts, students made meaning out of multimodal texts and they used authentic language through multimodality, everything after receiving explicit instruction. The following paragraphs contain detailed information and evidence about how instruction played a defining role in the creation and meaning making of multimodal texts.

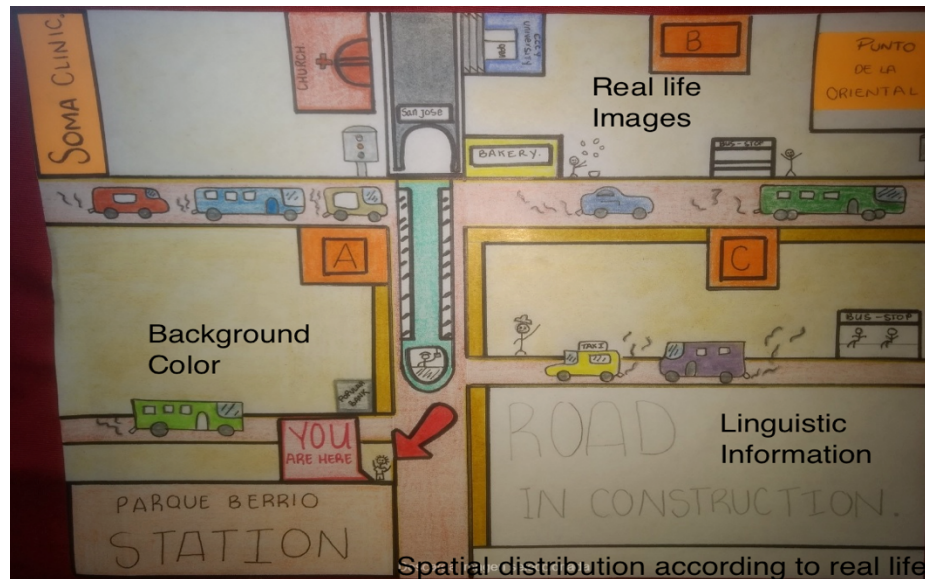
Awareness of the role of multimodal literacy in the creation of texts

This category refers to the awareness that students showed from the explicit instruction on how to use and combine modes to create multimodal texts. At the moment of creating their own multimodal texts, during session 1, 3, and 5, students followed the instructions and considered the theory given by the teacher during the training sessions regarding the multimodal approach. Evidence of this is found in the maps, brochures, and advertisements they created after, in which they made use of more than one mode of communication (the visual, the linguistic, the gestural, auditory, and the spatial mode) to achieve the purpose for which each text had been created. An example of this kind of text is the video created by a group of students to introduce a map of a neighborhood to ask and give directions for other classmates to follow. See Appendix F, number 1.

In order to create the maps and their accompanying audios, students received multimodal training in session one which consisted of the management of the use of modes of communication, their intersemiotic relationships, and multimodal language to create texts. In this work, students' evidence showed that in general they applied the principal elements of the theory, regarding the creation of a multimodal text to design a map to practice giving directions. They showed awareness of the use of the visual mode since out of the seven maps, five contained different and clear images to represent common places. It is also noticeable the use of the visual mode for the selection of colors. They utilized a base soft color for the background and appealing colors to frame the linguistic information used to denote places, which allowed to focus on the images and identify places easily. Students' maps also showed the proper use of the spatial mode at the moment of distributing the linguistic content along with the images in the space. It is also noticeable salience in the use of the linguistic mode to name some of the places included and also to give the instructions to do the exercise. Finally, up of seven multimodal maps, only one included background music.



DS and DJ Map



RN and NV Map

Evidence of students' awareness of multimodal literacy when creating multimodal texts also came from their analysis of their classmates' multimodal texts. In response to one of the questions of the analysis of the map: *taking into account the explanation received about multimodal texts and the use and work of the modes of communication, how do you analyze the work developed by your partner?* the student RN expressed :

Multimodal components: I think there was an ideal use of the most relevant aspects of multimodality such as, the use of a musical track, the variety of the buildings and their colors, the oral spontaneity, and the numerical indications in certain points. All these components allowed to have a dynamic and pleasant development of both activities thanks to the different options of appreciation in relation to its work and elaboration. (Map analysis. RN-March,2018) (My own translation)

The fact that this student exemplified and presented opinions of the visual and auditory modes presented in the explicit instruction (music, colors, oral features and numerical indicators) indicates awareness of the role of multimodal literacy for him to succeed in the activity. He expressed that there was an ideal use of the most relevant aspects of the multimodality which helped students carry out the activities since these allowed to have a dynamic and pleasant development (...) thanks to the different options of appreciation in relation to its work and elaboration.

Another example of this awareness was found in the brochures students created after receiving explicit information on what modes were and what they could create in multimodal texts. In these artifacts, students included different communicative visual modes at the moment of choosing the images to present a touristic place and its culture. They also selected a particular size and color for the font in order to focus the readers' attention on specific parts of the text. In addition, they applied the spatial mode to balance the content of images and text, and its arrangement in the space provided. It was also noticeable the use of the written linguistic mode to transmit the most relevant information with proper language about the place. Finally, they also drew on a familiar tone to reach the target audience.

	<p>HOTELS</p> <p>Four Seasons Resort Bora Bora: Located on the northeastern side of the island along the outer coral reef, this exclusive enclave is one of the premier resort options in Bora Bora.</p> <p>Conrad Bora Bora Nui: Is tucked in a cove of white sand and black lava rock. Located on the southwest end of Motu To'opua, a small islet floating between Bora Bora's mainland and coral reef.</p>	<p>CONTACT US:</p> <p>1-866-584-2336</p> <p>TAHITI.COM</p>  
<p>BORA BORA</p> <p>Paradisiacal and Beautiful place</p>		

	<p>ACCOMMODATION</p> <p>Bora Bora has become synonymous with overwater bungalows. Many of these lavish floating villas have glass floors that supply a window to the lagoon life below. You can have room-service and a relaxing time in a spa.</p>	<p>Once seen, Bora Bora is never forgotten.</p>
<p>Undoubtedly the most celebrated island in the South Pacific, Bora Bora is French Polynesia's leading lady. Her beauty is unrivaled and her fame, unwavering. Bora Bora is one of the few places on earth that everyone hopes to witness in their lifetime and once you see it, you are forever enamored.</p>		
		<p>RECREATION</p> <p>You can go to shop at the local boutiques or dine at one of Bora Bora's restaurants, also you decide to venture away from the resort, you can visit the main village of Vaitape.</p>

NA and TM brochure.

In the reflection task for the same work, students were asked to consider the implications of the modes and media elements that they had noticed. For example, types of fonts such as fancy script. Also, the students were asked to consider how these modes accounted for the

overall tone of the text (wealth, formality, elite, expensive). To this regard the student SJ argued:

This text lacks a little elegance since this place is very elegant. It also lacks some of the components that show wealth since this text is focused on a very special place. The text expresses formality and this is appropriate for the place. My argument is that Bora Bora is like the limitless beauty of woman. (Brochure analysis. SJ- April,2018) (My own translation)

The student SJ showed awareness of the implications of selecting the font for a text.

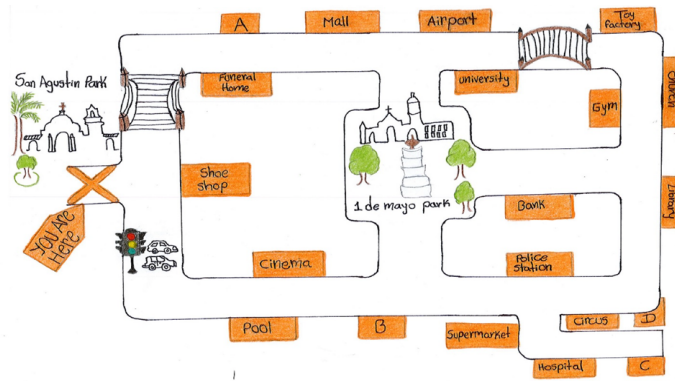
This understanding allowed him to argue about the mismatch between some text components and the place that was presented in the brochure. He was also aware of how this type of choices affected the reader's perception.

As described in the chapter of implementation, in session 2, the students received training in order to create an advertisement to promote their own university academic programs. This work evidenced that students were aware of the importance of multimodality when creating texts since they considered necessary elements to create those kinds of texts. It can be said that they took into account aspects related to multimodality such as coherence between the program they wanted to promote and the type of images they presented along with the colors of the institution, and its facilities. They also used a familiar tone with an informal register to reach the target audience. Most of them included choices of intonation, emotion, and emphasis to transmit the oral message. The video created by a group of students supports what was stated (Appendix F, number 8). In accordance with students' artifacts, this students' awareness of the multimodal components of a text is also supported by the student' intervention during the focal group. When the moderator introduced the topic related to the process they developed during the creation of the multimodal works, one of the students commented:

DJ: When we worked on the brochure, the map, and the add, we took into account the proper image audio for these specific texts. We considered all that the teacher had taught. So, in the add we used images thinking of what we wanted to show, the university building where people probably are going to study. Then, we showed students and teachers to show the environment with an audio. At the end, we showed images of people on their graduation day. We organized the image and the audio so that they complemented each other, this way people that watched it could understand easily. (Focus group. DJ- May, 2018) *(My own translation)*

In this comment DJ mentioned the modes they needed to use to create the add, the interaction between them, and the intention they had for their use. This shows that he was aware of the importance of multimodality for the correct creation of this type of text. He also mentioned that modes complemented each other, which evidences his awareness regarding the importance of modes interactions, that is, the intersemiotic relationships and the kind of work that each mode might develop in a multimodal text.

Another example of students showing awareness of multimodal literacy comes from students making use of different semiotic resources that account for the visual, the linguistic, and the spatial modes for the creation of subsequent multimodal texts. It is important to mention that for the second multimodal activity proposed, the students created a brochure, in which it was noticeable that they made use of a wider variety of semiotic resources such as images, color and the information included. The following works illustrate the aforementioned statement. See appendix F, number 6, to find the image of the map and its corresponding audio.



LK Map

LK and VJ Brochure

For the map, students utilized the different semiotic resources that accounted for the use of the linguistic mode and also the language contents covered in the unit. They made use of written language to indicate the name of some places. The content of their audio, it means, the indications given to go from one place to another, was in accordance with the task they were performing (giving directions), although with some issues regarding the linguistic mode, since they presented grammatical mistakes. They used appropriate intonation when they were asking questions and giving answers, although with some difficulties in fluency. They showed politeness and used a formal register, which coincide with the genre of this text. Regarding the visual mode, the students accounted for the use of

simple color for the map background and to highlight the name of specific places. Only two works included images to represent these ones. Finally, for the spatial mode in general students' works present a simple layout where they distributed the map content, which basically consisted on lines to represent the streets, squares and rectangles for the places and a few images. The components of this map were well distributed in the space and its scale facilitated their identification.

Regarding the creation of the brochure, findings evince the inclusion of more semiotic resources than the ones utilized in the map. Regarding the visual mode, the students utilized a wider range of representative images such as flags, touristic places, cultural performances, food, people among others. They included more colors for the background, the font type, and for the frames in the images. In the same way, the students evidenced the inclusion of a wider range of components of the linguistic mode because the development of the brochures required more linguistic content than the map. However, it is worth mentioning that they still presented some punctuation and spelling mistakes.

Regarding the spatial mode, students required the management of more visual and textual content which means they had to consider how to organize images, text and their distribution in the space they had available. This means they matched the information they had with the non-textual information that the images presented. This distribution was in accordance with the type of multimodal text they created. This finding is supported by students' comments in the focus group. The students were asked to talk about their experience regarding the design process they had throughout the development of the three multimodal works, their difficulties, advantages, benefits, or general comments. The students NA and LK expressed as follows:

NA: in our evaluation of the map for our classmates' work, we considered that our English and knowledge of multimodality was basic, so we did that work strictly following the indications. It was simpler than what we did in the advertisement, which we did longer because we already knew more things about the language and multimodality thanks to the teacher's explanation. Regarding the design, creativity in the map was not that much, but in the video, creativity improved a lot, it means, there was an evolution. (Focus group. NA-May, 2018)

LK: The design process was like an evolution of applying multimodality so the receptor understood what I wanted to transmit. There, the text played a very important role, since this was the aspect, I wanted people to focus on, so it means I had to apply multimodality. For instance, in the map I had to apply some modes different to those in the brochure or in the advertisement. In the ad, there were a lot of images to show, whereas in the brochure I wanted the reader to focus on specific information. (Focus group. LK-May, 2018)

These comments evidence students' awareness not only of their learning process regarding modes management and the content of the course, but also in the degree of difficulty of the multimodal works they were developing as they acquired more knowledge in the instruction sections and more knowledge of language in the regular teaching sessions.

In addition to showing the use of a wider variety of semiotic resources in the creation of the map and the brochure, it is noticeable the use of a wider range of these in the creation of the last and most challenging multimodal work, the advertisement. As stated in class 4, students created an advertisement to show and promote the program they were majoring in or another program of the university. To create this, students received training regarding multimodal aspects of this type of texts and the possibilities that technology offered for its creation. Students works proved that they accounted for the use of all the modes of communication and the management of certain technological tools. The video created by a group of students supports what was stated (Appendix F, number 9).

The videos created by the students included more modes of communication than the ones they used in their previous multimodal activities. Regarding the visual mode students utilized both still and moving images. In the still images they included a broader array of images to show the location of their university and its more relevant facilities such as, the computers' lab, the library, the cafeteria and the classrooms. The moving images included people belonging to the educational community, locations, live classes, and an interview. Additionally, the colors they selected matched with the colors that represented the university slogan. Images were also presented from different angles, from different distances and these ones were clear and well illuminated.

A more meaningful use of multimodality is also present in the auditory, spatial and gestural modes. The videos present choices of background music and ambient sounds with adequate rhythm, tempo, volume, and pitch. The layout of all the videos showed attention to the management of the spatial mode. Students organized moving and still images utilizing spatial resources such as scale, proximity, direction and the distribution of objects in the space. As for the gestural mode, students indicated awareness at the moment of considering people's facial expression, gaze, demeanor, and presentation of the sequences of their actions.

Regarding the linguistic mode in the videos, students also had the possibility to broaden the range of vocabulary. In the oral language they not only showed the utilization of words or short paragraphs, but a complete and structured message organized through proper linguistic grammar conventions. Through this oral text, students had the opportunity to make use of more elements in the linguistic mode since they presented more fluency, spontaneity, speed, rhythm, and intonation than in the oral text presented in the map. Even

though they used more linguistic elements in the oral message, they still had some issues regarding pronunciation which did not hinder understanding.

Despite of the aforementioned signs of awareness presented by the students at the moment of creating multimodal texts, they presented some frequent mistakes in the use of some of the modes of communication, namely the linguistic and audio. Regarding the linguistic mode, two of the maps presented issues in the structure of the sentences in the oral message. They changed the proper order of the sentence, used unsuitable verbal tense, and omitted the use of articles. Out of six maps, all of them showed few issues related to the pronunciation of different words. These mistakes should be associated to the level of English of the students, since they are in their first semester. As for the aural mode, only one work included background sound and, in one of them the voice volume was very low. This analysis accounts for lack of awareness in these modes of communication, or lack of resources to make better quality audio, or other factors such as lack of linguistic resources.

Concerning the creation of the brochure, from the linguistic elements that must be considered for its creation, three of the six works presented grammatical mistakes related to the structure of some the sentences, punctuation and the use of capital letters. However, the main concern was the utilization of the copyrights, since three of the six works included written information taken from the internet without specifying the source. This fact made difficult the analysis of the linguistic mode in these works. As for the aural mode, the elements related to this one were not taken into consideration since this type of multimodal text did not contained any type of aural intervention.

Regarding the linguistic and aural mode in the last work, the advertisement, there are problems related to pronunciation and volume of some of them. For the creation of this multimodal work, students worked in groups of three. One of the premises was that all the members of each team had to present an oral intervention. The volume of the voices of two students was low, which made difficult for the listener to understand the whole message. It is also noticeable that the quality of the sound in one of the videos was not proper. The recording volume was low and in order to listen to this and the catch whole message, it was necessary the aid of earphones. From the aforementioned statement, it can be said that students lacked clarity about audience awareness in some videos.

As for the use of the elements of the linguistic mode, the written and oral messages were elaborated following proper grammar conventions. However, the oral messages presented some issues related to the pronunciation of different words in three of the four advertisements. Besides mispronunciation, two of the students' works contained short passages in which elements such as fluency and rhythm lacked audio awareness. According to the previous information, it could be said that although students made use of the suitable modes to create each multimodal text, which account for the awareness on how to use and combine modes to create multimodal texts, students' awareness of the multimodal elements was more evident in the use of the visual, spatial, and gestural modes. Despite the signs of awareness of multimodal components that students showed in the creation of their multimodal works, from the point of view of the researcher there are some aspects regarding the linguistic and the aural mode that presented common mistakes in the multimodal works. Some of these multimodal works lacked in the awareness of the aural and linguistic modes.

Students meaning making process in the analysis of multimodal texts

This category refers to students' ability of understanding the message, the social purpose and the cultural context of a specific text, linked to his/her own purpose and how the connections between previous knowledge and experiences of content, images and words create new meanings.

The data collected from students' reflections about their peers' works and from the focus group evidenced that there is a relationship between multimodal awareness and meaning making, due to the fact that when students know how to create a text, identify their components and determine if they are or not well designed, they can do better comprehension of their content. In the reflections about the second multimodal work, (the brochure) created by the students, they drew on the modes of communication to express their opinions regarding the role the content of the brochure played in their lives. For instance, participant LK expressed:

The emotion that this brochure produces in me is a feeling of freedom and adrenaline due to the modes utilized in this one, such as blue and green colors. For me, they represent the freedom, nature and peace. There is also the gestural mode, since the brochure shows people practicing sport and they have a facial expression of joy and their bodies posture transmit freedom and adrenaline. For instance, people open arms, a person is jumping and people are smiling. (Brochure analysis. LK-May, 2018) (My own translation)

In this comment, it is evident that knowledge about modes of communication and her own experiences about life allowed the participant to make meaning from that multimodal text. The participant made connections between blue and green colors with nature, peace and freedom. That is, she connected her previous knowledge about the

meaning of colors in her context to the colors showed in the brochure. In the same way, she made meaning from the gestures that people were expressing in the pictures, which communicated that they were happy, free, and experiencing adrenaline. Additionally, through the semiotic resources of the visual and gestural modes, the participant felt an identification with those representations of the world, which accounts for the ideational metafunction. This means, she expressed the impact that these modes had had in the way she perceived the places and activities represented, which evidenced meaning making process.

In the comments for the analysis of the advertisement, the last multimodal texts created by the students, they accounted for the process of meaning making they experienced owing to the knowledge they gained in the training sessions. One of the questions proposed was related to the figures involved in the advertisement. Students were asked to describe people included in terms of age, ethnicity, sex, clothes, body language, and the relationships between them. The following excerpt presents the analysis of the participant SM:

The ad shows different people, women and men aged between 17 and 25, since in this environment we can find people from these ages. I think this is a little excluding because young people are not the only ones that can access the university. People seem to belong to a medium socioeconomic stratum and they wear casual clothes. Their body language tells that they are relaxed and at ease. We can see people playing, which indicates that the university accounts for spaces for recreation and this encourages people to choose this university. People perform as if they were on a normal day at the university. (Advertisement analysis. SM-May, 2018) (My own translation)

In this comment the student, through the analysis of the intersemiotic relationship between the visual and the gestural mode of communication, identified the type of audience

to whom the ad was addressed, this indexed their socio-economic strata and mood. The description presented by the student accounted for her meaning making process, since she built a representation of the audience through what modes pointed at. Additionally, in the extract of the comment “*the university accounts for spaces for recreation and this encourage people to choose this university*, the student evidenced that she made meaning through the intersemiotic relationship between modes and her previous knowledge about people’s interests when looking for a university to choose. Here, the student identified the strategies utilized in the ad in order to appeal to people to register for that university. These comments also account for the interpersonal metafunction.

Evidence of students’ meaning making process connected to their awareness of the multimodal approach also came from the focus group. The teacher mentioned that the questions for the analysis of the multimodal texts contained, among others, questions regarding the texts’ structure and content. Then, she asked about the process that the students carried out in order to analyze their classmates’ works: the student NV commented:

Several modes complemented each other. I liked to analyze that modes were complemented, that they were in accordance with their intention. For instance, the image with the audio. I analyzed that what I was watching was coherent with what people were telling, so that the message that they wanted to transmit was coherent without leaving details up in the air. I think that the message effectiveness depended on if it was balanced, because when things complement each other have better potentiality in its structure. (Focus group. NV-May, 2018) (My own translation)

The comment above evidenced that the student analyzed the content and the structure of the multimodal text in order to make meaning of the message that their classmates wanted to transmit. This accounts for the textual metafunction. The students

consider the multimodal text components and their design to decide if the text was well created. Her statement “*I analyzed that what I was watching was coherent with what people were telling, so that the message that they wanted to transmit was coherent*” showed that the student considered the semiotic resources, the way in which modes were displayed, and the text structure to identify coherence, which accounts for the making of textual meanings from the text. Moreover, when she mentioned “*I liked to analyze that modes were complementary, that they were in accordance with their intention and purpose*”. This extract evidenced that the students took into account the multimodal approach to identify the elements utilized to reach the audience. She also established a connection with the text which also accounts for the making of interpersonal meanings.

Evidence also showed that awareness of multimodal literacy favored the students meaning making process, since they could identify understanding of it in their classmates’ multimodal texts components related to context and culture. This accounts for the interpersonal metafunction. In the analysis of the advertisement, the students had to identify the values and beliefs reflected there. They were also asked to account for the familiar symbols or signs that suggested the values at work. To this concern the student SJ commented:

The ad reflects trust and quality in the university and the undergraduate program. The ad clearly enacts the value of work, since a man appears doing what a young man passionate about mechanics wants to learn. People catch this message of responsibility and trust. The ad is based on the images and colors that represent the university and the mechanics program. (Advertisement analysis. SJ-May,2018)

In this comment, it is noticeable that the student identified what someone who is interested in this topic should be doing “... *since a man appears doing what a young man*

passionate about mechanics wants to learn". This means that the student who constructed the text reflected the beliefs and values that he/she believes are important when talking about mechanics and the student who analyzed this text identified them. This accounts for the ideational and interpersonal metafunction.

The relationship between students' multimodal awareness and their meaning making process was extrapolated to other areas of knowledge different from activities done in the English class. During the focus group the moderator asked the students about the impact of the multimodal approach in their lives and other areas of knowledge. Students' comments evidenced that they took into account the training they received and their previous knowledge for their process of meaning making. Some excerpts of their comments about this aspect were:

RL: It has been very useful in marketing class. We were analyzing images for the marketing fair in which we have to invent a product to commercialize it. For our product we had to consider the target audience, the colors, images... the teacher showed an image about fast food and asked about the meaning of the color and I related red and orange colors with going fast, and he said that I was right... I was able to do this because my English teacher has talked to us about that. (Focus group. RL-May, 2018) (My own translation)

LK: In Spanish class in discourse analysis. I took into account body movement, the space, colors, symbols, and my previous knowledge to develop an exercise about discourse analysis. Also, in math because when I see the signs, I know what they mean, addition, subtraction. (Focus group. LK-May, 2018) (My own translation)

As can be seen, the training that students received concerning the multimodal approach was also useful for students in their other classes such as, Math, Spanish, and Marketing. Evidence showed that students utilized their knowledge about the multimodal approach to make meaning in projects and tasks from different classes in the university. The student LK drew upon the semiotic resources such as color, body movement, symbols,

and images to do activities about discourse analysis. She also connected her knowledge about modes of communication that she received in the training sessions about multimodality in the English class and about Spanish to her previous knowledge, which indicated that all those components intervened in her meaning making process. The student RL utilized her knowledge about multimodality to analyze the social and cultural purpose of a text in her marketing class. This shows that LK was able to use the training about multimodality that she received in the English class to do other kinds of activities in a different class.

Promoting Authentic Language Use Through Multimodality

This category refers to students using authentic English for the creation of multimodal texts. Data collected from the students' artifacts, students' analysis, and the focus group showed that working with multimodal texts promoted students' language use.

Authentic Use of language for the creation of multimodal texts

In order to create multimodal texts, students received training about the multimodal approach which accounts for the use of different communicative modes such as the linguistic one. During the multimodal training students were taught the main concepts of the multimodal approach, such as the definition of multimodal text, modes of communication, affordance, rhetorical situation, among others (See appendix B). This training also included the analysis of the principal elements that make part of some multimodal texts. (See appendixes A, C, and D). To this aim, during some class session the teacher researcher exposed the students to the analysis of authentic multimodal texts, in

which they could apply the theory that had been previously taught, and to learn about the language content of the class.

Thanks to the exposure to authentic material, the process of analysis during the multimodal training, and the regular session classes, students were able to create their own multimodal texts, which allowed for an authentic use of the language at the moment of including new vocabulary and expressions in their own works. Evidence of this is found in the multimodal texts created by the students such as, the map, the brochure, and the advertisement.

For the creation of the multimodal map, the students made use of the language structure and vocabulary learned in previous classes related to the way of asking and giving directions. For this purpose, they did different exercises from the text-book which contained the model that they had to follow. Additionally, students had to design a map showing their own neighborhood or the center of the city taking into consideration the role of the modes included. For instance, through the semiotic resource of an audio, students' texts accounted for the oral linguistic mode. That is to say, they organized questions and indications to reach the places in their own maps, according to the images and the places they showed. In addition, students made use of the written linguistic mode to present the names of some places and streets and all of this connected with the audio and images presented. See appendix F to find the links for the maps and their audios.

Out of the seven maps created by the students, five of them complied with the guidelines provided and showed a place taken from the real life and two of them presented a pre-established image that seemed taken from the internet. However, at the moment of

using the linguistic mode, both oral and written, all the students made use of language to name places from the real life and to ask and give indications to get to certain points in the map. It is important to acknowledge that there are mistakes regarding the language mode such as (a) mispronunciation of the words could, first, near, blocks, supermarket, library, thank you, then, juice, and great, (b) omission of the article “the” in few sentences, (c) word choice of “coffee internet” to refer to “cafe internet”, and (d) sentence structure in the question “how do I get you to the bank?”

The following text exemplifies the aforementioned information. In the map created by students SM and SJ, they used the linguistic mode in written form to show places belonging to the neighborhood of one of the students. Namely they present the gym, café, cemetery, church, school, pharmacy, police station, among others. In the oral message, the students took turns to ask and answer questions. The conversation performed expressed as follows:

SM: Excuse me, is there a Chinese restaurant near here?

SJ: Turn right, go straight on and turn left. Go pass the baby store and the Chinese restaurant is opposite the supermarket.

SJ: Excuse me, can you tell me the way to the hospital, please?

MS: Yes, turn left, then turn right. Go pass the bus station, turn right. Go pass the café and turn right. Go straight on and turn right. Go pass the parking lot, turn left and the hospital is opposite the cemetery.

MS: Excuse me. How do I get to the nearest shopping center?

SJ: Turn right and on the corner turn left. Go pass the baby store and turn right. Go straight on and turn right. Go pass the school and there is a shopping mall on the corner of the street.

MS: Good morning, is there a bank here?

SJ: There is a bank near here.

MS: Where is the bank? Please.

SJ: ok. Turn left then right and go pass the bus station. Turn right and next to the gym there is a bank. (Map’s audio. SM-SJ, 2018)

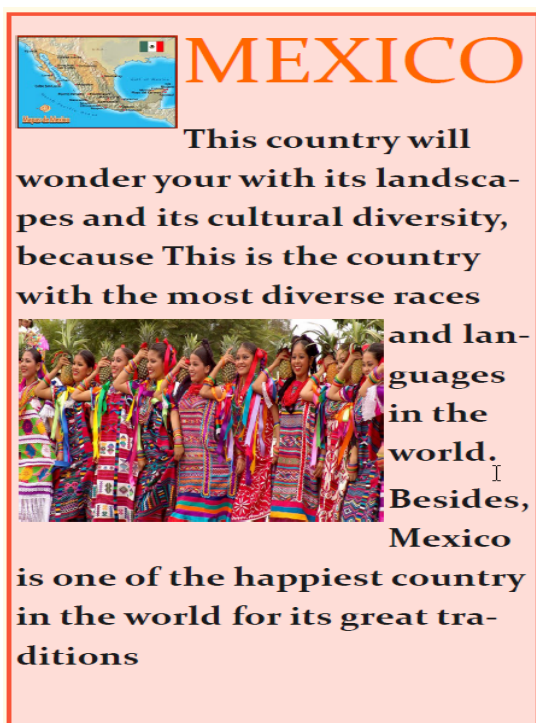
Regarding the use of language, the previous excerpt shows that: 1) students made use of authentic language to communicate with a real purpose. 2) They were able to formulate simple questions to get from one point to another and offer suitable answers. 3) students used vocabulary related to giving directions. However, it is important to acknowledge that the students presented difficulties regarding the linguistic mode in its oral part. Namely, the students mispronounced the words “*Chinese and cemetery*” and they omitted the pronunciation of some final consonants in words such as “*bank, straight, and right*”, and one of the students had problems with fluency. It did not sound as a natural as a conversation since he seemed to be reading a script. The students showed proper use of the language since they followed the model presented in class. As this multimodal text was created at the beginning of the academic semester, the students did not include vocabulary and grammar structures, different to the ones worked in the class sessions. It could be said that they followed the model presented during the multimodal training. To this respect, during the focus group the student NA expressed as follow: “*At the beginning in the map our English was more basic, so we did the work to the letter*”. (Focus group. NA-May, 2018) (My own translation)

Regarding the creation of the brochure, students drew upon the different modes taught during the multimodal training and took into consideration the elements to create this text. For example, they used the written linguistic mode to communicate the main information of the places they selected and its cultural information. Through this mode of communication, students used the language to write titles, short phrases, complete sentences and paragraphs. All this information had coherence and made sense. Besides, it was in accordance with the images that complemented and supported this written part.

Additionally, the language they used corresponded with the type of text they created, that is to say, a brochure. The following shots of some brochures exemplifies the aforementioned information.

<p><u>WHAT CAN YOU DO?</u></p> <p>The British capital is a beautiful city where you can find diverse and cultural tourist places. In addition to a variety of activities that you will surely love.</p> <p><u>TOURIST PLACES</u></p>  <p><u>BIG BEN</u></p>	<p><u>ACTIVITIES</u></p> <ul style="list-style-type: none">* The changing of the guard parade in front of Buckingham Palace.* Tour the River Thames with a cruise to see the monuments.* The Harry Potter tour in the movie studios.* Discover the history of cinema at the Film Museum.
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SM and YD brochure



LK and VJ brochure



RL brochure

The previous images show that in order to create this type of texts students used the language authentically. Through the linguistic mode students presented titles that included different types of font, size and colors. This information is presented in phrases, sentences and paragraphs, in which they included connectors such as “besides” to add more information, and “because” to give an argument, as stated in the following excerpt: *“This country will wonder you with its landscapes and its cultural diversity, because This is the country with the most diverse races and languages in the world”*. It is also noticeable that they created appealing messages to invite the readers to visit that places such as *“don’t miss this great opportunity. Make your dreams come true”*, *“Share amazing moments with the world”*, *“We want to you enjoy your next vacation”*. They also used a new grammar structure, the superlative, that was not part of course content.

The students used the language to share information from real places of the world, that means that students used the language in context. Besides, the aim of this brochure was to share the information of a place of their own choice, with the purpose of inviting or selling trips to people in a travel agency, which is a real-life situation. It is worth mentioning that out of the six brochures created by the students, three of them contained some linguistic part taken from the internet. This fact may be due to that as the places they selected did not belong to their near context or country, they were not familiar with them. Probably if in the indications they had been suggested to talk about a place they knew or they had been to, they would not have used information from web pages. The other three brochures accounted for the use of sentences and messages created by the students. The works also presented issues regarding the use of capital letters, punctuation, spelling, and sentence order.

The last multimodal texts created by the students was the advertisement. During the multimodal training, the teacher researcher showed to the students two ads about languages schools from different parts of the world. Then, during the analysis of these ads, the teacher researcher emphasized the importance of including short and concise messages, but with relevant content, and a slogan or appealing sentence that called the attention of the viewers. The four advertisements accounted for the use of authentic language in the inclusion of new vocabulary that the one taught in the regular class sessions. In addition, students took into account intonation, fluency, and rhythm. Still, there are some concerns regarding the pronunciation to convey meaning through this mode of communication. The information shared through the linguistic oral mode was in accordance to the written part and the rest of

modes included in this multimodal text. The next transcription of one of the advertisements accounted for the aforementioned information.

If you like to travel and get to know new cultures this is the perfect place to make your dreams come true. The CC university has: amazing rooms, interesting books, priceless friends, fun, culture and much more. If you are interested in learning new languages, the CC university is your best option. Mother languages is a program that has been implementing new cultures to the progress of our country. But this is not all, this isn't only a university, this is a home, a family. Welcome to CC university. And remember work hard and dream big. (Advertisement audio. NV-YD- SM brochure, 2018)

On the one hand, from the previous excerpt it is perceived that students made use of the linguistic mode to convey the message using grammar structures that they did not utilize in the map, neither in the brochure, such as the conditional and the present perfect. As the teacher researcher of this course, I can confirm that at the beginning of the course the students did not use these grammatical patterns. *“If you are interested in learning new languages, the CC university is your best option”*. *“Mother languages is a program that has been implementing new cultures to the progress of our country”*. Also, in their pauses, they accounted for the proper used of punctuation.

On the other hand, from the previous excerpt it is perceived that the activity accounted for the authentic use of the language at the moment of including expressions following the model of the ads analyzed in class *“we will not disappoint you”*, *“your future is here”*. They also followed the instructions and created an appealing sentence or slogan to call the attention of the viewer. *“we make tomorrow a better future”*, *“work hard, dream big”*, *“transcend in your dreams”*, *“start to build your future with us”*. Besides, the students could express their messages concisely and took the risk of using the language to create a new linguistic product. The students created a complete message taking into

consideration information from their real lives and context. They gave accurate information about the programs they decided to promote, the facilities of the university, and their feelings concerning the academic community, demonstrating genuine instances of language use in a real situation. It is worth to mentioning that this advertisement was the last work created by the students at the end of the course. Based on the work that the researcher developed throughout the course regarding the communicative competence, it is noticeable that their grammar and vocabulary were more accurate.

Discussion and Conclusion

The goal of this project was to determine how the informed creation of students own multimodal texts may facilitate their meaning making process when interacting with this type of texts. Findings show that after receiving training in the multimodal approach, students tended to draw the most important elements of multimodality, not only at the moment of creating their own multimodal texts, but also at the moment of analyzing those created by their classmates. Additionally, findings show that the awareness of multimodal elements facilitated students' meaning making process at the moment of interacting with multimodal texts. It was also found that the implementation of the multimodal approach promoted students' authentic use of language.

Concerning awareness of the role of multimodal literacy, this research study found that offering students explicit multimodal literacy training helped them with the creation and analysis of multimodal texts such as the map, the brochure and the advertisement. Moreover, students evinced the use of information shared by the teacher during the training sessions, regarding the role of the modes of communication and the interplay between them, it means, intersemiotic relationships. Additionally, data showed that in spite of the awareness about the use of the multimodal elements to create texts, students presented issues at the moment of considering the linguistic and the aural modes. This finding suggests that the multimodal approach offers the students the possibility of making decision at the moment of creating texts, in which all the modes of communication included show consistency and contribute to the communicative purpose of them. Besides, knowledge about multimodal elements offers the students the possibility of identifying all these elements for the analysis of the texts.

These findings go in the same direction as those reported by Yeh (2018); and Guichon and McLornan (2008), in the sense that for example, Yeh (2018) informed on how the process of creating videos about Taiwanese culture nurtured student's multiliteracies, since they look for multimodal information and then, they learned about modes of combination to present the information they wanted to share. In a related way, in their study Guichon and McLornan (2008) reported about the effects of multimodality upon second language comprehension. They found that comprehension improves when learners are exposed to a text in several modalities. Besides, Guichon and McLornan (2008) found that students should be exposed to multimodal input and receive training on this matter to exploit multimodality. Likewise, this research study finds support in a study carried out by Martinez (2013), in which the researcher found that when teaching about the multimodal approach, a hundred percent of the students involved in her research project were aware of being receiving multimodal training during the teaching process. Besides, the author found that during the creation of the multimodal project 74.57 % of the students claimed that all the modes of communication helped them in their learning process.

Multimodal training facilitates understanding of multimodal texts, this suggests that it is necessary to implement multimodal activities in L2 classes to benefit students learning process, since they are provided with the necessary theoretical elements to understand the messages contained in multimodal texts. Álvarez Valencia (2016) and Chanier and Lamy (2016) state that in both, teaching and learning, when semiotic resources are taken into consideration, the capacity of the learners to understand the messages improves. Álvarez Valencia (2016) claims that multimodality enables students to transmit their emotions and attitudes to a different level beyond the linguistic.

However, students are not the only ones who benefit from the implementation of multimodality in the L2 classes, teachers also benefit from it. In this research project students had the opportunity to create and analyze three different types of multimodal texts which, as Serafini (2012) stated, those are texts that transmit information through different modes including video, images, graphics, hyperlinks, among others. Therefore, the inclusion of the multimodal approach brings teachers more possibilities for choosing material and activities to work with students in class as affirmed by Álvarez Valencia (2016). Therefore, it could be concluded that the explicit training of multimodality for the creation and analysis of texts favors communication of students at different stages of their learning process, the understanding of texts, and offers teachers the possibility to work with several kinds of material and activities in their classes.

This finding is significant in that it not only found benefits about the implementation of the multimodal approach in the learning and teaching process or foreign language, but it also goes further by allowing the students to do multimodal analysis of the texts created by their classmates. The fact that students analyzed texts created by classmates with similar English proficiencies, made them feel more prompted to write comments about the multimodal works content. Besides, analyzing classmates' works is more meaningful and contextualized than analyzing texts coming from the internet.

In regard to students' meaning making process in the analysis of multimodal texts, results from this study suggest that multimodal instruction facilitates the process of meaning making that students experience when creating and analyzing this type of texts. The creation of multimodal texts required students to think about the messages they wanted to convey and the way of distributing that information in the modes of communication

selected to that aim. In the same way, during the analysis made by the students, it was evident that the multimodal instruction allowed to account for their meaning making process through the metafunctions of language which when students give opinions or corrections, as established by Eggins (2005). Besides, through this process students make connection between the information gathered from the modes of communication and previous experiences and knowledge, leading to the creation of new meanings as stated by Walsh (2006).

This finding is important since it indicates that awareness of multimodal elements in a text increases students' possibility of meaning making at any moment in the learning process of a foreign language. Multimodal awareness enables understanding messages beyond the linguistic content, since students make meaning by the analysis of all the modes of communication included, this leads to the creation of new meanings as stated by Jewitt (2009) and Guichon and Cohen (2016). In the same way, these findings align with the theory proposed by Yi (2014) and Jewitt (2009), who affirm that when giving students the opportunity to interact with multimodal practices, they develop the ability to consider multiple modes of communication to organize the content of texts and the way modes interact with the aim of making meaning. Therefore, it could be concluded that the explicit training of students in the multimodal approach favors their meaning making process when interacting with this type of texts in their creations as much as in their analysis.

These findings correspond to the studies by Losada and Suaza (20018) and Yeh (2018). Lozada and Suaza (2018) report that students' interactions with different kinds of sources of information allow them to build new understandings. The researchers prove that by analyzing multimodal texts, students create new meanings through their critical

interpretations. Additionally, Yeh (2018) proves that multimodal training promotes students' multiliteracies in that students need to learn about modes combinations to convey meaning in multimodal texts. This research study goes further in that students had the opportunity not only of making meaning from texts chosen by the researcher to be analyzed in class as part of the multimodal training, but also from the texts created by their own classmates. In addition, this study included the analysis of the multimodal elements coming from all the modes of communication of the texts, which makes it possible to make meaning not only from the linguistic message, but also from each one of the modes included.

In regard to promoting authentic language use through multimodality, this research project found that working with multimodal texts promoted students' authentic language use. The creation of the multimodal texts required students authentic use of the language. For the multimodal map, the brochure, and the advertisement, students made use of different modes of communication such as the linguistic orally and written. They convey meaning through the oral and written messages created by themselves which were coherent with the message convey through the other modes of communication included.

The multimodal approach allows students to use and combine different modes of communication to create their products creatively and genuinely, independent of the level of expertise in their language learning process. Creating multimodal texts gives students the opportunity to think about the oral and written message they want to convey in harmony with the rest of modes. The language production included in multimodal texts demands students to go beyond the development of traditional practices of developing drills to practice a given grammatical pattern or to learn new vocabulary and expand the

information received in class. Conversely, this approach allows students to build new messages, look for new expressions, vocabulary, grammatical patterns, and search for cultural or any kind of information to create the messages they want to transmit, thus they use the language authentically, such as it is stated by Álvarez Valencia (2018).

The authentic use of language done through the linguistic mode is complemented with other modes of communication presented in the text and the work developed for each one of them. In this sense, this research project goes in accordance with the claims of Jewitt (2009) and Bezemer and Kress (2015), who claim that without a coherent relationship between all the modes used, multimodal texts could not convey the suitable message. Besides, this finding also proved the statement by Chanier and Lamy (2017) who argue that coherence among the modes included in a text allows students to achieve the pedagogical objective of its creation.

This finding corresponds to the research study by Yeh (2018), and Rincon and Clavijo (2016). Yeh (2018) indicates the benefits that advanced students of English as a foreign language perceived by making their own multimodal videos. The author found that students expanded their vocabulary knowledge by reading from diverse sources of information to compose the scripts of their videos, affecting positively their writing skills. Besides, the author reports students' gains regarding multimodal literacy, since the students needed to learn about the different combinations of modes to better represent the cultural features of their own culture. Similarly, Rincón and Clavijo (2016) who reported about the language development in EFL of high school students found that the process of researching, reporting results, and creating multimodal texts allowed the classroom to be multimodal and was beneficial for students' language development. However, this research study

differs from findings. For instance, findings in this study show that, although the creation of multimodal texts promoted the use of authentic language, student presented some issues in the linguistic mode in the text created by them. They presented issues regarding grammar, punctuation and verb tense. Perhaps this was due to the fact that this study was carried out with English beginner students and that they did not receive feedback before delivering their works.

As for limitations of this research project regarding teaching, there were at least two. First, topics for the development of the unit had to be extracted from a course book which limited in a way the creation of the content of the multimodal texts. Besides, topics to write the texts were not chosen according to students' interests. Another important limitation was the lack of a rubric to analyze the multimodal texts created by the students. The rubric would had facilitated the analysis done by the researcher and the students generating different results. In addition, students did not receive feedback before the delivery of the multimodal texts, which reduced students' opportunities to improve their multimodal works. Finally, it was challenging to work with students that did not have enough knowledge to use the technological tools needed to create the multimodal texts and their lack of resources to access to those tools. As a result, some of the works created by the students did not meet the characteristics proposed in the multimodal approach.

As for personal constrains, there were at least two principal issues. First, I obtained a new job in public education so the data collection process that was due in one semester had to be collected in a shorter period. Second, during the implementation of this research project, I had a baby. After her birth, the baby and I got some health problems that forced

me to postpone the data analysis and the rest of the implementation for almost two semesters.

Pedagogical Implications

Keeping in mind that the classroom is a space that contains different semiotic resources which in many occasions are disregarded, they are available to help students in their meaning making process (Kress and Bezemer, 2016). This research project contemplates multiple implications that would affect in a positive way the EFL learning process.

Findings in this research project are of high significance because they indicate different pedagogical implications for the EFL field. As a teacher of beginner students, I often perceive a limitation at the moment of asking students to communicate, they tend to limit their possibilities to the linguistic knowledge they have developed. Therefore, it is evident the need for implementing multimodality in the foreign language learning process considering that, through this practice students do not depend only on words to communicate, but they have the possibility to use different modes of communication to convey meaning even at early stages of foreign language acquisition process.

It is also noticeable the need for implementing the multimodal approach in the classroom and to raise students' awareness about its components. This this approach has multiple advantages, it offers several possibilities for teachers to share information and communicate, as a result, students receive input from different semiotic resources which favors their learning process (Álvarez Valencia, 2016). Likewise, teachers have the possibility to propose activities that include the creation of multimodal texts that offer

students the opportunity to go beyond the development of traditional exercises such as drilling or filling in the blanks. This research project makes evident the different ways that students have in order to communicate and convey meaning. As stated by Kress and Bezemer (2015), the development of traditional activities in the classroom does not acknowledge different ways of creating and communicating, as a result students' capacity of innovating and creating is limited. Thus, it implies that teachers need to receive training on the multimodal approach.

Nowadays, communication has become more complex, the implementation of the multimodal approach also implies that schools' curriculum includes communicative practices in the classroom different to the traditionally established. Classrooms must have adequate semiotic resources necessary for the process of meaning making during classes, meaning that, we can go beyond the use of only paper to create material and evaluate the students. This process implies the consideration and implementation of new ways of evaluation, where the inclusion of the different modes of communication is taken into consideration and all them receive equal value. Consequently, further research could explore the suitable ways to evaluate multimodal texts creation and analysis, to come to know new standards and competences that encompass the multimodal approach characteristics.

On the other hand, it is worth mentioning that the decisions made in order to integrate ICT in the development of this research project implied the integration of the TPACK model. Although this is not an instructional model, the TPACK was a useful tool in which I framed my teaching practices in order to integrate the three pieces of knowledge, including: the ICT, the multimodal approach, and my pedagogical knowledge. I used this

model to select the type of multimodal texts to be created and analyzed during class, so that they fit perfectly with the course content.

It would also be important to explore the integration of the multimodal approach into the curriculum of the educational institutions. It could clarify the educational processes regarding the communicative practices that must be developed in the classroom. As a teacher of a public school, I have to constantly adapt activities for students with special educational needs, I consider that further research could explore how the implementation of the multimodal approach would be, in light of the Universal Design for learning (UDL), to teach these students in particular. Finally, further research could explore the impact of students meaning making process in the creation and analysis of texts containing controversial or social topics.

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APPENDIX A: MAP'S MULTIMODAL ANALYSIS QUESTIONS

1. Teniendo en cuenta la explicación recibida sobre los textos multimodales, el uso y trabajo que cumplen los modos de comunicación, ¿cómo analiza el trabajo desarrollado por sus compañeros?

Diseño del gráfico

- Tuvo en cuenta el uso de los colores y sus combinaciones, el tipo de letra, los gráficos incluidos, la distribución en el espacio. Describa brevemente cada uno de ellos.

Audio

- El vocabulario usado permitió tener claridad de las indicaciones dadas
- Las estructuras gramaticales fueron bien empleadas. (imperativo)
- La estructura genérica: los elementos escogidos para hacer la narración están organizados de forma que ayudan a cumplir con su propósito, es decir, ayudan a la persona que está escuchando a llegar al lugar indicado.

2. Mencione las dificultades (si las tuvo).

3. Finalmente logró el objetivo de la actividad? Es decir, pudo usted llegar a los sitios indicados en el audio?

4. Mencione qué factores pudieron facilitar el desarrollo de esta actividad. Por ejemplo, su conocimiento previo sobre este tipo de actividades, su facilidad para ubicarse en un espacio, su facilidad para leer mapas, su avanzado conocimiento del inglés y de las estructuras trabajadas.

5. Cree usted que este tipo de instrucciones sirven para comunicarse con hablantes de inglés de diferentes países? Es decir, este tipo de ejercicio lo puede realizar exitosamente una persona de otro país que no sea inglés hablante?

6. Sugerencias o comentarios para sus compañeros.

APPENDIX B: SUPPORTING MULTIMODAL LITERACY

SUPPORTING MULTIMODAL LITERACY (Taken from:

<https://lsa.umich.edu/sweetland/instructors/teaching-resources/supporting-multimodal-literacy.html>)

The Language of Multimodal Texts When analyzing multimodal texts, it's important to use precise language when making your observations. The following lists include the basic terms associated with multimodal texts, the language used to define the modes, and the language of design.

The Basic Language of Multimodal Texts Mode - While the word "mode" has many meanings in different disciplines, including "modes of argumentation" in composition, when dealing with multimodal texts, mode refers to the method of communication being employed: spatial, linguistic, visual, gestural, audio.

Media (singular = Medium) - Though media is sometimes used in place of mode, media (and its singular medium) actually refers to the ways a text reaches its audience (e.g. photograph, website, song). A medium can contain multiple modes (e.g. a song has words and audio, a video of that song would also include gestures and spatial arrangement).

Affordances - The word affordances refers to the features particular to a chosen a medium that a creator can use when composing in that medium (e.g. a website includes the affordances of hyperlinks and visual images paired with linguistic text while a video includes affordances such as time, movement, editing and audio). Think of affordances as the potential ways a media can be manipulated to get a message across.

Genre and Genre Conventions - Genres are further categorization of media based on audience expectations. For example, the film media includes such genres as romantic comedy as well as animated shorts. Each genre includes a set of conventions. For example, the genre of a newspaper comic strip often has a series of three frames with a punch line delivered in the final frame. While the graphic novel genre shares features of a comic strip, the expectations of that genre call for a longer narrative told through a series of frames that can vary in number from page to page. When analyzing multimodal texts, you should consider the genre conventions of the text in question, including the ways a text realizes or challenges these conventions.

Rhetorical Situation - Every multimodal text is created for a particular time and place and for a certain audience, and the expectations that arise from these circumstances are considered the rhetorical situation. The rhetorical situation takes into consideration choices made based on the context, audience, purpose, genre, and author (or implied author).

Author and (Implied Author) - In some multimodal texts, the author is named, such as a film director or the author and illustrator who collaborate on a children's book. However, in many instances the author is unknown. This is the case in almost all advertisements, for example. Though there are authors behind these texts--or a team of designers, videographers, and writers--when analyzing an advertisement one can consider the implied author to be the company who authorized the advertisement (e.g. McDonalds or Snickers).

The same is true for an anonymous article posted on a website, such as WebMD. WebMD becomes the implied author of an article in absence of a named author.

Multimodality in Composition - In the composition field, multimodal elements are commonly defined in terms of the five modes of communication: linguistic, visual, gestural, spatial, audio. These terms are often paired with the language of design to create a more thorough conversation about the different modes, especially when referencing compositions that combine words and images, such as posters, presentations and websites.

The Five Modes

Linguistic – word choice; delivery of spoken or written text (tone); organization into sentences, phrases, paragraphs, etc.; coherence of individual words and ideas.

Visual – color, layout, style, size, perspective

Gestural – facial expressions, hand gestures, body language, interactions between people

Spatial – arrangement, organization, proximity between people and objects.

Audio – music; sound effects; ambient noise/sounds; silence; tone; emphasis and accent of voice in spoken language; volume of sound.

APPENDIX C: BROCHURE'S MULTIMODAL ANALYSIS QUESTIONS

<https://lsa.umich.edu/sweetland/instructors/teaching-resources/supporting-multimodal-literacy.html>)

1. **Step 1: Exposure and Observation:** Preliminary questions. Ask sts to observe what they notice, but without any judgment or assumptions.
 - ❖ What is the purpose of this text?
 - ❖ What role does this text play in your life?
 - ❖ Who is this text for (who is the audience)?
 - ❖ Who or what is pictured in the text and why is this the focus?
 - ❖ How did you react when you experienced the text? (feelings)
2. **Labeling and Navigating Modes and Media** (descriptive work)
 - ❖ Provide the students with the Meta-language relevant. The idea is that they label aspects of the text and understand how media elements work in relationship with each other.
 - ❖ List sts observations

3. Interpretation

Ask sts to consider the implications of the modes and media elements that they notice:

- ❖ The type of font: Fancy script. Consider what it suggests about the overall tone (wealth, formality, elite, expensive)
- ❖ Gaze: woman's gaze at a man creates the primary direction of the composition.

Taking into account these elements, sts can begin to form an argument by choosing the elements they will highlight in their thesis. They will not be able to account for all MM elements, but they should include the ones that are more salient.

4. Framing meaning in relation to rhetorical situations

In this stage sts need to consider how those modes and media elements persuade their audience based on their context and genre conventions as well as what kinds of social implications are present.

- ❖ What genre is this text (e.g. photojournalism or fashion photography, romantic comedy film or horror film)?
- ❖ What conventions are common to this genre?
- ❖ How are the media elements and modes shaped to audience expectations?
- ❖ How does the time period during which the text was produced relate to the content?
- ❖ What values or opinions are being suggested by the author or implied author to the audience?

5. **Evaluating** Evaluate MM text in terms of

6. Success or failure at reaching its audience

7. Meeting genre expectations

8. Positive or negative consequences of the message implied with the text.

APPENDIX D: ADVERTISEMENT ELEMENTS FOR ITS CREATION

What is it common in languages institutes Ads?

Depending on the institution they show people planning to keep studying more, to keep pulling through.

They express enthusiasm, happiness...Images that point towards the future.

To take into account:

- Look for a slogan (punchline). Something that people can easily remember that engages people, like an appealing sentence: “Remington, la escuela que tarde o temprano ud eligirá.” “ECCI takes you to the future”.
- What image about ECCI do you want to project? show classrooms, pc labs, administrative offices, library, teachers, students, the building...
- Talk about your future projection: you can show an interview in which a graduate student talks about her/his experience after finishing the program, about his/her job opportunities. Or interview a student talking about future expectations: when I finish this program I will be able of working in, I will travel to different countries...
- It could be simple, according to your capacities. You can introduce yourself as a student or graduate student talking about ECCI, your own experience and show relevant images of the location.
- Include ECCI colors, main images, shield, facilities, location, and so on.
- As you could or not have the proper technology, you can work with what you have. In the analysis, you have to take into account that technology is not the primary source to analyze.

For the script

Complete a chart with the following information

General Objective: What is your purpose with this advertisement	
Target audience: To whom this advertisement is addressed	
Narration events (what people say or what people will listen to)	On screen events (what is happening while the sound runs) e.g. While music sounds, images about the university are going to appear.

Production Process (<https://creatingmultimodaltxts.com/production-process/pre-production/>)

Teaching multimodal authoring follows the long standing film production format. This may include:

Pre-production

Development of story, setting and characters, writing the script, and Storyboard

Production

Bringing the story to life using the chosen tools and available semiotic resources to create meaning.

Post-production

The ‘first cut’, sound effects, music, titles and credits, the ‘final cut’.

APPENDIX E: ADVERTISEMENT'S MULTIMODAL ANALYSIS QUESTIONS

Layout – What is there to consider in the overall design or layout of the ad? How much text compare to pictorial matter? Is there a great deal of white space? How is the space divided? What is privileged?

Composition – Where is your eye directed? Does the text or image show emphasis or are there elements of unity or pattern that directs your eye?

Camera Angle – If there is a photograph, at what angle is the photograph shot? Do we look up at the figures or are they at eye-level? What is the significance of the angle?

Lighting – Is there a great deal of light or dark shadows? What mood does the lighting create?

Color – What role, if any, does color play in the ad? What colors dominate and what significance do the colors have?

Action – What is happening in the ad? Is there a narrative? How does the print ad suggest a storyline?

Figures – If there are figures in the ad, how would you describe them? What age/ethnicity/sex are they? What are they wearing? What does their body language say? Are they looking at the viewer or elsewhere? What relationship do they have to each other?

Text – In the textual material, how is language used? What arguments are made about the people in the ad? Does the advertisement use analogies or figurative language? Does the typeface have any relevance to the argument being made? Is there a parody or a play on words? Does any of the language have double meanings or unexpected connotations?

Setting – Where does the ad take place? What is the significance of the location? **Product** – What product is being sold? What role does the product play in society?

Values – What values and beliefs are reflected in the advertisement? Does the ad use any familiar symbols or signs that suggest the values at work? What assumptions are made about the values of the audience? What kind of appeals does the ad use?

Context – Where was ad found? Who might see this ad?

Taken from https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/teachingresources/SupportingMultimodalLiteracy/Supplement5_AdvertisingElementsAndAnalysisQuestions.pdf

APPENDIX F: STUDENTS' ARTIFACTS

MAPS AND AUDIOS			
Description	Number	Name	LINK
Videos containing the images and audios created by the students with the aim of developing the first multimodal work. These images show places and the audios contain indications to practice asking and giving directions.	1	RN/NV MAP	https://www.youtube.com/watch?v=JDNXQEdK0_I
	2	SJ/SM MAP	https://www.youtube.com/watch?v=2vOGdFRh25U
	3	VJ/YD MAP	https://www.youtube.com/watch?v=3NKMLj3YPAs
	4	RL MAP	https://www.youtube.com/watch?v=Y9klZgiFNMw
	5	NA/TM MAP	https://www.youtube.com/watch?v=niusosjNS5ng
	6	LK MAP	https://www.youtube.com/watch?v=P64g0ZeCvtU
	7	DA/DJ MAP	https://www.youtube.com/watch?v=r5H-RsrkyZA
ADVERTISEMENTS			
Description	Number	Name	LINK
Videos created by the students with the aim of developing the third and last multimodal work. These show advertisements created with the aim of promoting one of the academic programs offered in their university.	8	ECCI ADVERTISEMENT DJ/SJ/DA	https://www.youtube.com/watch?v=3w54QXixDFQ
	9	ECCI ADVERTISEMENT NV/YD/ SM	https://www.youtube.com/watch?v=l4CrWPF4riQ
	10	ECCI ADVERTISEMENT RN/NA/TM	https://www.youtube.com/watch?v=b4CntCQktSs
	11	ECCI ADVERTISEMENT LK/VJ/RL	https://www.youtube.com/watch?v=cLZcgeSJ_ac
BROCHURES			
Description	Number	Name	Sample

13

DA/DJ
Brochure

TOURIST PLACES

Sydney Opera House. Buildings with architectural value, monuments, tourist attractions, concerts, performances and theaters. You will find these in Sydney opera house a special place and it is one of the more famous buildings of XX century.



The Great Sandy Desert, covers 360,000 km in northwestern Australia. It is distinguished by being very arid and contains very few people, being the aborigines the most representative settlers.



If you are interested in walking the Australian dunes, this is a perfect place to do it; if you travel here during the rainy season it is very possible that you cross with a storm of the desert.

HISTORY



The Australian Continent has a length of 7,682,300km2.

The largest cities are Canberra, Sydney, Melbourne. Australia owns nineteen properties registered like world heritage by UNESCO Organization.

This continent is well-known because of the buildings and geology.



AUSTRALIA



Beautiful things don't ask for attention.

THE BEST HOTEL

Dark Hyatt Sydney



You will be located in the center of The Rocks if you are staying at the Park Hyatt Sydney; You will be minutes away from Circular Quay and the Sydney Harbour Bridge. This 5-star hotel is close to Sydney Opera House and University of Sydney. You will feel at home in rooms with air conditioning, iPod docking station and minibar and the rooms have balconies.

For leisure, you have a 32-inch LED TV with cable channels and wired Internet connection and free Wi-Fi. Private bathrooms with separate bathtubs and showers feature deep soaking bathtubs and designer toiletries.

CULTURE

Australian culture is based on stories of "battlers" (People who are not afraid to face adversity), outlaws and brave soldiers.



Of heroes of the sport, workers and intrepid emigrants. It is a culture that combines equal rights, magnificent natural landscapes and a good dose of irony. Today's Australia is also defined by it is a innovative ideas and a thriving artistic environment.

TRADITIONAL FOOD

Daiyova



Ginger



Cocodite



14

LK/VJ
Brochure

MEXICO



MEXICO

This country will wonder your with its landscapes and its cultural diversity, because This is the country with the most diverse races and languages in the world.

Besides, Mexico is one of the happiest country in the world for its great traditions

- BAHIA DE ACAPULCO**
This place is located in the Estado de Guerrero, on the south coast of the country
- RIVIERA MAYA**
This place is located along the Caribbean sea
- EL ARCO DE CABO SAN LUCAS**
This place is located Cabo San Lucas
- TEMPLO SANTO DOMINGO**
This place is located in the history center

DAY OF THE DEAD
It is celebrated on October 31th
Family and friends get together to remember those have died

DAY OF VIRGEN DE GUADALUPE
It is celebrated on December 12th

It is celebrated in honor of the imaget that the most important catholic tradition.
There is fore, they pay tribute to the virgen de Guadalupe

TACOS

BURRITOS

QUESADILLAS

NACHOS

ENCHILADAS



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Deporits.

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NEW ZEALAND.**
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OUR MISSION
We want to
you enjoy
your next
vacation!

-Best
destination.
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experience.

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WHERE TO EAT?

London is one of the most expensive cities in the world, the price of restaurants is moderate and you shouldn't leave a fortune to eat in good conditions.

Restaurants



- 1) The Wilmington.
- 2) Pizzeta Pizza.
- 3) Baileys Fish and Chips.
- 4) The George on the Strand.
- 5) Terry's cafe.



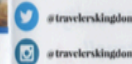
PRICES

ON OFFER: LIMITED QUOTAS

- | | |
|------------------------|-------------------------------|
| 106,887 USD | 213,774 USD |
| • Accommodation. | • Accommodation. |
| • Two meals. | • Three buffet meals. |
| • Round trip flight. | • Round trip flight. |
| • Passport. | • Passport. |
| • 3 days and 2 nights. | • 4 days and 3 nights. |
| • Bus tour. | • Cruise on the river Thames. |



CONTACT US



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WHAT CAN YOU DO?

The British capital is a beautiful city where you can find diverse and cultural tourist places. In addition to a variety of activities that you will surely love.

TOURIST PLACES



BIG BEN

LONDON EYE



RIVER THAMES

ACTIVITIES

- The changing of the guard parade in front of Buckingham Palace.
- Tour the River Thames with a cruise to see the monuments.
- The Harry Potter tour in the movie studios.
- Discover the history of cinema at the Film Museum.



AND MUCH MORE....

Don't miss this great opportunity. Make your dreams come true!!



London has a variety of hotels in terms of rates, styles and amenities.

HOTELS

The prices of hotels in London depend not only on the time of year (they go up during the holidays, the important sports competitions and the royal ceremonies), but also on the chosen area.



There are neighborhoods that offer more accessible options and discounted hotels, such as Bloomsbury, Earl's Court and West Kensington.

Where to stay in Calgary

The best place to stay in Calgary is the vibrant downtown area with:

- The best attractions.
- Near the Bow River.
- Many zones where you can walking trails.
- Lively parks.
- Awesome restaurants.

Discover Calgary

Calgary is a destination like no other: a mix of dynamic big-city energy, cheerful western hospitality and wondrous natural beauty. An urban centre surrounded on all sides by scenic Canadian vistas, Calgary's diversity as a travel destination is its greatest strength.

SHARE MAGICAL MOMENTS WITH THE WORLD™

THE BEST CITY IN THE WORLD?

About Calgary

Make Calgary your basecamp to adventure and experience the vibrant city centre, and the thrill of the great outdoors in the Canadian Rockies, all in the same day. Home to world class events and attractions, Calgary has breathtaking landscapes in every direction ready for your next great adventure. Explore neighbourhoods, connect with friendly locals, and discover the community spirit and Western hospitality that will make your time exploring Calgary memorable.

Top-Rated Tourist Attractions

- Calgary Stampede
- Rocky Mountaineer Rail Journey
- Calgary Zoo and Prehistoric Park
- Heritage Park
- Canada Olympic Park
- Prince's Island Park
- Calgary Tower
- Fish Creek Provincial Park
- Aero Space Museum of Calgary
- Fort Calgary

CONTACT US:

By Valentina Hoyas - Norman Gomez
 Made in Colombia - UCCCL
 Telephone: (317) 8 432 5673
 Fax (317) 8 940 5671

APPENDIX G: COVER LETTER FOR THE ADMINISTRATIVE STAFF

Medellín, abril 8 de 2018.

MSc
LUIS CARLOS GOMEZ
Director
Universidad ECCI
Sede Medellín

Cordial saludo,

Yo Sandra Liliana David Areiza identificada con CC. 43.153.913 de Medellín, estudiante del programa “Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras” de la Escuela de Idiomas de la Universidad de Antioquia, me dirijo a usted para amablemente solicitar su permiso para llevar a cabo mi proyecto de investigación de maestría en su institución educativa.

Esta investigación es requisito de la maestría y su propósito es indagar sobre cómo la creación informada de textos multimodales facilita el proceso de construcción de significado durante la lectura de éstos mismos, en los estudiantes del curso “English Basic Skills”, del cual soy la docente responsable actualmente.

Considero que su institución nos puede ayudar en el desarrollo de esta investigación con valiosa información de este contexto específico. Garantizo que la participación en este proyecto investigativo no implica ningún riesgo para los participantes ni a institución.

Para realizar este proyecto se requerirán de varias intervenciones en clase, aplicar un cuestionario, recoger los trabajos de los estudiantes y realizar un grupo focal al final de la intervención. Además, es posible que se requiera el análisis de algunos documentos de la institución que tengan relación con el tema investigado.

Toda la información obtenida en este estudio será de uso privado con fines netamente académicos y únicamente para la investigadora principal y su asesor de la maestría. Sus hallazgos se publicarán en mi tesis de grado, la cual queda almacenada en la base de datos de la biblioteca de la Universidad de Antioquia. Además puede llegar a ser publicado como artículo de revista. Se garantiza completo anonimato para los participantes del proyecto y se usarán pseudónimos siempre que se requiera.

Agradecemos su atención y colaboración con nuestro proyecto. Si requiere de mayor información o le surge alguna duda, me puede contactar personalmente, escribir un correo electrónico o comunicarse telefónicamente conmigo, al igual que con mi asesor el Doctor Juan Rodrigo Bedoya González en la oficina 12-206, teléfono 219 9640 en la Escuela de Idiomas de la Universidad de Antioquia.

Atentamente,
Sandra Liliana David Areiza
Estudiante- Investigadora
Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras
Universidad de Antioquia
sandra.david@udea.edu.co
3012537051

Doctor
Juan Rodrigo Bedoya González
Asesor – Docente
Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras
Universidad de Antioquia
Teléfono 2195791 – 317 5349104

En caso de aprobar nuestra solicitud le agradecemos firmar con cédula en el siguiente espacio.

C.C

APPENDIX H: CONSENT FORM FOR PARTICIPANTS

UNIVERSIDAD DE ANTIOQUIA
Escuela de Idiomas
Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras

Formato de consentimiento de los participantes y código de ética

Título del estudio: Diseño de textos multimodales y construcción de significado en un entorno de enseñanza de inglés como lengua extranjera.

Investigadora principal:
Sandra Liliana David Areiza

Queremos invitarlo a participar en un estudio investigativo que se desarrollará como proyecto de investigación del programa de Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia. El propósito de esta investigación es indagar sobre cómo la creación informada de textos multimodales facilita el proceso de construcción de significado durante la lectura de éstos mismos y sus fines serán netamente educativos.

Los participantes en este estudio serán estudiantes del curso de "Habilidades Básicas de Inglés". Considero que usted, estudiante activo del curso en mención, podrá brindar información fundamental al respecto.

Para la obtención de datos en este estudio se aplicará una encuesta al inicio de la investigación, se recogerán las tareas multimodales y algunas capturas de pantalla en diferentes etapas del proceso. Además, se recogerán las reflexiones de los estudiantes al final de cada sesión de implementación, y se desarrollará un grupo focal al final de la implementación del proyecto. Ninguna de las actividades planteadas en este documento supone riesgo alguno para la integridad física o mental de los participantes.

La información recolectada será de vital uso para uso de la investigadora y su asesor y sus hallazgos se publicarán en la tesis de grado, la cual queda almacenada en la base de datos de la biblioteca de la Universidad de Antioquia. Además, puede llegar a ser publicado como artículo de revista. Adicionalmente, garantizo completo anonimato para los participantes en todo momento. Si llegara a ser necesario, usaremos pseudónimos. La duración de dicho estudio será de tres meses aproximadamente. La participación voluntaria en este estudio investigativo no le otorgará ningún otro beneficio más que el de contribuir en la profundización en el conocimiento de este tema.

Si tiene algún comentario, pregunta o sugerencia a partir de hoy y durante el desarrollo de la investigación, puede contactar a la investigadora principal Sandra Liliana David Areiza al correo electrónico sandra.david@udea.edu.co. También puede recurrir al asesor encargado de mi investigación programa Juan Rodrigo Bedoya Gonzáles en la oficina 12-206, teléfono 219 9640 en la Escuela de Idiomas de la Universidad de Antioquia, para información adicional.

Recuerde que su participación será voluntaria. Podrá retirarse de este estudio en cualquier momento sin ningún tipo de consecuencia.

Al firmar este documento, usted indica que ha leído y se le ha aclarado cualquier tipo de duda sobre su participación y que voluntariamente acepta participar. Una copia de este documento le será entregada para que pueda conservarla.

Nombre del participante (Letras) _____

Firma: _____ Fecha: _____

APPENDIX I: FOCUS GROUP PROTOCOL

GRUPO FOCAL

Lugar: Universidad ECCI

Hora: 8:00 am

Aula: 306

Fecha: Jueves 24 de Mayo de 2018

Participantes: Estudiantes del curso English Basic Skills, docente invitada como moderadora Natalia Marín y docente investigadora Sandra David.

El propósito de nuestro encuentro es tener una charla amena donde compartamos sus experiencias, sentimientos, reacciones, puntos de vista, actitudes, etcétera, frente al desarrollo de las actividades que ustedes realizaron durante la implementación del proyecto. La idea es que ustedes se sientan en confianza para compartir sus puntos de vista y que recuerden, todas sus opiniones cuentan y son válidas, ya que no se califican como buenas o malas, si no como puntos de vista a nivel personal, lo cual es muy respetable.

Contamos con dos cámaras filmadoras y dos celulares para grabar video y audio de este encuentro. Como se les ha informado desde el inicio del este proyecto de investigación, la información aquí obtenida será utilizada sólo con fines académicos y sus identidades no serán divulgadas. Esta información será transcrita para ser utilizada como datos y evidencia para su consecuente análisis.

Quiero empezar agradeciéndoles por el compromiso que sostuvieron desde el inicio hasta el final, tanto en los momentos del diseño de sus propios textos, como en el análisis de los textos de sus compañeros.

La moderadora Natalia Marín preside este encuentro desde este momento.

Hablemos de:

1. Hablemos sobre sus experiencias durante el desarrollo del proyecto. (En general comentarios libres)
2. La experiencia de trabajar en parejas y grupos.
 - Hubo retroalimentación
 - Dificultades encontradas y cómo las resolvieron
 - Qué aprendieron y ganaron
 - Les gustó más trabajar en parejas o grupos y por qué
- 3.El proceso de diseño desde el primer texto hasta el último

- Principales diferencias en el diseño del primero, segundo y tercero
- Qué facilitó o dificultó el proceso
- Factores que afectaron las decisiones que tomaron para diseñar los textos (el uso de la lengua primordialmente, la coherencia en los modos de comunicación, le daban más importancia a unos modos que a otros)

4.El proceso desde el análisis de los mapas, los plegables hasta el del TV ad.

- Principales diferencias en el análisis del primero, segundo y tercero
- Qué facilitó o dificultó el análisis?
- Qué decisiones tomaban para realizar el análisis de los textos (a cual modo de comunicación le daban más relevancia? Se enfocaban primero en el análisis de lo lingüístico y luego en los demás modos)
- Consideran que los modos de comunicación les aportaban para la creación de significado
- Qué modo de comunicación te transmitía mayor significado?
- Qué modo de comunicación notaron que sus compañeros les daban más relevancia?

5. La conexión entre el conocimiento sobre textos multimodales y el aprendizaje de inglés:

- De qué forma aprender sobre la creación y el contenido de textos multimodales, se conectó con el aprendizaje de inglés; con los temas trabajados en la clase.
- Como favorece la creación de textos multimodales favorece en el aprendizaje de la lengua o no? En qué sentido?

6. El uso de las herramientas tecnológicas en el proceso de elaboración de los textos

- Tenían conocimientos previos.
- Recurrieron a tutoriales

7. El impacto del desarrollo de los textos multimodales

- En otras áreas
- En su vida cotidiana

8. Recomendaciones y sugerencias:

- Dificultades generales
- Qué no les gustó?
- Con qué no se sintieron cómodos?

APPENDIX J: QUESTIONNAIRE APPLIED TO THE STUDENTS

<https://docs.google.com/forms/d/e/1FAIpQLSf3hfHrIZ2bxpL4JDnX0KhT5-uU3aLNECfOQfn5Cym3bmmhcQ/viewanalytics>