

RAISING CRITICAL AWARENESS OF THE LINGUISTIC LANDSCAPE: AN  
EXPERIENCE WITH A GROUP OF EFL PRE-SERVICE TEACHERS IN COLOMBIA

A thesis presented by

CAMILO ANDRÉS DOMÍNGUEZ CRUZ

Submitted to the School of Languages of  
Universidad de Antioquia, Medellín in partial fulfillment  
of the requirements for the degree of

MAGISTER EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS EXTRANJERAS

February 2017

Master's in Foreign Language Teaching and Learning

© Copyright by Camilo Andrés Domínguez Cruz 2017

All Rights Reserved

RAISING CRITICAL AWARENESS OF THE LINGUISTIC LANDSCAPE: AN  
EXPERIENCE WITH A GROUP OF PRE-SERVICE ENGLISH TEACHERS IN  
COLOMBIA

A Thesis Presented

by

CAMILO ANDRES DOMINGUEZ CRUZ

Approved as to style and content by:

  
Doris Correa, Chair

  
Elana Shohamy, Committee Member

  
Raúl Mora, Committee Member

  
Paula Andrea Echeverri, Director  
Escuela de Idiomas

## DEDICATION

To my parents, sister, and partner, whose love gave me the strength and courage to travel  
this academic journey

## ACKNOWLEDGEMENTS

Being on this journey became more joyful and meaningful to me with the company and support of many, to whom I owe my most sincere gratitude. Foremost, I would like to thank my research advisor, Dr. Doris Correa, for her nurturing and dedicated guidance all along this path. No token of gratitude would ever do justice to all the many life and academic lessons I have learned by her side. To all professors and classmates, my most honest thanks for the priceless shared moments and lived experiences. They all allowed me to witness the landscapes of academy and life from multiple points of view. I am also heartily grateful to my travel companions, Natalia Arias, Jenifer Vanegas, and Cristina Frodden, for their unconditional company, support, and encouragement in difficult times. They are a vivid proof that love can be found everywhere we go. To the pre-service teachers who made this research possible with their participation and commitment in every shared lesson, I express my most heartfelt gratitude. These human beings were a source of inspiration for me and gave me reasons to believe that the new generations of educators will contribute to transforming our world into a better place to co-exist.

## ABSTRACT

# RAISING CRITICAL AWARENESS OF THE LINGUISTIC LANDSCAPE: AN EXPERIENCE WITH A GROUP OF PRE-SERVICE ENGLISH TEACHERS IN COLOMBIA

FEBRUARY 2017

M.A., CAMILO ANDRÉS DOMÍNGUEZ CRUZ, B.A. UNIVERSIDAD DE  
ANTIOQUIA MEDELLÍN, COLOMBIA

Directed by: Professor Doris Correa

The linguistic landscape (LL) is loaded with a myriad of texts such as advertisements, government signs, and graffiti, which, like any other text, are never neutral. With them and through them, various agendas are battled, negotiated, and dictated, as they depict how people are socially and politically included or excluded, reflect who has and exercises power over public spaces, and have the power to shape people's values, identities, and even behaviors. Given this power of LL texts, raising critical awareness of the LL within educational contexts is of paramount importance. Aware of this, LL scholars abroad have begun to make efforts to critically analyze LL texts within educational settings. These studies have focused on analyzing with students linguistic diversity or dominance, multilingualism, and the presence of English in public spaces of big cities. However, few of them have been concerned with developing critical awareness of the LL; i.e., having

students understand the non-neutral nature of LL texts (e.g., that LL texts carry various purposes, represent some people and exclude others, target some audiences and exclude others), unveiling hidden messages about community issues, or engaging in transformative actions. Besides, although pedagogical experiences have begun to emerge in second language learning contexts, classroom experiences in EFL classrooms or EFL teacher education programs are rather limited. In Colombia, some scholars have already begun to study publically displayed texts and their role in second language education. However, pedagogical experiences showing how to engage EFL pre-service teachers and students with critical analysis of these texts are still scarce.

Aware of this gap, this qualitative case study aimed at exploring how a group of Colombian pre-service English teachers developed critical awareness of the LL by participating in a pedagogical intervention in which they were asked to critically analyze the LL of their communities. Data collected included participants' written work samples, reflections, and questionnaires. Results from this study suggest that all participants made gains in understanding the non-neutral nature of LL texts and in unveiling hidden messages about community issues portrayed by them. Also, three out of eight participants engaged in actions aiming either at transforming community issues or raising other people's critical awareness. Notwithstanding, this study also suggests that developing critical awareness of the LL is a process that takes time and needs carefully planned scaffolding for it to occur.

## TABLE OF CONTENTS

Introduction.....	1
Theoretical Framework.....	5
Setting.....	16
The Course.....	16
Participants.....	17
The Intervention.....	18
Research Methodology.....	24
Data Collection.....	25
Data Analysis.....	27
Ethical Considerations.....	28
Findings.....	30
Awareness of Hidden Messages about Community Issues Portrayed by LL Texts..	30
Awareness of the Non-Neutral Nature of LL Texts.....	36
Making action choices.....	45
Discussion and Conclusions.....	48
REFERENCES.....	56
APPENDIX A.....	60
APPENDIX B.....	61
APPENDIX C.....	88
APPENDIX D.....	89
APPENDIX E.....	93



APPENDIX F.....	95
APPENDIX G.....	96
APPENDIX H.....	98
APPENDIX I.....	100

## LIST OF FIGURES

1.	English Language Center Advertisement Used for Descriptive Analysis Diagnosis	31
2.	National Beer Advertisement Analyzed by Jessica and Laura in LL Project	32
3.	Secretos Íntimos Advertisement Analyzed by Carlos and Kelly in Critical Analysis Practice Task	35
4.	Alejandría's Advertisement Analyzed by Abril and Sebastián in Critical Analysis Diagnosis	37
5.	Pietrasanta's Advertisement Analyzed by Abril and Sebastián in LL Project	42
6.	Advertisement of Educational Park Analyzed by Vanessa in LL Project	43

## Introduction

Public spaces are laden with diverse forms of language and texts such as advertisements, government signs, and graffiti, which are delivered in various types of media such as billboards, window displays, walls, and road signs (Landry & Bourhis, 1997, p. 25; Shohamy & Waksman, 2009, p. 315) and often integrate components such as imagery, scripts in one or more languages, and even sounds (Cenoz & Gorter, 2008, p. 278; Shohamy & Waksman, 2009, p. 314). Diverse fields have engaged in studying such forms of language and texts in public spaces: New Literacies, Sociolinguistics, Critical Media Literacy, and Linguistic Landscapes, to name just a few. Scholars from all these fields converge in that regardless of the type, media, or mode, like any other text, LL texts are never neutral. With them and through them, “various agendas are battled, negotiated, and dictated” (Shohamy and Waksman, 2009, p. 321). They depict how people are socially and politically included or excluded (p. 321). They also reflect who has and exercises power over public spaces, and who has appropriated them either with official sanction (as in road signs and corporate or political advertisements) or without it (as in graffiti art done by urban dwellers) (Pennycook, 2009, p. 307).

As such, LL texts are loaded with history, culture, and ideology. They are created and shared by people; and at the same time, they manipulate people (Shohamy & Waksman, 2009, p. 314). Indeed, text “producers make various decisions as to how to influence people’s interpretations and reactions towards the messages they sent” (Jolls, 2012, p. 29). These texts can shape people’s values, identities, and even behaviors (Begoray, Wharf Higgins, Harrison, & Collins-Emery, 2013, pp. 123-124), as they portray manipulated representations of the world that can in fact alter reality (Luke, 2012, p. 9).

Given this power of LL texts and the fact that they are part of people's communities and culture, raising critical awareness of the LL is of paramount importance (Shohamy & Waksman, 2009, p 328).

Aware of this, some LL scholars have begun to explore how LL texts can be analyzed critically within language classrooms (Dagenais et al., 2009), second language classrooms (Browning, 2015; Chesnut, Lee, & Schulte, 2013; Rowland, 2013), and teacher education programs (Hancock, 2012). However, little of this work has been done in EFL teacher education classroom experiences (Browning, 2015). Besides, it has not focused on helping students develop critical awareness of LL texts; that is, in helping them to unveil hidden messages about social or political injustices attached to LL texts, to examine their non-neutral nature, or to take community transformative actions. Instead, it is concerned with (a) studying how elementary school pupils co-construct representations of languages, language speakers, and language learning by participating in language awareness activities (Dagenais et al., 2009, p. 259), (b) examining students' analyses of the presence and use of English in the LL of their communities (Chesnut et al., 2013; Browning, 2015), (c) raising ELLs' awareness of how different languages converge in the LL of these communities (Rowland, 2013), and (d) raising pre-service teachers' awareness of the cultural and linguistic diversity in the LL of local school multilingual communities (Hancock, 2012).

As in other parts of the globe, in Colombia, some second language scholars have already begun to acknowledge the relevance of publically displayed texts for EFL education (Browning, 2015; Correa, Shohamy, & Domínguez, 2015; Mora, 2015; Mora, Mejía-Vélez, Ramírez, & Pulgarín, 2016; Sharkey, 2012; Sharkey & Clavijo-Olarte, 2011). Nonetheless, as in other parts of the world, the work has not focused on how to raise critical awareness of these texts. Indeed, a review of seven Colombian foreign language (FL)

teaching journals (Colombian Applied Linguistics Journal CALJ, Enletawa, HOW, IKALA, Language, Matices, and PROFILE) published in the last ten years shows only one experience in which texts in public spaces are used in an EFL teacher education program (Sharkey, 2012; see also Sharkey & Clavijo-Olarte, 2011). In this experience, two teacher educators asked in-service English teachers in Bogotá, Colombia, to explore their local surroundings and interact with places and people in order to describe community sites (e.g., physical spaces, services offered by them, service hours) (Sharkey, 2012, p. 11). However, their main goal was to raise English teachers' awareness of the existence of local community assets so that they could incorporate them in their lessons and be able to connect their language classrooms with the communities around them (Sharkey, 2012, p. 11). They did not aim at raising critical awareness of LL texts.

In addition, there are publications in international journals or conferences of an ongoing project in Medellín called Literacies in Second Languages Project (LSLP) (Mora, 2015; Mora et al, 2016). Concerned about the need to recognize the multiple second language literacies that take place in this city (Mora, 2015, p. 21), a group of EFL pre-service teachers and teacher educators from Medellín and other parts of the globe have been conducting ethnographic studies to examine the presence of English or other languages in shopping malls, restaurants, bookstores, libraries, and billboards. They have also studied the need and use of English by gamers from Medellín. (Mora, 2015, p. 21).

Drawing on principles from New Literacy studies (Blackburn, 2003; Conquergood, 2005; Gregory & Williams, 2000; Hamilton, 2000; Hodge & Jones, 2000; Iddings, McCafferty, & da Silva, 2011; Kell, 2006; Street, 1984, 1995, 2013, as cited in Mora et al., 2016) and the concepts of multimodality (Albers & Harste, 2007; Kress, 1997, 2003, 2010; Mejía-Vélez & Salazar Patiño, 2014, as cited in Mora et al., 2016), metrolingualism (Otsuji

& Pennycook, 2010; Pennycook & Otsuji, 2015, as cited in Mora et al., 2016), polylinguaging (Chiquito & Rojas, 2014 ; Jørgensen, Karrebæk, Madsen, & Møller, 2011, as cited in Mora et al, 2016), and superdiversity (Blommaert & Rampton, 2011; Giraldo & Castaño, 2014, as cited in Mora, 2015), this academic community conceives the city as literacy (Mora, 2015, p. 22). As such, the city becomes a “living entity” in which dwellers are in constant interaction and production of texts that can be used as a pedagogical resource for second language literacy development (Mora, 2015, pp. 22-23; Mora et al., 2016, p. 2796). Although the above-mentioned authors have taken important steps in exploring the local public spaces, they do not focus on how to conduct a critical analysis of LL texts within the EFL classroom.

Accordingly, in an attempt to expand the work done by these scholars, this study explored how a group of Colombian pre-service English teachers developed critical awareness of the LL as they participated in a LL pedagogical intervention in which they approached the LL of their communities. The specific research question addressed was: How does a group of pre-service EFL teachers develop critical awareness of the LL as they participate in a pedagogical intervention in which they approach the LL of their communities? The following sections include an overview of the theoretical tenets of this study, the setting in which the study was conducted, the research methodology, the findings that emerged from this study, and a discussion of these along with some conclusions and implications.

## **Theoretical Framework**

This study draws mainly on socio-critical theories of the LL as proposed by Chern and Dooley (2014), Dagenais et al. (2009), Milani (2014), Pennycook (2009, p. 305), Shohamy and Waksman (2009). The following paragraphs, present a brief overview of the LL field, and its research in language education in general, and in critical language education in particular. They also define Critical Awareness of the LL and state how this relates to definitions provided by Critical Literacy and Critical Media Literacy scholars (Freire, 1974; Gainer, 2010; Jolls, 2008; Kellner & Share, 2005, 2007; Luke, 2000, 2012; Luke & Woods, 2009; McLaughlin and DeVoodg, 2004; Morrell, 2002; Thoman & Jolls, 2003).

### **Linguistic Landscape: A Field in Expansion**

Linguistic Landscape is a growing field that is concerned with the diverse forms of language and texts displayed in public spaces. Among such texts are advertisements, government signs, and graffiti, which are presented in various types of media (e.g., billboards, window displays, walls, road signs, electronic displays, interactive screens) (Landry & Bourhis, 1997, p. 25; Shohamy & Waksman, 2009, p. 315; Gorter, 2013, p. 191) and often combine imagery, scripts in one or more languages, and even sounds (Cenoz & Gorter, 2008, p. 278; Shohamy & Waksman, 2009, p. 314).

Traditionally, LL researchers have mostly focused on studying the language diversity and language dominance in publicly displayed texts in multilingual contexts. Indeed, the LL has served to trace multilingualism in big cities (Backhaus, 2006; Spolksky, 2009), to study the relationship between minority languages and language policy (Cenoz & Gorter, 2006), to examine language change and language dominance (Huebner 2006), and

to analyze the symbolic power in the construction of public space by measuring the visibility of languages in the LL (Ben Rafael, Shohamy, Amara, & Trumper-Hecht, 2006). Besides, to conduct LL research, LL scholars have commonly used a variety of research techniques such as observation, counting, and photographing of public written signs to draw conclusions about the use of language in the public space (Spolsky, 2009, pp. 29-32).

In the last few years, LL theorists such as Gorter (2013); Malinowski (2009), Pennycook (2009), Shohamy and Waksman (2009) and Spolsky (2009) have been debating and challenging the boundaries of the LL field in terms of the types of texts analyzed, the focus of analysis, and the data collection and analysis techniques being used. As per the types of texts, the authors have proposed to go beyond written scripts in the LL by exploring verbal and non-verbal elements of LL texts, such as images, objects, and even human beings (Pennycook, 2009, p. 303; Shohamy & Waksman, 2009, p. 314; Spolsky, 2009, p. 29).

As to the focus of analysis, Milani (2014, p. 1) has suggested to go beyond the study of the written languages used in public spaces to incorporate the analysis of other semiotic signs in public spaces and of the power relations that are present in social categories such as gender and sexuality. In addition, Pennycook (2009) has suggested analyzing the socio-historical, political and cultural contexts of LL texts as well as the purposes, beliefs, ideologies, and discourses behind them (p. 305).

In regards to data collection techniques, authors have made two recommendations: (a) to acknowledge the multiple participants that negotiate meanings in the LL texts such as owners, makers, readers, and language authorities (government, religion, or ethnic authorities that define language choice policies) (Malinowski, 2009, p. 124; Spolsky, 2009, p. 31), and (b) to expand the data collection techniques traditionally used in LL research by



considering the incorporation of censuses, surveys, and interviews (Gorter, 2013, p. 205). Finally, in terms of analysis techniques, Shohamy and Waksman (2009) have suggested enriching LL analyses by incorporating theories of discourse analysis, literacy and genre that can facilitate the understanding of the multiple semiotic, multimodal, and multilingual resources used in LL texts (p. 316).

### **Linguistic Landscape and Language Education**

LL scholars have just recently started to publish research conducted in second language classrooms (Chesnut, Lee, & Schulte, 2013; Rowland, 2013) and in language teacher education programs (Hancock, 2013). Indeed, in their empirical studies, they have used LL texts to teach university English learners (Chesnut et al., 2013; Rowland, 2013) and language pre-service teachers (Hancock, 2013) about the presence of English or other languages in the LL. Within their research projects, students approached the LL from different perspectives. In Chesnut et al.'s (2013), for example, students explored the visibility of English in the LL of Chiba-Shi, Japan; in Rowland's (2013), they analyzed how English and other languages converge in the LL of Seoul, Korea; and in Hancock's (2012), they evaluated the cultural and linguistic diversity in the LL of local schools of multilingual communities in Edinburgh, Scotland.

In their studies, these scholars have had different foci. For instance, Chesnut et al. (2013) studied students' awareness of the complex relationships between languages in the LL of Japan. Rowland (2013) evaluated the benefits of using the LL in the language classroom for students, as suggested in available literature, based on his students' analyses of the LL. Hancock (2012) analyzed Scottish pre-service teachers' reactions when engaged in exploring the LL (e.g., avoidance, acceptance and awareness).

These researchers present insightful findings in terms of students' gains when exploring the LL. Chesnut et al. (2013), for example, found that despite the struggles and tensions during the process of conducting their projects, students gained awareness of the "complex and contradictory relationships between languages" in the LL of Chiba-Shi, Japan (p. 102). Rowland (2013), on the other hand, found that using the LL for instructional purposes could be beneficial in fostering students' symbolic competence and literacy skills. Finally, Hancock (2012) found that exploring the LL in educational contexts could potentially heighten students' awareness of cultural and linguistic diversity (p. 15), and create different reactions in them such as avoidance, acceptance, and awareness.

Like Chesnut et al. (2013), Rowland (2013) and Hancock (2012), Sayer (2010) has envisioned the use of LL texts to teach English language learners about the use of English in the public spaces of globalized cities. Even though he does not report on a research study, in his paper, he proposes a series of tasks or activities for LL class projects in EFL contexts. These tasks stem from a study that he conducted of pictures of LL texts in Oaxaca, Mexico, which aimed to explore the social meanings that English conveyed in the places that were part of his every day interaction with the city public space (p. 143). The project involved three main tasks: (1) Gathering a corpus of pictures of LL texts that evidenced the use of English in this city; (2) analyzing the pictures based on the targeted audience (tourists or locals) and on the use of English (corporate vs. creative); (3) classifying findings in categories based on the social meanings of English identified (e.g. advance and sophistication, fashion, being cool, sexy, expression of love, expression of subversive identities) (pp. 145-150).

Although in his article Sayer (2010) does not specifically mention that the work was actually done, he suggests that exploring the LL through class projects has the potential to

connect EFL classrooms with the out-of-school world. It can also engage students in reflections about the multiple ways people use (English) language in society and help them gain awareness of the language in their situated public spaces (p. 153).

### **Linguistic Landscape and Critical Language Education**

In recent years, a few LL scholars have acknowledged the potential of the LL to facilitate critical work within the language classrooms. Among these scholars are Dagenais et al. (2009), Chern and Dooley (2014), and Shohamy and Waksman (2009). First, Dagenais et al. (2009) have used LL texts to teach children about the power of language and to develop critical language awareness. Specifically, they report on a longitudinal research project with multilingual elementary school pupils from Vancouver, Canada. In this project, they explored the usefulness of LL text in enhancing students' critical language awareness. Results from the project suggested that indeed LL texts can be used to teach about the "non-neutral nature of written communication" (p. 257). They also acknowledged the potential of LL texts to teach about language diversity and literacy practices from a critical viewpoint. According to them, "approaching the LL through critical pedagogy enables children to capture and transform awareness of cities in [their] eyes" (p. 266).

As for Chern and Dooley (2014), although they do not report on an empirical study per se, they do propose a concrete activity aiming at developing English learners' critical literacy with the use of LL texts. The activity is called the "English literacy walk" (p. 113). Its purpose is to collect LL texts, during a field trip, which would later be read and analyzed in class. In it, English learners are engaged in observing and gathering photographed LL texts as they explore and experience their community's public spaces. Also, drawing on Freebody and Luke's (1990), for the reading and analysis exercises, Chern and Dooley

(2014), suggest four different possible exercises: code breaking, text participation, text use, and text analysis. In code breaking, students learn and later use the language being studied (code). In text participation, students build knowledge about the topic and about the type of text they would read. In text use, students engage in creating texts in situated contexts. Finally, in text analysis, students critically analyze how a text positions its audience “within a particular world view” (Freebody & Luke, 1990, pp. 8-14; Chern & Dooley, 2014, pp. 114-115). Chern and Dooley (2014) claim that exploring LL texts through the English literacy walk and the analytical reading exercises presented above can engage students in active “meaning-making processes” (p. 122).

Finally, Shohamy and Waksman (2009) acknowledge the potential of LL texts for critical pedagogy, activism, and language rights within language education contexts. For them, language learning is much more complex than developing communicative competence (p. 326). They suggest that language learners need to develop critical awareness of the meanings displayed in the LL. But, what does it mean to be critically aware of the LL exactly? Drawing on Shohamy and Waksman (2009), and on Critical Literacy (CL) and Critical Media Literacy (CML) theories, the following section tries to respond to this question.

### **Critical Awareness of the Linguistic Landscape**

Although not calling it this way specifically, to Shohamy and Waksman (2009), being critically aware of the LL refers to unveiling hidden messages in LL texts about socio-cultural issues, understanding the non-neutral nature of LL texts, and making action choices. They claim that LL are loaded with history, culture, and ideology messages (p. 314), and state the need to understand how LL text messages depict how people are socially

and politically included or excluded (p. 321). They also assert that LL texts are never neutral (p. 320) and agree on the relevance of understanding how with and through LL texts, “various agendas are battled, negotiated, and dictated” (p. 321) and how they are created and shared by people; and at the same time, manipulate people (p. 314). Indeed, to engage in in-depth analysis of the non-neutral nature of LL texts, these two LL scholars suggest critically analyzing LL texts’ purposes, people represented, and audiences (pp. 325-326) in order to tackle “contestations and negotiations” associated to them (p. 326). Finally, by presenting the LL as a powerful vehicle for critical pedagogy and activism (p. 314), Shohamy and Waksman (2009) suggest that critical readers of the LL should reject passive positions about LL texts, act accordingly, and even take transformative actions, as critical people and activists do.

This notion of Critical Awareness of the LL seems to extrapolate from Freire’s definition of Critical Awareness. The notion of critical awareness in the language education field was first introduced by Freire (1974) as *conscientização*. According to him, being critically aware, as opposed to being naïve, means to engage in in-depth interpretations of problems, to practice dialogue, and to reject passive positions (p. 14). People who become critically aware of their context, their reality, and of their human condition are people who become politicized by making their own choices (p. 48). That is, people who exercise the right of democracy by acting (p. 48), because “to every understanding, sooner or later an action corresponds” (p. 39). Therefore, as suggested by Shohamy and Waksman (2009) being critically aware of the LL would then involve problematizing and engaging in in-depth analysis the LL, dialoguing about these texts and rejecting passive positions about them. It would also involve acting in agreement with those positions.

Shohamy and Waksman's (2009) proposal also aligns Critical Literacy and Critical Media Literacy theories as proposed Luke (2000), McLaughlin & DeVogd (2004), Morrell (2014), and Gainer (2010). Regarding the importance of unveiling hidden messages in LL texts about socio-cultural issues. Like Shohamy and Waksman, CL and CML scholars agree that texts, as LL texts, are social constructions that adopt and reproduce messages about history, culture, and ideology (Kellner & Share, 2007, p. 67; Luke, 2012, p. 6; McLaughlin & DeVogd, 2004, p. 56; Morrell, 2002, p. 72). As such, they include and omit "particular values, versions of human identity, human action, histories, races, cultures, and social classes" (Luke, 2000, p. 456) that may perpetuate socio-cultural issues related to "ideological notions of white supremacy, capitalist patriarchy, classism, homophobia, and other oppressive myths" (Kellner & Share, 2007, p. 62), which positions readers in relation to a fragmented world view (Luke, 2000, p. 456; Kellner & Share, 2005, p. 370).

Accordingly, educators should facilitate conversations in which students gain awareness and unveil the hidden messages, ideologies and relationships of power and domination embedded in LL texts (Kellner & Share, 2007, pp. 62-65; Luke, 2000, p. 453). By doing so, students could not only understand that LL texts convey constructed messages, but also recognize and be more sensitive to the "social and political injustices" perpetuated by LL texts (Shohamy & Waksman, 2009, p. 328), which are based on gender, race, and class inequalities and discrimination (Gainer, 2010, p. 365; Kellner & Share, 2005, p. 370). Besides, they could emancipate themselves from such ideological and power forces, and even engage actions aimed at transforming their socio-cultural and political realities (Luke & Woods, 2009, p. 9; Morrell, 2002, p. 72).

Concerning the importance of understanding the non-neutral nature of LL texts, CL and CML scholars suggest that texts, as LL texts, have the power to construct, shape, and

reshape worlds “in particular normative directions with identifiable ideological interests and consequences for individuals and communities” (Luke, 2012, p. 8; Luke & Woods, 2009, p. 9). Besides, they can indoctrinate readers by shaping their beliefs, values, identities, and even behaviors (Begoray, Wharf Higgins, Harrison, & Collins-Emery, 2013, pp. 123-124; Gainer, 2010, p. 365; Morrel, 2014, p. 7). Accordingly, as proposed by Shohamy and Walksman (2009), these scholars also focus on the relevance of critically examining texts’ purposes, people represented, and audiences.

First, LL regarding texts’ purposes, they assert that texts are used for everyday self-expression, identity formation, economic exchange, cultural engagement, religious experience, civic life, commerce, industry, and leisure (Luke & Woods, 2009, p. 9). Then, by analyzing the purposes of LL texts, readers could understand how texts producers always “make various decisions as to how to influence people’s interpretations and reactions towards the messages they sent” (Jolls, 2012, p. 29) and gain awareness about how texts portray manipulated representations of the world that can in fact alter reality (Luke, 2012, p. 9).

Second, CL and CML scholars also pay attention to how texts represent some groups of people and exclude others. In fact, Luke (2012) asserts that language, texts, and discourses have the power not only to represent the world, but also to reshape it (p. 8). Then, by representing some groups of people and by excluding others, LL texts not only represent positively and benefit dominant groups, but also “disadvantage marginalized and subordinate ones” (Kellner & Share, 2005, p. 370). Besides, such representations influence people’s conception of themselves and of the world (Kellner & Share, 2005, p. 372; Morrel, 2014, p. 6) as they tend to be naturalized (Kellner & Share, 2005, p. 370).

Therefore, critically examining the representations in LL texts is about identifying who is being portrayed in them and who is not, analyzing how certain groups of people are being represented or misrepresented, and evaluating the impact that such representations may have on people and entire communities (Morrel, 2014, p. 7; Shohamy & Waksman, 2009, pp. 326-328). By being able to critically analyze the representations of people, students could become more aware of who has the power over public spaces and who does not and of which groups of people are being socially accepted and which are not (Shohamy & Waksman, 2009, pp. 326-328). By doing so, they could “become investigators of their representations and creators of their own meanings” and empower themselves to raise their voices and become democratic agents of transformation (Kellner & Share, 2005, p. 372).

Third, as LL texts target specific audiences and exclude others (Shohamy & Waksman, p. 326), by identifying how LL texts target some audiences and exclude others, readers could not only understand the complex human relationships established in public spaces (Shohamy & Waksman, 2009, p. 326-328), but also challenge them by empowering themselves to take an active role when negotiating meaning and resisting dominant discourses (Kellner & Share, 2005, p. 375).

Finally, with regards to the importance of making action choices, Freire’s (1974) stated that people who become critically aware of their context, their reality, and of their human condition are people who become politicized by making their own choices (p. 48). That is, people who exercise the right of democracy when acting (p. 48), because “to every understanding, sooner or later an action corresponds” (p. 39). Therefore, by helping students gain critical awareness of the multiple messages that LL texts convey and their non-neutral nature, they could understand how texts have the power to construct “their worlds, their cultures, and their identities” and could empower themselves to take actions



that “reposition themselves in relation to economies, cultures, and dominant ideologies” (Luke, 2000, p. 453) and to reconstruct their own individual or socio-cultural worlds (Luke, 2000, p. 449).

The following section contains a brief description of the setting where this study was conducted, the course in which the intervention was implemented, and the students who participated in it.

## **Setting**

This study was conducted in an English reading and writing course pertaining to a foreign language teacher education program offered by a public state university in Colombia, at one of its regional campuses. The following paragraphs contain a brief description of the course in which the intervention was implemented, the students who participated in it, and the pedagogical intervention.

### **The course**

The course in which this study was developed was an English reading and writing course taught during the third semester of a teacher education program offered in one of the regional branches of a public university in Colombia. The course was the third in a series of four and its duration was 16 weeks at a rate of one 4-hour session per week. Its main objectives, as stated in the syllabus, were (a) to guide pre-service EFL teachers in reading and writing different kinds of argumentative texts, (b) to have them reflect critically about different representations of cultures and foreign languages, and (c) to summarize author's points of view.

To achieve these goals, teachers could choose the materials and activities, as they were given academic freedom and no textbook was mandated. As per the methodology, the course syllabus recommended the planning of tasks that were interactive, student-centered, content-based, task-based, or project-based oriented. It also suggested using ICT, promoting critical reflections about students' future role as teachers, incorporating collaborative work, and developing study and research skills.

## **Participants**

The participants in this study, whose ages ranged from 18 to 31, were five female and three male pre-service English teachers taking the course described above: Abril, Carlos, Jessica, Kelly, Laura, Manuel, Sebastián and Vanessa<sup>1</sup>. They entered the FL program for several reasons: Six of them wanted to be FL teachers (five wanted to be English teachers and one wanted to become a French teacher); another one registered in this program as a second choice, as the teaching program she wanted (early-childhood teaching) was not offered at this university branch; and the last one was interested in learning languages, not in becoming a teacher.

By the time they took this class, they had already received at least 256 hours of English instruction corresponding to four previous English courses. However, their English levels were also very heterogeneous. Three of them were fluent in English, very likely because they had studied English in a language center for two or three years before entering the program. Another one was not as fluent as the latter three, but could communicate effectively in English. The remaining four seemed to struggle when communicating in English. Indeed, none of them had studied English before entering the program. However, as the class developed, two of these four started to show more self-confidence and participated more in class conversations and with more fluency.

They were born and lived in four different towns located around the university's regional branch and belonged to a middle-low socioeconomic level. These towns were between 40 to 60 kilometers away from the capital city. Their extension ranged from 200 to 450 square kilometers and their population from 45,000 to 100,000 inhabitants

---

<sup>1</sup> The listed names are pseudonyms used to protect participants' identity.

approximately. Three of them are municipalities whose economy is based on agriculture, livestock, and handicrafts such as ceramics and guitars. The other one has a very prosperous economy based on trading and on the production of food, fabric, flowers, paper, chemical products, and livestock. These economical activities have turned this town into one of the richest municipalities in Colombia, which could be the reason why there is an increasing gentrification phenomenon, as many wealthy and business people are migrating from the capital city to this municipality.

### **The Intervention**

Even though the Reading and Writing course had both content and language objectives (see Section entitled The Course), this intervention focused mainly on addressing one of the content objectives: to have them reflect critically about different representations of cultures and foreign languages. Such objective was connected with the goal of the intervention: to raise students' critical awareness about the LL of their communities. Accordingly, the topic chosen for this intervention was socio-cultural issues associated with the linguistic landscape of students' communities, since the LL provides a source of situated and culturally rich texts that would allow participants to reflect critically about their own local culture.

Given that in the LL field there are no particular proposals for how to organize the lessons, the intervention followed a framework proposed by Thoman and Jolls (2003) and Jolls (2008). This framework, called the empowerment spiral, was initially used to facilitate the organization of media literacy lessons, units or courses within a critical perspective. It includes four interconnected stages: awareness, analysis, reflection, and action (Thoman & Jolls, 2003, pp. 31-32; Jolls, 2008, p. 65), which seemed suitable for the design of lessons

that intended to raise critical awareness of the LL in the sense that its stages coincided with how the instructor had envisioned the unit to progress. That is, it allowed the instructor to (a) have students engage in a series of tasks that helped them become familiar with the LL of their communities and the issues related to them (awareness stage), (b) facilitate students' critical analysis of the messages about socio-cultural issues portrayed by LL texts and in deconstructing the non-neutral nature of LL texts (i.e., their purposes, representations and audiences), (analysis stage), (See Appendix A for detailed description of the tasks carried out week after week), (c) allow participants in this study to adopt positions based on the analyses of the LL they conducted in the analysis stage and to reflect about how actions could be taken to transform issues portrayed by LL texts by other people and by themselves (reflection stage), and (d) allow students to take actions, if this was their choice (action stage).

Indeed, in the awareness stage, for example, teachers lead students to observe and make connections between the texts they interact with in their lives and broader social issues. This stage aims at initiating students in “critical inquiry and exploration” (Jolls, 2008, p. 66). Accordingly, in this stage students went on what in this intervention was called an *In-Vivo Encounter* with the LL of their communities<sup>2</sup>. In this *In-Vivo Encounter* participants were prompted to explore the LL of their communities by taking pictures of as many and as varied LL texts as they could, organize those pictures under categories, and then share them in class. Later, in a class conversation, participants shared what they found with the rest of the class.

---

<sup>2</sup> This task drew on ideas from the English literacy walk proposed by Chern and Dooley (2014).

In addition, to gain awareness about socio-cultural, historical, political and economical issues; participants watched, reflected about, and held conversations about three videos: One was a TED Talk by a French artist named JR in which he connects art, public space, community issues, and social transformation (JR, 2011). Another video was also a TED talk by Chimamanda Adichie in which she speaks about how having just one side of the story is dangerous and creates stereotypes that rob people's dignity (Adichie, 2009). The third video was a documentary about Victor Muñoz, a visual artist from Medellín's Comuna 3. In the documentary, Victor speaks about how he critically appropriates the public space of the city of Medellín through his artistic work (Alma Mater UdeA, 2014).

In this first stage, participants also negotiated and made decisions about the focus of analysis of their final projects. Coincidentally, all decided to analyze advertisements displayed in the LL. Then, each of the pairs formed for the project was asked to narrow down their focus of analysis by choosing the advertisements displayed by either a specific industry (i.e. real estate, food, and fashion) or by government representatives. Next, participants went on a second *In-Vivo Encounter* with the LL. In this, they were prompted to take pictures of advertisements displayed in their towns by the industry they had chosen. Besides, in this first stage, each pair of participants started writing a paragraph in which they justified their project topic choices (i.e., fashion, food, or real estate advertisements in the LL of their towns). In this paragraph, which was called Topic Statement, participants briefly gave some information about the context where the advertisements were located and the reasons why analyzing them critically was relevant for themselves and for their communities.

In the analysis stage, teachers help students go beyond the understanding of meanings in texts by, for example, asking questions that enlighten and expand their analyses of texts. Also teachers facilitate students' deconstruction of texts in order to identify how authors create texts and how their choices influence people (p. 66). Following these guidelines, in this stage participants organized their corpus of pictures, categorized them based on the issues that they associated with those texts (i.e. gentrification, any type of discrimination), and selected three LL texts to conduct descriptive and critical analyses. The texts ideally had to represent a different issue. For both descriptive and critical analyses of LL texts, participants were provided a series of questions to help them unveil hidden messages about socio-cultural, political, economical or historical issues in their communities conveyed by LL texts, and deconstruct and evaluate aspects such as their purposes, the people represented, the target audiences (See Appendix B).

Besides, to prepare for these analyses, the instructor socialized the analysis of one advertisement of a jeans brand that was located in one of the main roads of the area. The analysis was conducted based on the same questions that participants were provided. Similarly, in the practice exercises, participants analyzed one advertisement from their corpus of pictures of LL texts based on the same questions. This time, they received feedback on their analysis from both peers and instructor. Feedback was provided through a rubric that was presented to participants for their evaluation and approval (See Appendix C). Each pair of participants provided feedback to the others by completing this rubric. After having read the comments written by other peers, they asked clarification questions as need arose. Then, participants analyzed the pictures they selected for their projects, received feedback from the instructor through the same rubric, and made any pertinent adjustments to their analyses.

Furthermore, to have more insights about advertisements at the moment of critically analyzing these texts, participants studied some material from an online course on advertising offered by University of Duke in North Carolina (US) through Coursera.org. The course is called Advertising and Society and presents a critical perspective about how advertisements work and influence culture and people. With this material, they studied the history of advertising, how advertisements are constructed, and the hidden messages that advertisements can convey that go beyond what the eyes can perceive.

In the reflection stage, teachers facilitate conversations in which class members contemplate their “philosophical or religious traditions, ethical values, social justice or democratic principles” for “individual and collective decision-making” about how to act (Jolls, 2008, p. 66). This stage helps students reflect about questions such as “So what?” or “What should we do or think?” after the analysis stage (Jolls, 2008, p. 66; Thoman & Jolls, 2003, p. 32). Besides, in the action stage, teachers open spaces for dialogue leading to ideas of action. In this stage, actions may imply a collective work to identify and solve community problems by, for example, engaging in text creation and dissemination. Actions, however, do not necessarily translate into a collective and activist effort; they may also happen at a personal level, by making personal and conscious decisions for action (Jolls, 2008, p. 67; Thoman & Jolls, 2003, p. 32).

Accordingly, in this intervention, these last two stages were merged into one that was called *reflection for action* for two main reasons. First, as in this intervention, reflection was an ongoing process that happened all throughout the process (not just in one stage). Second, during this last stage reflections were directed specifically towards the process of evaluating the importance of taking transformative actions and exercising the right of democracy by making informed choices for action. In this reflection for action



stage, participants completed a series of tasks such as sharing, with the class in a formal oral presentation, their conclusions from the analyses of LL texts. They also peer-assessed their presentations by means of a rubric (see Appendix C) and reflected about the importance of addressing the socio-cultural, political, historical or economical issues they saw in the LL through transformative actions. Besides, they analyzed some actions taken by people in different parts of the world by answering a series of questions provided by the instructor, and wrote about possible actions that could be taken in their communities by different people, including themselves (see Appendix D). The following section provides description of the research methodology, pedagogical intervention, data collection and analysis procedures, and ethical considerations of this study.

## **Research Methodology**

This study can be considered a qualitative instrumental single case study. It is a single case study (CS) since, a CS is an in-depth description and analysis of a “bounded” object of study (Merriam, 2009, p. 40) or phenomenon in its “real-life context” (Yin, 2003, p. 13). As such, this study is an in-depth description and analysis of a particular phenomenon (i.e., how a group of pre-service EFL teachers became critically aware of the LL, as they participated in a pedagogical intervention within a particular real life classroom setting). Indeed, this study poses the following question: How does a group of pre-service EFL teachers develop critical awareness of the LL as they participate in a pedagogical intervention in which they approach the LL of their communities?

This study is an instrumental CS since the main purpose of these studies is “to provide insight into an issue or to [draw] a generalization” (Stake, 2005, p. 437), which suggests that it has a “potential applicability to other like-situations” (Yin, 2011, p. 310). Accordingly, this study intends to provide insights about how a pedagogical intervention helps a group of pre-service EFL teachers develop critical awareness of the LL, which could provide insights about how to do develop critical awareness of the LL in other educational settings.

Besides, it can be considered a single CS since the phenomenon is examined in one particular context and only one “single experiment” is conducted (Yin, 2003, p. 40). Correspondingly, this CS was carried out in one particular context (a level-3 English reading and writing class in one EFL teacher education program of a public state university in Colombia) and only one experiment was conducted (a pedagogical intervention with one particular group of pre-service EFL teachers).

The following paragraphs present a description of the data collection instruments used and the data analysis procedures.

### **Data Collection**

According to Merriam (2009), a “case study does not claim any particular methods for data collection (...) Any and all methods of gathering data (...) can be used in a case study” (p. 42). As such, the data collected for this study came from different sources: samples of participants’ work, four reflection tasks, and five questionnaires, which are described in the following paragraphs. Appendix E provides a table with a chronologically organized description of the data collected.

**Participants’ work samples.** Work samples mainly incorporated all of the writing tasks carried out during the project, i.e., the writing of the topic statement, descriptive and critical analyses of LL texts, feedback on peers’ work, and participation in written conversations taking place on virtual spaces such as Facebook or Google Drive. The samples helped to provide written evidence of all participants’ development of critical awareness of the LL throughout each of the stages of the intervention.

**Participants’ reflection tasks.** The reflection tasks were four written exercises that participants completed in four different points of the intervention by answering a series of questions (See Appendix F). Two were about participants’ experience in the two *In-Vivo Encounters*. In these, participants wrote about their realizations in regards to the LL of their community. Another reflection task was written after having watched and held conversations about JR’s TED talk on art, social issues and transformative actions. This task helped collecting participants’ reflections about issues associated with the LL of their communities. The last reflection task was written after the analysis stage in order to collect

participants' reflections about the non-neutral nature of LL texts. The purpose of these reflections was to collect evidence of participants' perceptions about their development of LL critical awareness, which would be triangulated with their work samples and the questionnaires.

**Questionnaires.** Five questionnaires were completed by participants. Two were assigned by the end of each of the first two stages of the curriculum (awareness and analysis), other two by the end of the third stage (reflection for action), and the remaining one four months after having finished the interventions. These questionnaires allowed the exploration of participants' viewpoint about how this intervention helped them gain critical awareness of the LL. After stage 1, participants answered questions about how the intervention contributed (or not) to developing their awareness about the social, political, or economical issues portrayed in them. After stage 2, they responded to questions about the gains or difficulties experienced during the process of critically deconstructing LL texts. After stage 3, participants wrote about the importance of taking informed actions and about the relevance of the intervention for their academic, professional, and personal development and for other pre-service FL teachers. Finally, four months after having participated in the intervention participants wrote about their gains after participating in the intervention and about their action taking decisions (See Appendix G for a list of all questions asked). Furthermore, it is important to remark that sometimes, due to the amount of work that participants had for their projects, when writing the reflection tasks or questionnaires, they were offered the choice to write in either language they felt more comfortable with, English or Spanish.

## **Data Analysis**

The same as for data collection, a CS does not require particular methods for data analysis (Merriam, 2009, p. 42). In this study, data analysis was done deductively. As such, pre-established categories guided the data analysis, as suggested by LeCompte and Schensul (1999, pp. 45-66). These categories were created based on the framework for developing critical awareness of the LL proposed by Shohamy and Walksman (2009), which collects from Freire's (1974) work and from CL and CML theories. They related to participants' gains in (a) unveiling hidden messages in LL texts about community issues, (b) understanding the non-neutral nature of LL texts, and (c) making action choices. Also, following Shohamy and Waksman (2009), the second category (understanding the non-neutral nature of LL texts) was divided into three sub-categories: LL texts (a) carry various purposes, (b) represent some people and exclude others, and (c) target some audiences and exclude others.

As the intervention was developed, a continuous process of data analysis was carried out following some of the steps proposed by Richards (2003, p. 272): Collect, categorize, and reflect. Accordingly, data were collected and then organized in separate files and some initial codes were assigned in light of the pre-established categories. This initial analysis allowed reflections that provided insights on how to revise the data collection instruments, or design new ones as needed.

After collection, data were displayed in matrices, as suggested by Huberman and Miles (1994), and Miles, Huberman, and Saldana (2014). A matrix is basically "the 'intersection' of two lists, set up as rows and columns" that allows an easy view and detailed comparative analysis of data sets (Huberman et al., 2014, pp. 109-111). It also permits to see patterns and to assess which further analyses are needed (Huberman &

Miles, 1994, pp. 432-433). Accordingly, three matrices were created in three Microsoft Excel (2010) files, one for each of the pre-established categories: LL texts as non-neutral, hidden messages, and action choices. Within each file a worksheet was created for each category.<sup>3</sup> The first column of each worksheet contained the names of the participants and the first row contained the names of the tasks that participants completed throughout the intervention in chronological order. Once matrices were organized, a first layer of analysis was carried out. Then, evidence that emerged from each of the data sources (i.e., participants' work samples, reflections, and questionnaires) was placed in front of the corresponding participant.

In order to achieve trustworthiness, methodological triangulation was conducted, as proposed by Guion, Diehl, and McDonald (2011). This type of triangulation involves the comparison of data emerging from different data collection techniques (p. 2). Accordingly, all participants' data emerging from their work samples, reflections and questionnaires, displayed in each of the worksheets described above, were compared in order to search for any gains obtained in each of the defined categories and subcategories. Then, conclusions about how participants developed critical awareness of the LL could be drawn. All participants' comments were reproduced unfiltered and unedited.

### **Ethical Considerations**

The planning of the pedagogical intervention conducted in this study started four months previous to the beginning of the course and counted on continuous feedback and evaluation from the research advisor. Once the intervention was approved, permission for

---

<sup>3</sup> In the first file, three separate worksheets were created for each sub-category (i.e., multiple purposes, people represented, audiences)

its implementation was granted by the teacher education program coordinator at the regional campus where the program operated. The coordinator signed a consent letter that included information about the purpose of the study, the intervention, the different data collection techniques that would be used, the data processing, the voluntary nature of students' participation, their right to withdraw from the study at any moment, and the protection of participants' identity through the use of pseudonyms (See Appendix H).

Participants were introduced to this study and were informed about the theme and methodology that would be used in the project. As they all agreed on participating, they signed a consent form before the intervention had started. In this document, besides certifying their voluntary participation in the study, participants authorized the use of their class work for the purposes of this research. They also certified being aware of the purpose of the study, the different data collection techniques that would be used, the data processing, the right to withdraw from the study at any moment, and the protection of their identity through the use of pseudonyms (See Appendix I). The following section presents the findings that emerged from this study.

## **Findings**

This study intended to examine how a group of Colombian pre-service EFL teachers developed critical awareness of the LL by participating in a pedagogical intervention in which they approached the LL of their communities. As mentioned in the theoretical framework, being critically aware of the LL involves three main aspects: to unveil hidden messages in LL texts, to understand the non-neutral nature of LL texts, and to make action choices based on what was seen in the LL. Overall, data showed that through the participation in the intervention, all eight participants made gains in unveiling hidden messages about community issues portrayed by LL texts and in understanding the non-neutral nature of LL texts. Besides, data indicate that three out of eight participants engaged in actions aiming either at transforming community issues or raising other community members' critical awareness of the LL. The paragraphs below present detailed description and analysis of selected evidence of participants' gains in each of the two first aspects and reports on specific cases of participants' taking action choices.

### **Awareness of Hidden Messages about Community Issues Portrayed by LL Texts**

As presented in the theoretical framework, being critically aware of the LL involves unveiling hidden messages about community issues portrayed by LL texts, which are embedded in histories, cultural relations, politics and human interrelations. Overall, data analysis revealed that the pedagogical intervention facilitated the process of uncovering hidden messages portrayed by LL texts for all participants. Indeed, while in the diagnosis conducted in the first week, six participants started to unpack some hidden messages and



two did not see any, by the end of the intervention, all of them either started to see messages that they had not seen before or were able to conduct deeper analyses.

The two participants who did not see any messages at the beginning but started showing awareness of the hidden messages about issues portrayed by LL texts while participating in the intervention were Jessica and Laura. Indeed, in the descriptive analysis diagnosis done in the first week, they were not aware of any of these messages. The advertisement they analyzed showed an image of Times Square in New York in which many lights and advertisements were displayed all around. Among these advertisements are the logo of the language center and a sentence that could be taken as a campaign slogan: Experience the world through English (see Figure 1 below).



Figure 1. English Language Center Advertisement Used for Descriptive Analysis Diagnosis

When asked *What messages about socio-cultural, political, historical, or economical issues are portrayed by the text?*, Jessica and Laura did not provide any answer. According to an informal conversation held with them, at that point, they could not see any issues related to that advertisement (personal communication, September 1, 2015).

Nevertheless, by the end of the analysis stage (eleventh week), Jessica and Laura started to unveil messages about community issues portrayed by LL texts. This week, they analyzed the advertisement of a national beer brand named Pilsen. The advertisement included a couple of sentences in which a colloquial language register was used: “Mostro, estoy que me [picture of a Pilsen beer]” [“*Monster, I am about to Pilsen*” or “Dude, I am craving a Pilsen”] and “Entre nosotros nos entendemos” [“*We know what we mean*”]. The ad also included a hashtag for social media referencing: #NoEsPaisaSi [#NotPaisaUnless] and presented some information about the prohibition of selling alcoholic beverages to underage people and a warning about the possible health damages that excessive consumption of alcohol could cause (see Figure 2 below).

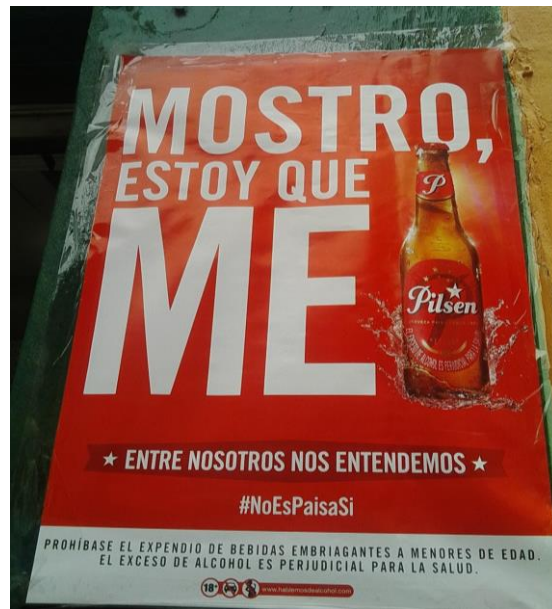


Figure 2. National Beer Advertisement Analyzed by Jessica and Laura in LL Project

When answering the question *What messages about socio-cultural, political, historical, or economical issues are portrayed by the text?*, they wrote:

Jessica & Laura: The text is related to alcoholism and the damages it brings to consumers. These issues are reflected in health, the economy and interpersonal relationships. “Harmful use of alcohol is one of the twenty leading causes of lost years of life, it is estimated to account for 5.1% of the global burden of disease and disability adjusted injuries. Also, it causes deaths and disability in a range of relatively early ages. For the consumer population between 20 and 39 years, 25% of the deaths caused by alcohol” (Delaurbe, 2014). (...) The messages that are being conveyed by this text are related to social exclusion. Such as: To be Paisa, you must drink Pilsen. To understand this advertisement, you must be paisa.<sup>4</sup>

In this analysis, not only did the participants provide an analysis of explicit messages about how the text portrayed messages about health issues (e.g., alcoholism, death, disability), but also started to uncover some hidden messages (i.e., to be paisa, you must drink Pilsen; to understand this advertisement, you must be paisa). Their analysis suggests that these two participants showed some improvement in unveiling hidden messages about issues from LL texts, as at the beginning they could not see any.

Two of the six participants who started unveiling hidden messages about community issues portrayed by LL texts from the beginning but still achieved some gains were Carlos and Kelly. In fact, they were able to unveil some hidden messages in the descriptive analysis diagnosis of the language center advertisement above described (See Figure 1 below).

---

<sup>4</sup> As presented in the Methods section, all participants’ comments were reproduced unfiltered and unedited.



Figure 1. English Language Center Advertisement Used for Descriptive Analysis Diagnosis

In this analysis, when asked *What messages about socio-cultural, political, historical, or economical issues are portrayed by the text?*, they wrote: “We think the text involved issues such as consumerism, because the text is trying to say us that we learn English only to travel to another country and buy things. but we learn to know other cultures too” (Descriptive Analysis Diagnosis Task, Carlos & Kelly, 09/01/15). At this point, these participants were able to see that by showing Times Square, an area where many famous stores are located, where thousands of people from all over the world come to visit and maybe do some shopping, the advertisement was indirectly promoting consumerism.

Notwithstanding, during the eleventh week, Carlos and Kelly showed a significant improvement in the elaboration of their analysis of hidden messages portrayed by LL texts. This week, these participants analyzed a fashion advertisement by *Secretos Íntimos* [Intimate Secrets], an underwear store in their town. The advertisement included information about two brands of underwear: *Formas Intimas* and *Tarrao*. On top, there are two white and thin women wearing *Formas Intimas*' underwear. At the bottom, there are both white and fit men and women wearing *Tarrao*'s garment (See Figure 3 below).

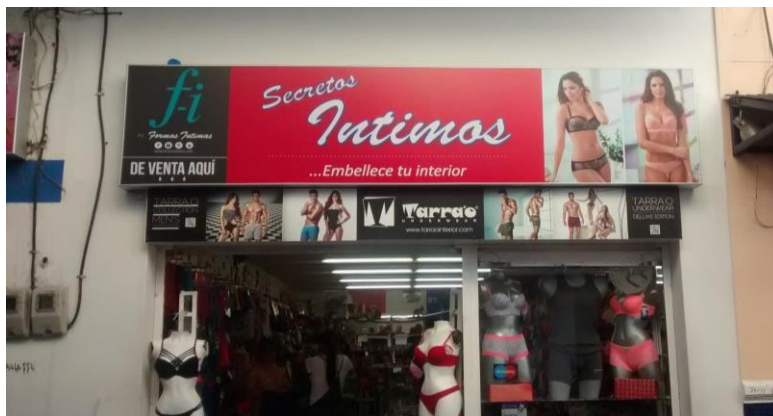


Figure 3. *Secretos Íntimos* Advertisement Analyzed by Carlos and Kelly in Critical Analysis Practice Task

In this analysis, when asked *What messages about socio-cultural, political, historical, or economical issues are portrayed by the text?*, they wrote:

Carlos & Kelly: One of the messages would be that people has to wear Formas Intimas clothes to feel beauty and to have a inner beauty. The main issue is discrimination, because the company Formas Intimas are selling only one type of clothes and only for women with perfect skin, thins, tall, and white spreading models of beauty that are very difficult to achieve. In this advertisements there are shared unreal models of beauty. Other messages of the text are the pressure that have had women and men of any age to have an ideal body, because if they have it, they can buy the products that sell companies like Formas Intimas and can be accepted in their society (Critical Analysis Formas Intimas Draft 2, Carlos & Kelly, 11/10/15).

This time, not only did these participants pinpoint that this fashion advertisement conveys messages about ideal standards of beauty; they also saw and stated some implications of this. That is, they were able to see that such messages exercised certain kind of social pressure by making people desire or meet the same beauty standards in order to be accepted in society, which could lead to acts of discrimination towards those who did not meet the beauty standards. Then, it is observable that Carlos and Kelly expanded their awareness

about hidden messages in LL texts and provided a more elaborate argument about the hidden messages portrayed by LL texts.

The above-presented examples evidenced how participants' could make progress in unveiling hidden messages about community issues as they participated in the different tasks conducted in the awareness and analysis stage (e.g., the conversations and reflections about all the material from the online course on advertising and society, the topic statement writing, the practice exercises, and the feedback received from peers and instructor on the analyses of LL texts).

### **Awareness of the Non-Neutral Nature of LL Texts**

Being aware of the non-neutral nature of LL texts entails the understanding of at least three aspects: (a) LL texts reflect multiple purposes, (b) in LL texts some groups of people are represented while others are excluded, and (c) LL texts target some audiences and exclude others. In general, analysis of the data collected revealed that the intervention could help all participants understand, to some degree, the non-neutral nature of LL texts. The following paragraphs present a detailed description and analysis of the selected evidence of participants' gains in each of the three aforementioned aspects.

**LL texts reflect multiple purposes.** Data analysis revealed that the intervention helped all eight participants become aware that LL texts such as advertisements reflect various purposes. Indeed, even though in the critical analysis diagnosis all participants were aware that the most salient purpose of LL texts such as advertisements was to make profit by selling or increasing sales of a product/service, in subsequent tasks, all of them demonstrated being aware of other purposes these texts may have (e.g., to sell lifestyles, happiness, certain values).

Two students that exemplify participants' gains in this respect are Abril and Sebastián. In the critical analysis diagnosis conducted in the seventh week and in all other critical analyses of LL texts, these participants showed awareness about the economical purpose behind advertisements but were not able to point out other purposes. For instance, for one of the critical analysis tasks, they analyzed an advertisement by Alejandría, an apartment project located in their town. The advertisement included the picture of a nuclear white family (father, mother, son and daughter) having a happy moment as parents play with their children by carrying them on their backs (see Figure 4 below).



Figure 4. Alejandría's Advertisement Analyzed by Abril and Sebastián in Critical Analysis Diagnosis

When, individually<sup>5</sup>, Abril and Sebastián answered the question *What is the purpose of this LL text?*, they wrote “As an advertisement, this text has a commercial purpose, to sell apartments” (Critical Analysis Diagnosis, Sebastián, 10/13/15), and “The purpose of this LL text is motivates the people to buy a house” (Critical Analysis Diagnosis, Abril,

---

<sup>5</sup> These participants completed this diagnosis individually because one of them arrived late to class and was asked to work independently.

10/13/15). These two answers demonstrated clarity about the most salient purpose of real estate advertisements: to sell an apartment or a house.

However, during the analysis stage Abril and Sebastián could unveil other purposes of advertisements, as they had the chance to participate in activities such as conversations with other participants about the material studied from the online course on advertising offered by University of Duke in North Carolina (US), which examined the relation of advertisement to society, culture, history and economy. Such material was intended to help them expand their understanding about the way advertisements sell values, ideas of success, and lifestyles. In this stage, they also analyzed LL texts with the questions provided for critical deconstruction (See Appendix B), which aimed at triggering participants' analysis of those multiple purposes of advertisements.

Indeed, in the Reflection Task #4 that was conducted in the tenth week, when asked *What impact do you think LL texts have on people in general?*, part of the answer was "la publicidad no vende solo un producto si no también valores que afectan a la sociedad" [advertising not only sells a product, it also sells values that affect society], and when asked *What impact do they have on the people from your community?*, they wrote "The LL full of ads sell the ideas of *success* [emphasis added] and lifestyle that people need to have if they want to be happy" (Reflection Task #4, Abril & Sebastián, 11/03/15).

As can be observed, Abril and Sebastián's latter analyses suggest a significant improvement from the first response. This time, besides identifying the most salient purpose of advertisements (i.e., to sell a product), these participants acknowledged that advertisements in the LL have more purposes beyond selling products (i.e., to sell values, lifestyles, imagery about success, and even happiness).



**In LL texts some people are represented and others are excluded.** Data analysis indicates that the intervention aided at least five participants (Abril, Carlos, Kelly, Manuel, and Sebastián)<sup>6</sup> gain some awareness of how some people are represented in the LL and some others are excluded.

Examples of participants' gains in analyzing who is represented or excluded from LL texts are Carlos and Kelly. In a critical analysis practice conducted in the ninth week, they started demonstrating awareness of how advertisements in the LL represent some people and exclude others. After a modeling exercise aiming at helping participants understand the questions and prepare them for the type of analysis expected, Carlos and Kelly were asked to conduct a critical analysis of advertisements guided by the same questions used in the modeling: *Which groups of people are being represented in this text? Which are not? What could be some possible reasons or consequences?*

In this practice task, Carlos and Kelly analyzed the fashion advertisement by *Secretos Íntimos* [Intimate Secrets] described above (See Figure3 below).

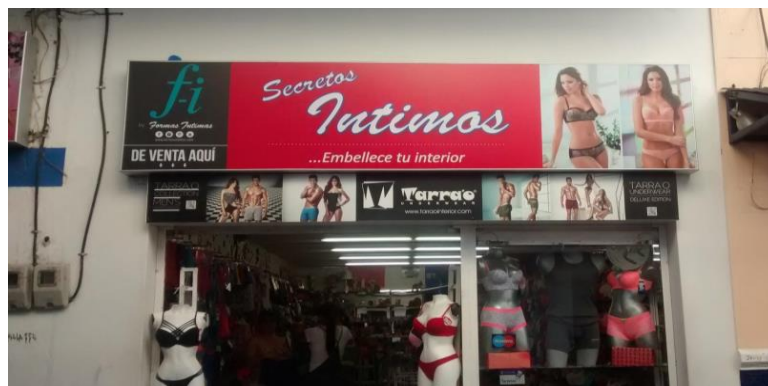


Figure 3. *Secretos Íntimos* advertisement analyzed by Carlos and Kelly in Critical Analysis Practice Task.

---

<sup>6</sup> There were no data available to evidence the three remaining participants' (Jessica, Laura, and Vanessa) gains in this respect for they analyzed texts that did not actually include people.

When answering the questions provided, *Which groups of people are being represented in this text? Which are not? What could be some possible reasons or consequences?*, Carlos and Kelly wrote “Women and men who are thin and with svelte bodies are represented in the text. People who has another physical characteristics showed in the advertisement are not represented” (Critical Analysis Practice, Carlos & Kelly, 10/27/15). Clearly, in this analysis, these participants were able to see that LL texts represent some people and exclude others.

However, later on, in the eleventh week, Carlos and Kelly expanded their awareness about the representations of people in the LL, after having studied the videos from the online course about advertising offered by University of Duke in North Carolina (US), which presented a critical perspective about how advertisements work and influence culture and people, and after having received peer and teacher feedback on their descriptive and critical analysis through the rubrics presented in Appendix C. In a second version of the analysis of the advertisement by *Secretos Íntimos*, their answer to the questions presented above was:

Carlos & Kelly: Women and men who are thin and with svelte bodies are represented in the text. People who have other physical characteristics showed in the advertisement are not represented. The possible reasons are that they [advertisers/companies] try to transfer these qualities to the product to make more attractive to the buyers, the consequences are that they shared unreal model of beauty that can become in social problems. (Critical Analysis of LL text 1 draft 2, Carlos & Kelly, 11/10/15)

As can be observed, the first part of this response was exactly the same they provided in the previous analysis, which suggests that there was no development in terms of who is being represented or excluded. In the second part of it, however, Carlos and Kelly did start analyzing the possible reasons for the representations of people in that text

(advertisers/companies want to transfer the qualities of the people in the ads to their products so that people feel identified with the brand) and its consequences (unreal models of beauty sold by ads can cause social issues). Hence, these participants expanded their awareness as they could provide possible arguments about the reasons and consequences of those representation choices in LL texts.

**LL texts target some audiences and exclude others.** Data analysis shows that even though from the descriptive analysis diagnosis conducted in the first week, six participants (Abril, Sebastián, Jessica, Laura, Carlos and Kelly) had already started to show some awareness of who could be some potential audiences of LL texts, by the end of the analysis stage, all eight participants had made gains since they were able to show awareness about both targeted and excluded audiences of LL texts.

Two examples of the participants who started showing awareness of the targeted audiences of LL texts from the first week but still made some gains were Abril and Sebastián. Indeed, in the critical analysis diagnosis that they conducted individually in the seventh week, these participants analyzed the advertisement of Alejandría apartments described above (see Figure 4). When asked *Who does the text target? Who is not targeted?* They answered<sup>7</sup>: “I think that in this text were targeted nuclear families from the middle class. Then, the text seems to say that other types of families were not targeted by the company” (Critical Analysis Diagnosis, Sebastián, 10/13/15) and “The text is targeted to people with a good economic capacity and for nuclear-families. The text is not targeted to people who have less economic capacity and people who have other type family or people who want to live alone” (Critical Analysis Diagnosis, Abril, 10/13/15).

---

<sup>7</sup> As previously mentioned, these participants completed this diagnosis individually because one of them arrived late to class and was asked to work independently.

As can be seen in both responses, both participants demonstrated being aware of some possible target audiences of the text (i.e. people with good purchasing power, middle-class nuclear families) and of some possible excluded audiences (i.e. non-nuclear families, single people, or people who could not afford one of these apartments).

However, by the eleventh week, their analysis about the audiences was much more elaborate, after having studied the material from the online course on advertisement and society, which also addressed how advertisers choose specific niches and audiences in order to sell products; and after having received peer and teacher feedback on their descriptive and critical analyses. This time, Andrea and Sebastián analyzed an advertisement of Pietrasanta, another real estate project, which portrayed the picture of a nuclear family composed by father, mother, son, and daughter (See Figure 5 below).



Figure 5. Pietrasanta's Advertisement Analyzed by Abril and Sebastián in LL Project

When answering the same questions, *Who does the text target? Who is not targeted?*, they responded:

Abril & Sebastián: According to the image, the target of this text are white- mixed race heterosexual couples whose integrate a nuclear or traditional family. Also, we assume that people targeted in this project have enough purchasing power to pay for a house in this project. By default, other types of families are being excluded: Same-sex parent families, families with grandparents as parents, extended families, single parent families, or families with no children. (Critical Analysis of LL text 2 Draft 2, Carlos & Kelly, 11/10/15)

In this exercise, these two participants could expand their initial awareness of how LL texts target some audiences and exclude others. That is, they were more descriptive and specific about who they thought were the target audiences. This time, they mentioned aspects such as type of family, skin color and sexual orientation of the parents, monetary income and also provided more details about the types of families that were excluded. Then, by participating in this intervention, these two participants could gain awareness of how LL texts target some audiences and exclude others-

One of the two participants who became aware of the target and excluded audiences of LL texts during the analysis stage was Vanessa. Even though in the critical analysis practice conducted in the ninth week, this participant barely started acknowledging that LL texts target certain audiences, in a posterior analysis of the same text, she could expand her initial awareness. The LL text that Vanessa analyzed was a political advertisement of an educational project called *Antioquia, la Más Educada* [Antioquia, the most educated], which was located on a main road near to the entrance of a town. Through this project, Antioquia's government invested resources in the construction of big educational parks in different towns in the whole department. The political advertisement analyzed by Vanessa included, from left to right, the motto of the project "*Cuando no se pierde un peso se puede*" [when not a single peso is wasted, it is possible], a big green checkmark, a picture of one of the educational parks, and the logo of the whole project. (see Figure 6 below).



Figure 6. Advertisement of Educational Park Analyzed by Vanessa in LL Project

When asked *Who does the text target? Who is not targeted?*, Vanessa answered: “Everybody is target of this text” (Critical Analysis Practice, Vanessa, 10/27/15). At this point, due to the fact that the text was located in a road with much circulation, Vanessa inferred that everyone was its potential audience. Nevertheless, by the eleventh week, after completing the tasks proposed in the analysis stage (e.g., exploration of the material from the online course on advertisement and society, peer and teacher feedback, sharing activities), she could significantly expand her awareness about LL texts’ audiences.

In a posterior analysis of the same advertisement, Vanessa wrote:

Vanessa: This text includes an ample audience, going from young people (...) to old people that had to make a choice on the last elections. It includes women, farmers, worker people, students, professionals, and truck drivers. People with a high purchasing power are also targeted, because they are who have to pay higher taxes. Being in their place, I would like to see that my money is “properly” spent. Imprisoned persons, hospitalized patients, or hospitalized in [elder homes] are not addressed. (Critical Analysis of LL text 1 Draft 2, Vanessa, 11/10/15)

Vanessa’s analysis was much more elaborate in the second draft. In this analysis, she was aware of different target audiences of this text (e.g., voters, farmers, tax payers) and of

people who were not being targeted (e.g., people in prisons, hospitals, or elder homes). For this participant, the exclusion of audiences seems to be related to the fact that some people could not actually pass by this advertisement. Besides, she provided a possible reason for which this text had such a wide audience: the texts aims at informing people that public money was invested properly.

Overall, these examples show how participants, by the end of the pedagogical intervention and regardless of their starting points, could expand their awareness about the possible targeted and excluded audiences of LL texts.

### **Making Action Choices**

According to Freire (1974), people who become critically aware of the LL are people who exercise their right of democracy by making informed choices of action, because “to every understanding, sooner or later an action corresponds” (p. 39). Data revealed that even though during the pedagogical intervention there was not an opportunity to materialize any type of individual or collective actions, the intervention inspired at least three of the eight participants (Sebastián, Carlos, and Vanessa) to take actions. The other five participants claimed not to have engaged in any type of action.

Indeed, in the Questionnaire #5, which was conducted four months after the development of the intervention, when asked *Have you participated in any transformative action aiming at making an impact in your community's LL?*, Sebastián responded:

Sebastián: Solamente he participado de una marcha por la defensa del territorio. Esto como protesta ante el fenómeno de desplazamiento por la valorización de la tierra y los macro-proyectos de infraestructura en el oriente antioqueño. Solamente eso por el momento [I have only participated in a march for the defense of territory. This was a protest against the displacement phenomenon caused by the [increasing price of land] and the infrastructure macro-projects developed in the Western region of Antioquia, just this for the moment] (Questionnaire #5, Sebastián, 03/31/15)

Sebastian's engagement in a march aiming at defending his community's territory demonstrates his emerging commitment with improving at least one of the issues he saw in the LL. Yet, his statement, "I have only participated in a march (...) just this for now," suggests that (a) he feels that what he has done is not enough and he could do more, and (b) he could continue to participate in similar actions.

As for Carlos, he wrote:

Carlos: Mi participación se ha limitado sólo charlas y debates acerca del paisaje lingüístico con familiares y amigos aportando mis perspectivas, que obviamente están influidas por todo lo que hice durante el proyecto (...) no me siento en capacidad de intervenir a más escala aunque si he pensado en un futuro intervenir de algún modo [My participation has been limited to conversations and debates about the LL with family and friends in which I have contributed with my perspectives, which are obviously influenced by all I did in the project (...) I do not feel able to intervene at a higher scale, although I have indeed thought about intervening in the future, somehow] (Questionnaire #5, Carlos, 03/31/15)

Although Carlos does not provide details about the talks, discussions, and his perspectives, his commitment with sharing and having conversations about the LL with friends and relatives shows his way of acting towards what he learned in the intervention. Besides, he expresses intentions to continue to take actions in the LL when he states that he would like to develop some kind of intervention in the future.

Vanessa's answer to the same question was "Now, some women friends and I are planning to build a farm where we could go with our children to sow our food" (Questionnaire #5, Vanessa, 03/31/15). However, she did not provide any reasons for why she decided to participate in this action.

Although the other five participants (Abril, Jessica, Kelly, Laura, and Manuel) claimed not to have engaged in any type of action, it seems that Laura has considered the



idea of taking actions since she states that trying to do so resulted to be a hard task, probably because she tends to “run away from problems” or any of the other reasons she provided:

Laura: I have not been directly involved in some kind of action. After my participation in this project, I am more aware of the influence of LL texts in society and all the problems that they bring. But I have realized that trying to generate a change is a very difficult task; since we like to be in a comfort zone, we are facile people; we prefer to live on appearances, believe that everything is fine and we are used to run away from problems. Perhaps, we are afraid to face reality and react when it is too late (Questionnaire #5, Laura, 03/31/15)

As for Jessica and Manuel, they seemed to have ended the intervention with the idea that transformative actions demand big efforts, a lot of time, and extensive production.

Jessica, for example, claimed that she did not have time or money to carry out any action “I have not participate in any transformative action, because we need to have time and financial support, things that we don’t have” (Questionnaire #5, Jessica, 03/31/15). As her, Manuel mentioned time constraints “Due to I still studying, I do not have time for making any action at this moment, and I think for carrying out a good action it is necessary to do it well and with time” (Questionnaire #5, Manuel, 03/31/15). The other two participants (Abril and Kelly) did not provide any arguments.

In regards to transformative actions, the above-presented evidence shows how the tasks conducted in the pedagogical intervention could inspire at least three participants to engage in actions aiming at either transforming community issues or raising other people’s critical awareness of the LL. In following section, all findings are discussed in light of LL, Critical Awareness and Critical Literacy theories. Besides, limitations, significance, and implications of this study are presented, along with suggestions for further research.

## Discussion and Conclusions

This study examined how a group of Colombian pre-service EFL teachers developed critical awareness of the LL by participating in a pedagogical intervention in which they approached the LL of their communities. Specifically, the study analyzed their gains in unveiling hidden messages about community issues in LL texts, understanding the non-neutral nature of LL texts, and making choices for action. Even though data that showed participants' language acquisition and reading and writing development were also collected, this study did not seek to analyze these particular aspects.

In general, findings showed that to some extent, all eight participants demonstrated gains in unveiling hidden messages about community issues portrayed by LL texts. Similarly, they gained some understanding of the non-neutral nature of LL texts (i.e., understanding that LL texts reflect multiple purposes, that in LL texts some groups of people are represented while others are excluded, and that in LL texts some audiences are targeted and some others are excluded). Besides, three out of eight participants engaged in actions aiming either at transforming community issues or at raising other community members' critical awareness of the LL.

Reasons for these gains were several. To begin with, despite the fact that Rowland (2013) questions the effect of giving students pre-defined questions because these could “narrow [their] perspectives of the LL” (p. 503), actually, teaching and learning begin with a question, as questions trigger curiosity and discovery (Freire & Faundez, 2013, p. 72). As such, the questions participants were provided facilitated their analyses of the hidden messages about community issues they portrayed and the non-neutral nature of LL texts

(i.e., purpose, audience, and representations of people). They also fostered their development of awareness from the very first moment, even during the diagnosis tasks.

In addition, familiarizing participants with the process of deconstructing the non-neutral nature of LL texts also favored their development of critical awareness of the LL. In this regard, Jolls (2012) asserts that by being able to deconstruct texts, people can “control the meaning that they make from the message and how they might want to respond in making decisions or taking action” (p. 29). Hence, having students deconstruct LL texts in terms of the hidden messages they convey about community issues and their possible purposes, audiences, representations of people helped them to (a) observe with a more skeptical eye the manipulation, the expected impact that producers could have wanted to have on them (Jolls, 2012, p. 29; Luke, 2012, p. 9) and become active meaning makers of LL texts (Kellner & Share, 2005, p. 375), (b) be more sensitive and make informed interpretations about the hidden messages conveyed by them (Gainer, 2010, p. 365; Kellner & Share, 2005, p. 370; Shohamy & Waksman, 2009, p. 328) and (c) take informed actions, for “to every understanding, sooner or later an action corresponds” (Freire, 1974, p. 39)

Finally, opening spaces for analyzing transformative actions taken by people in different parts of the globe and for envisioning possible actions that could be taken in students’ communities also helped. As Freire and Macedo (1997) state, to participate in social transformation, self-formation is required (p. 21). As such, after four months of their participation in this research, three participants decided to engage in some kind of action.

Nevertheless, this study suggests that becoming critically aware of the LL does not happen overnight for EFL pre-service teachers. As such, it cannot be addressed only in one course or by teachers’ isolated efforts. It has to be a sustained exercise along teacher education programs (Gainer, 2010, p. 371), and it should count on everyone’s commitment.

In terms of the first aspect, addressing these issues in only one course, this study has shown that it is not enough. Indeed, despite having taken part in various modeling and practice analysis exercises, and having done a final project in which this group of pre-service teachers critically analyzed LL texts displayed in their communities, some of these students still had trouble with unveiling hidden messages about social issues portrayed by them and with examining the non-neutral nature of these texts. All of this suggests the need for a more sustained effort that covers several courses along the program.

In terms of second aspect, conducting isolated efforts, this study has shown that as interested as individual educators may be in implementing critical approaches in their teaching, they need continuing preparation, practice, and reflection. Indeed, even though I had studied available literature on LL, carefully designed the pedagogical intervention, participated in a critical LL research project previous to this study, and even engaged in the implementation of Critical (Media) Literacy work in other class contexts, I still felt at a loss sometimes in terms of how to more effectively guide students in developing their critical awareness of the LL.

Nevertheless, I derived many learning from the experience. For instance, in the future, I would incorporate questions that go beyond asking *Which groups of people are being represented in this text? Which are not? What could be some possible reasons and consequences?* Such questions could be *How are those people being represented or misrepresented? How could those representations affect people in your community? What does the LL say about power relations and injustices?* (Luke, 2000, p. 457; McLaughlin & DeVogd, 2004, p. 53; Morrel, 2014, p. 7). These questions would allow students to dig deeper in the analysis of the ways in which people are represented and how those representations can be related to power issues and social injustice.

Also, I would better help participants expand their analyses of audiences. In addition to asking *Who does the text target? Who is not targeted? Why?* I would ask other questions such as *How does this LL text target some audiences and exclude others? Why could those audiences be addressed? Why are certain groups of people excluded? What does it say about human interrelations in your community?* With these questions, students could further evaluate the reasons behind the targeted audiences of LL texts, to think about how LL text producers use strategies to address certain audiences, and even to uncover unequal relations among people in the LL.

Furthermore, I would better assist students in unveiling hidden messages in LL texts. Besides asking *What messages about socio-cultural, political, economical, or historical issues are portrayed by this text?* I would provide complementary questions such as *Who is talking to whom in this text? What do the author(s) want to say? What hidden messages could the text convey? What does the text say about community issues?* With these questions, students could further elaborate on their analyses of the hidden messages conveyed by LL texts and even their authors.

My case suggests the need for teacher education programs to take several actions. The first action would be to facilitate opportunities for professional development that allow teachers and teacher-educators to become critically aware of the LL themselves and to learn how to help students develop such critical awareness. To achieve this, experienced researchers or educators from the LL and Critical Literacy fields should be brought to programs and local conferences to give lectures and develop workshops in which teacher educators engage in analyzing the non-neutral nature of LL texts, unveiling hidden messages about community issues, and even designing possible actions that could be taken in their school or out-of-school communities. Workshops could also be given to prepare

teacher educators on how to actually scaffold students' development of critical awareness of LL texts and other texts (e.g., how to ask questions and how to design effective class tasks or activities).

A second action could be providing the appropriate conditions to help teacher educators further expand students' gains in acknowledging the non-neutral nature of LL texts and the hidden messages portrayed by them. As Freire (2005) suggests critical awareness "must grow out of a critical educational effort based on favorable conditions" (p, 15). In the case of this group of pre-service teachers, several external factors may have limited their achievements. For example, they attended this course only once a week, instead of two or three times, which could have affected the continuity of their process. More regular meetings could offer more possibilities for them to develop their awareness further. In addition, participants came to class after having been in another four-hour block class, which meant that they were already exhausted when they began this four-hour class. Nevertheless, their achievements in this experience can indeed be considered as the first building blocks for their teaching career and for a life as critical readers of texts in the LL of their communities and even other texts.

Notwithstanding the problems, this study makes important contributions to the LL field, which are related to at least three aspects: its innovative research focus, its methodology, and its pedagogical application. First, traditionally, LL research has focused in studying the presence, dominance, and interactions among languages in public spaces. This study, however, challenges this conventional focus of analysis of LL research by examining the socio-cultural, political, and historical messages about community issues conveyed by LL texts, their non-neutral nature, as suggested by Milani (2014, p. 1),

Pennycook (2009, p. 305), and Shohamy and Waksman (2009, pp. 328-329). Besides, it also analyzes the actions that students take as a consequence of what they observe.

Second, this study used the analysis framework proposed by Shohamy and Waksman (2009, p. 322-325), which had not been used for LL classroom projects. As such, this study shows how questions drawing on such strategy (See Appendix B) can help students conduct critical analyses of LL text. In addition, this study presents how the framework for critical instruction presented by Jolls (2008) and Thomson and Jolls (2003) can also enlighten critically work with the LL within language classroom.

Third, this study provides some insight to English teachers in general and English teacher educators in particular as to how they can develop students' critical, reflective and analytical capacity through the exploration of the community's LL and the local culture in Colombia. Educating critical, reflective, and analytical citizens who critically understand the national culture and are able to participate in community problem solving is part of the main goals of Colombian education (Ley 115, 1994). However, the Colombian government is not clear about how English teachers can contribute to the task. This study may illustrate how an English teacher could do that. By doing so, this study also suggests that the LL can serve as vehicle for personal emancipation and social transformation, as suggested by Shohamy and Waksman (2009, p. 314).

Notwithstanding, this study also had some limitations, which are related to the research design, specifically to data collection and analysis. Concerning data collection, having conducted the diagnosis for the critical analysis in the seventh week might have affected the quality of the baseline data. This is due to the fact that the awareness raising tasks, the structuring of the LL projects, the descriptive analysis tasks, and the class conversations developed in the first six weeks could have expanded participants initial

understanding of these aspects. In future studies, all diagnostic tasks should be conducted in the first weeks so that the diagnosis can be more trustworthy.

In regards to data analysis, in the future, a detailed analysis of the data should be conducted right after their collection. By doing so, new questions could arise and more data could be collected at the appropriate moment. For instance, through some interviews, a deeper analysis of participant's choices of action in this study would have been possible, as interviews would have provide more insights as to the reasons for their action choices.

Lastly, this study opens opportunities for further research in at least four different aspects. Firstly, this study examined how EFL pre-service teachers developed critical awareness of the LL during one intervention. However, it did not explore the implications that a project like this could have on pre-service teachers' philosophy of education, language acquisition process, or their reading and writing development. Longitudinal studies could be conducted to analyze how an intervention like this helps them with the development of these aspects as well. Secondly, this study analyzed one intervention that lasted twelve weeks approximately. Given that becoming critically aware of the LL takes time, future studies should consider collecting longitudinal data that give account of students' development of critical awareness of the LL across a longer period of time.

Thirdly, this study was conducted with a small number of pre-service EFL teachers who lived in rather rural small towns. Further LL research could explore how other participants (e.g., English learners of different ages at schools and higher education institutions) gain critical awareness of the LL (as framed in this study) while exploring the LL of varied contexts (e.g., large cities or rural areas of Antioquia, Colombia, or other parts of the globe). As presented in the introduction, while the exploration of classroom experiences in different contexts is already being done in Colombia (Browning, 2015;



Correa, Shohamy, & Domínguez, 2015; Mora, 2015; Mora et al., 2016; Sharkey, 2012; Sharkey & Clavijo-Olarte, 2011) and in other parts of the world (Chesnut et al., 2013; Dagenais et al., 2009; Hancock, 2012; Rowland, 2013), this exploration is not being done in rural areas with the purpose of raising students' critical awareness of the LL as presented in this study. Encouraging various learners and teachers to critically explore the LL of various contexts would help expand the discussion about how students develop critical awareness of the LL at a more global scale.

Finally, in this study, EFL pre-service teachers mainly focused on analyzing advertisements in the LL of their communities. Given that the LL is loaded with other multiple types of texts (e.g., graffiti, memorials, government signs, sculptures), further LL research should integrate the analysis of other LL texts. Although in Colombia important work is being done in analyzing other types of texts (Mora, 2015; Mora et al., 2016; Sharkey, 2012; Sharkey & Clavijo-Olarte, 2011), this work is not being conducted within EFL classroom contexts or doing the type of critical awareness work presented in this study.

## REFERENCES

- Adichie, C. (2009, July). Chimamanda Ngozi Adiche: The danger of a single story [Video file]. Retrieved from [http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Alma Mater UdeA. (2014, September 29). U de A - Medellín, ciudad joven. Víctor artista visual. Comuna 3 [Video file]. Retrieved from [https://www.youtube.com/watch?v=U\\_UD\\_I2Apeg](https://www.youtube.com/watch?v=U_UD_I2Apeg)
- Backhaus, P. (2006). Multilingualism in Tokyo: A look into the linguistic landscape. *International Journal of Multilingualism*, 3(1), 52-66.
- Begoray, Wharf Higgins, Harrison, & Collins-Emery. (2013). Adolescent Reading/Viewing of Advertisements: Understandings from Transactional and Positioning Theory. *Journal of Adolescent & Adult Literacy*, (57)2, 121-130.
- Ben-Rafael, E., Shohamy, E., Amara, M., & Trumper-Hecht, N. (2006). Linguistic landscape as symbolic construction of the public space: The case of Israel. In D. Gorter (Ed.), *Linguistic landscape: A new approach to multilingualism* (pp. 7-30). Clevedon, UK: Multilingual Matters.
- Browning, P. (2015, October). *Sociolinguistics for developing critical ELT practitioners: A linguistic landscape project*. Paper presented at Fundación Universitaria Luis Amigó's Academic sessions VII: Classroom and research experiences, Medellín, Colombia.
- Cenoz, J., & Gorter, D. (2008). The linguistic landscape as an additional source of input in second language acquisition. *IRAL*, 46, 267-287.
- Chern, C., & Dooley, K. (2014). Learning English by walking down the street. *ELT Journal*. (68)2, 113-123.
- Chesnut, M., Lee, V., & Schulte, J. (2013). The language lessons around us: Undergraduate English pedagogy and linguistic landscape research. *English Teaching: Practice and Critique*, (12)2, 102-120.
- Correa, D., Shohamy, E., & Domínguez, C. (2015). *Expanding the research on commodification of women's bodies: Internet sites as modes of delivery to local and transnational audiences*. Paper presented at Linguistic landscape 7 conference, Berkeley, CA.
- Coulmas, F. (2009). Linguistic landscaping and the seed of the public sphere. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 13-24). New York: Routledge.

- Dagenais, D., Moore, D., Sabatier, C., Lamarre, P., & Armand, F. (2009). Linguistic landscape and language awareness. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 253-269). New York: Routledge.
- Freebody, P., & Luke, A. (1990). Literacies programs: Debates and demands in cultural context. *Prospect: An Australian Journal of TESOL*, 5(7), 7–16.
- Freire, P. (1974). *Education for critical consciousness*. New York: Continuum.
- Freire, P. & Macedo, D. (1997). *Literacy: Reading the world and the world*. Westport, CT: Bergin & Garvey.
- Freire, P. & Faundez, A. (2013). *Por una pedagogía de la pregunta: Críticas a una educación basada en respuestas a preguntas inexistentes*. Buenos Aires: Siglo Veintiuno Editores
- Gainer, J. (2010). Critical media literacy in middle school: Exploring the politics of representation. *Journal of Adolescent & Adult Literacy*, 53(5), 364–373.
- Gorter, D. (2013). Linguistic landscape in a multilingual world. *Annual Review of Applied Linguistics*, 33, 190-212.
- Guion, L, Diehl, D, & McDonald, D. (2011). *Triangulation: establishing the validity of qualitative studies*. University of Florida: IFAS Extension.
- Hancock, A. (2012). Capturing the linguistic landscape of Edinburgh: A pedagogical tool to investigate student teachers' understandings of cultural and linguistic diversity. In C. Hélot, M. Barni, R. Janssens, & C. Bagna (Eds.), *Linguistic landscapes, multilingualism and social change* (pp. 249-266). Frankfurt: Peter Lang.
- Huberman, M. & Miles, M. (1994). Data management and analysis methods. In N. Denzin & Lincoln (Eds.), *Handbook of qualitative research* (pp. 428-444). Thousand Oaks, CA: Sage.
- Huebner, T. (2006). Bangkok's linguistic landscapes: Environmental print, codemixing, and language change. In D. Gorter (Ed.), *Linguistic landscape: A new approach to multilingualism* (pp. 31-51). Clevedon, UK: Multilingual Matters.
- Jolls, T. (2008). *Literacy for the 21<sup>st</sup> century: An overview & orientation guide to media literacy education*. Malibu, CA: Center for Media Literacy.
- Jolls, T. (2012) *Media literacy: A system for learning anytime, anywhere*. Malibu, CA: Center for Media Literacy.
- JR. (2011, March). JR: My wish: Use art to turn the world inside out [Video file]. Retrieved from [http://www.ted.com/talks/jr\\_s\\_ted\\_prize\\_wish\\_use\\_art\\_to\\_turn\\_the\\_world\\_inside\\_out](http://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out)

- Kellner, D., & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. *Discourse: Studies in the Cultural Politics of Education*, 26(3), 369–386.
- Kellner, D., & Share, J. (2007). Critical media literacy is not an option. *Learning Inquiry*, 1(1), 59–69.
- Kincheloe, J. & McLaren, P. (2008). Rethinking critical theory and qualitative research. In No. , N. Denzin & Y. Lincoln (Eds.), *The landscape of qualitative research* (pp. 260-299). Thousand Oaks: Sage Publications.
- Landry, R. & Bourhis, R. (1997). Linguistic landscape and ethnolinguistic vitality, an empirical study. *Journal of Language and Social Psychology*, 16(1), 23-49.
- Ley N° 115. Diario Oficial N° 41.214 de la República de Colombia, Bogotá, Colombia, 8 de febrero de 1994.
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory into Practice*, 51(1), 4-11.
- Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. *Journal of Adolescent & Adult Literacy*, 43(5), 448-461.
- Luke, A. & Woods, A. (2009). Critical literacy in schools: A premier. *Voices from the Middle*, 17(2), 9-18.
- McLaughlin, M. & DeVoodg, G. (2004). Critical literacy as comprehension: Expanding reader response. *Journal of Adolescent & Adult Literacy*, 48(1), 52-62.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. Thousand San Francisco, CA: Jossey-Bass.
- Miles, M., Huberman, M. & Saldaña, J. (1994). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.
- Mora, R. (2015). City literacies in second languages: New questions for policy and advocacy. *Journal of Adolescent & Adult Literacy*, 59(1), 21-24.
- Mora, R., Mejía-Vélez, M., Ramírez, N., Pulgarín, C. (2016, March). *Reflecting on second language literacies in Medellín: An exploration of English in physical spaces*. Paper presented at 10<sup>th</sup> International Technology, Education and Development conference, Valencia, España.
- Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. *Journal of Adolescent & Adult Literacy*, 46(1), 72-77.
- Morrell, E. (2009). Critical research and the future of literacy education. *Journal of Adolescent & Adult Literacy*, 53(2), 96-104.

- Milani, T. (2014). Sexed signs – queering the scenery. *De Gruyter Mouton*, 228, 201-225.
- Pennycook, A. (2009). Linguistic landscapes and the transgressive semiotics of graffiti. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 302-312). New York: Routledge.
- Rowland, L. (2013). The pedagogical benefits of a linguistic landscape project in Japan. *International Journal of Bilingual Education and Bilingualism*, 16(4), 494-505.
- Sayer, P. (2010). Using the linguistic landscape as a pedagogical resource. *ELT Journal*, 64(2), 143-154
- Sharkey, J. (2012). Community-based pedagogies and literacies in language teacher education: Promising beginnings, intriguing challenges. *Ikala, Revista de Lenguaje y Cultura*, 17(1), 9-13.
- Sharkey, J., & Clavijo-Olarte, A. (2011). Community-based pedagogies: Projects and possibilities in Colombia and the United States. In A. Honigsfeld & A. Cohan (Eds.), *Breaking the mold of education for culturally and linguistically diverse students: innovative and successful practices for 21st century schools* (pp. 129-137). Lanham, MD: Rowman and Littlefield.
- Shohamy, E., & Waksman, S. (2009). Linguistic landscape as an ecological arena: Modalities, meanings, negotiations, education. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 313-331). New York: Routledge.
- Spolsky, B. (2009). Prolegomena to a sociolinguistics theory of public signage. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 25-39). New York: Routledge.
- Stake, R. (2005). Qualitative case studies. In N. K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (pp. 443-466). Thousand oaks, CA: Sage.
- Thoman, E., & Jolls, T. (2003). *Literacy for the 21st Century: An Overview & Orientation Guide to Media Literacy Education*. Los Angeles: Center for Media Literacy.
- Yin, R. (2003). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.
- Yin, R. (2011). *Qualitative research from start to finish*. NY: The Guilford Press.

## APPENDIX A

### DETAILED DESCRIPTION OF THE PEDAGOGICAL INTERVENTION

#### Raising Critical Awareness of the Linguistic Landscape: An Experience with Pre-Service English Teachers in Colombia

- ✓ **Research question:**  
How does a group of six pre-service EFL teachers develop critical awareness of the LL as they participate in a pedagogical intervention in which they approach the LL of their communities?
- ✓ **Course objective addressed with this unit:**
  - Students will critically reflect about culture
  - Students will support their point of view about different types of texts taking into account their view of the world and their knowledge about specific topics.
- ✓ **Critical awareness of the LL:** The following table describes what critical awareness of the LL is about.

Critical Awareness of the LL	
1	Understanding the non-neutral nature of LL texts. Understanding that a) LL texts reflect multiple purposes, b) In LL texts some groups of people are represented while others are excluded c) LL texts target some audiences and exclude others
2	Unveiling hidden messages in LL texts about socio-cultural, political, economic or historical community issues
3	Making action choices

## Stage 1: Awareness (3 weeks)

### Content/LL Objectives [CO]

---

- 1.1. Students will develop awareness of socio-cultural, political, economic or historical issues portrayed in the LL.
- 1.2. Students will be able to describe LL texts in terms of location, people related to them, and text features.

### Language Objectives [LO]

---

- 1.1. Students will demonstrate use of language to describe the LL and to speak about social, political, or economic issues portrayed in the LL (i.e. nouns, adjectives, adverbs)
- 1.2. Students will practice grammar structures used to describe LL texts in terms of location, people involved and textual features (i.e. the simple present tense, present progressive)

### Research objectives [RO]

---

- 1.1. To explore students' background knowledge about the LL and social, political, or economic issues associated to it. (Diagnosis)
- 1.2. To explore students' perceptions about their learning process during the Awareness stage through a questionnaire

### Conventions

---

- **CO:** Content/LL Objectives
- **LO:** Language Objectives
- **RO:** Research objectives
- **RT:** Reflection Task
- **IVE:** In-Vivo Encounter with the LL
- **Q:** Questionnaire

## Project Presentation [2 hours\*]

**Research Objectives:**

1. To present the project to the class.
2. To get students' participation consent.
3. To collect demographic information about participants

Activities		Resources and Products
Project Presentation	<p style="text-align: center;"><b>Week 0 – (2 hours)</b></p> <p><b>Project Introduction</b></p> <ol style="list-style-type: none"> <li>1. <u>Introducing the research project</u>: Instructor invited students to participate in this research project.</li> <li>2. <u>Reading and signing consent forms</u>: Instructor and students read the research consent form fully, clarify any doubts or questions, and sign it.</li> </ol> <p><b>Collecting Participants' Personal Information</b></p> <ol style="list-style-type: none"> <li>1. <u>Conducting a demographic questionnaire</u>: In order to get to know the participants better, I asked them to complete an online demographic questionnaire aimed at gathering personal information about them.</li> </ol>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Consent forms</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Consent forms signed by Students</li> <li>• Questionnaire with Ss' personal information.</li> </ul>

\* One hour of class is equivalent to a 45-to-50 minute period



	Activities	Products								
<b>Diagnosis</b>	<p>1. <b><u>Introductory activity: Sharing pictures from In-vivo encounter with the LL #1 [IVE#1]</u></b>: Previous to this first session, students were asked to go in an individual first In-Vivo Encounter with the LL in their communities (the city/town where they live), take as many and as varied pictures of LL texts as they could, and organize their pictures in the categories they could identify.</p> <p>In this first session, they presented their corpus of pictures to the rest of the class participants with the categories they found.</p> <p><b>Note:</b> Previous to this session, students were taught the concept of LL texts as texts combining images, drawings, and script.</p> <p>2. <b><u>Descriptive Analysis of LL texts - Diagnosis:</u></b> In pairs, students conducted a written descriptive analysis of one LL text (each pair formed one team for the LL project they would develop throughout the unit). All teams analyzed the same LL text, which was chosen by the instructor from the LL texts students presented in activity 1.</p> <p>The descriptive analysis was guided by the following questions:</p> <table border="1" data-bbox="431 1125 1198 1640"> <thead> <tr> <th colspan="2" data-bbox="431 1125 1198 1188">Descriptive Analysis of LL texts – Guiding questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="431 1188 561 1325" style="text-align: center;"><b>Location</b></td> <td data-bbox="561 1188 1198 1325"> <ul style="list-style-type: none"> <li>- <i>Where was this LL text located exactly?</i></li> <li>- <i>What encompasses the larger ecology surrounding this text (i.e. places, other texts)?</i></li> </ul> </td> </tr> <tr> <td data-bbox="431 1325 561 1423" style="text-align: center;"><b>People</b></td> <td data-bbox="561 1325 1198 1423"> <ul style="list-style-type: none"> <li>- <i>Who can access the text?</i></li> <li>- <i>Who is represented in this text?</i></li> </ul> </td> </tr> <tr> <td data-bbox="431 1423 561 1640" style="text-align: center;"><b>Text</b></td> <td data-bbox="561 1423 1198 1640"> <ul style="list-style-type: none"> <li>- <i>What type of text is it (i.e. advertisement, government sign, store name)?</i></li> <li>- <i>What type of media is being used (i.e. billboard, flyer, window display)?</i></li> <li>- <i>What socio-cultural, political, economic, or historical issues are portrayed by this text?</i></li> </ul> </td> </tr> </tbody> </table>	Descriptive Analysis of LL texts – Guiding questions		<b>Location</b>	<ul style="list-style-type: none"> <li>- <i>Where was this LL text located exactly?</i></li> <li>- <i>What encompasses the larger ecology surrounding this text (i.e. places, other texts)?</i></li> </ul>	<b>People</b>	<ul style="list-style-type: none"> <li>- <i>Who can access the text?</i></li> <li>- <i>Who is represented in this text?</i></li> </ul>	<b>Text</b>	<ul style="list-style-type: none"> <li>- <i>What type of text is it (i.e. advertisement, government sign, store name)?</i></li> <li>- <i>What type of media is being used (i.e. billboard, flyer, window display)?</i></li> <li>- <i>What socio-cultural, political, economic, or historical issues are portrayed by this text?</i></li> </ul>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Students' answers to diagnosis descriptive analysis</li> </ul>
Descriptive Analysis of LL texts – Guiding questions										
<b>Location</b>	<ul style="list-style-type: none"> <li>- <i>Where was this LL text located exactly?</i></li> <li>- <i>What encompasses the larger ecology surrounding this text (i.e. places, other texts)?</i></li> </ul>									
<b>People</b>	<ul style="list-style-type: none"> <li>- <i>Who can access the text?</i></li> <li>- <i>Who is represented in this text?</i></li> </ul>									
<b>Text</b>	<ul style="list-style-type: none"> <li>- <i>What type of text is it (i.e. advertisement, government sign, store name)?</i></li> <li>- <i>What type of media is being used (i.e. billboard, flyer, window display)?</i></li> <li>- <i>What socio-cultural, political, economic, or historical issues are portrayed by this text?</i></li> </ul>									

Activities		Resources and Products
<b>Diagnosis</b>	<p>3. <b>Reflection Task #1 [RT#1]:</b> Reflecting about In-Vivo Encounter #1: Individually, students wrote about their experience in the In-Vivo Encounter #1. More specifically, they wrote about what they learned about the LL when doing this activity and about what they liked and did not like about it. The reflection was guided by the following questions: (About 30 min)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <i>How did you like the experience of exploring the LL of your community? Why?</i></li> <li>• <i>What did you learn from that experience?</i></li> </ul> </div> <p>Students completed the RT#1 in a Google Drive form that I shared with them.</p> <p>4. <b>Dialoguing about In-Vivo Encounter #1:</b> In a whole class conversation, students shared their reflections about their experience in the In-Vivo Encounter #1. They used their written reflections as reference. (About 30 min)</p>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• RT#1 with students' written reflections about IVE#1.</li> </ul>

## Class Session 2

	Activities	Resources and Products
Awareness	<p>1. <b><u>Raising awareness about types of LL texts, media, and social issues:</u></b> In a whole class activity, all students classified the corpus of pictures gathered in their In-Vivo Encounter #1 according to the type of LL text (i.e. advertising, government sign, graffiti), media used (i.e. billboard, flyer, poster), and the social, economic, or political issues portrayed in those texts (i.e. globalization, gentrification, public health issues).</p> <p>2. <b><u>Dialoguing about socio-political issues in the LL:</u></b> Students watched a TED Talk by JR, a French artist who connects art, public space, social-political-economic issues, and social transformation. His talk was called “May wish: Use art to turn the world inside out.”</p> <p style="padding-left: 40px;">See  <a href="http://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out">http://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out</a></p> <p>Afterwards, in each team, students discussed the questions presented below (they received a transcript of JR’s talk as a reference to answer the questions). Then, they engaged in a whole class dialogue around the same questions.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>Questions for class dialogue (questions continue in the following page):</i></p> <ul style="list-style-type: none"> <li>• <i>What was JR’s art project about? What was his project’s purpose?</i></li> <li>• <i>What projects did JR describe in his TED Talk? Which one did you like the most? Why?</i></li> <li>• <i>What socio-political issues were presented in each of JR’s projects?</i></li> <li>• <i>What did JR use the LL for? What changes in the LL did you see after JR’s interventions?</i></li> <li>• <i>What people were involved in JR’s projects? How were they involved?</i></li> <li>• <i>What impact did people’s involvement have on the LL and on their communities?</i></li> <li>---</li> <li>• <i>What social, political, or economic issues presented in JR’s talk can you identify in the LL of your community?</i></li> <li>• <i>What other social, political, or economic issues can you identify in the LL of your community? (You can use the LL texts gathered by the members of this class as a reference)</i></li> <li>• <i>How did this video help you expand your understanding of the LL?</i></li> <li>• <i>How did this video help you expand your understanding of the use of the public space in your community?</i></li> </ul> </div>	•

**Homework Assignments**

1. **Reflection Task #2 [RT#2]:** As we did not have time to finish the discussion on JR’s video, students were asked to write answers to the last four questions (see box below) and submit them electronically through a Google Form.

- *What social, political, or economic issues presented in JR's talk can you identify in the LL of your community?*
- *What other social, political, or economic issues can you identify in the LL of your community? (You can use the LL texts gathered by the members of this class as a reference)*
- *How did this video help you expand your understanding of the LL?*
- *How did this video help you expand your understanding of the use of the public space in your community?*

2. **As an optional task**, students were encouraged to watch two videos (See box below), which were posted on the class’ Facebook group. Students shared their reactions or reflections on each of them by posting comments.

TED Talk: Chimamanda Adichie: The danger of a single story.  
 In this TED Talk, Chimamanda speaks about how having just one side of the story is dangerous and creates stereotypes, which rob people’s dignity.  
 See [http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

Medellín, Ciudad Joven’s (Medellín, young city) documentary: Victor Muñoz, a visual artist from Comuna 3. This video shows how Victor critically appropriates the public space of the city of Medellín through his artistic work.  
 See [https://www.youtube.com/watch?v=U\\_UD\\_I2Apeg](https://www.youtube.com/watch?v=U_UD_I2Apeg)

**Products from homework**

- RT#2 with student’s reflections about JR’s talk.
- Students’ comments on Facebook about the two recommended videos.

### Class Session 3

Activities		Resources and Products
Awareness	<p>1. <b>LL projects [Topic selection part 1]:</b> Selecting a common topic for a class LL Project.</p> <p>a. <b>General topic for class LL project:</b> I proposed a general topic for the LL class project, which was Socio-cultural, political, economic, or historical issues in the LL of students' communities. Students liked the idea and agreed on the topic.</p> <p>b. <b>Topic for team projects:</b> Teams were asked to write, in one paragraph, a topic proposal for all teams' project. The topic should be an issue related to the LL of their communities (i.e. racism, classism, sex discrimination). In the paragraph, they were asked to basically state the reasons why that issue was relevant for them and for their communities.</p> <p>For this activity, students were encouraged to refer to the pictures they took during IVE#1 to make sure that the topics they proposed were connected to the LL of their communities.</p> <p>c. <b>Selecting a topic (voting):</b> All proposals were read and students selected a topic for the LL class project.</p> <p><b>Note 1:</b> The initial proposal was to select one single issue for all teams. However, four of the five proposals were related to advertisements and the way they influence on people in many ways. Therefore, instead of selecting an issue, we decided to analyze one type of text found in the LL: advertisements. Later, each team would select one industry (i.e. fashion, food, real estate), take pictures of its advertisements in the LL of their communities, identify multiple issues in them, and critically analyze some of them.</p> <p><b>Note 2:</b> Although there were supposed to be four topic proposals (one per team), the members of one of the teams did not work together on this task, as they could not come to an agreement. I tried to encourage them to negotiate, but this time they decided to work independently.</p>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>• Computers room</li> </ul> <p><b>Product</b></p> <ul style="list-style-type: none"> <li>• Paragraphs with teams' topic proposal for class project LL topic.</li> </ul>

	<p>2. <b>LL projects [Topic selection part 2]:</b> Selecting a topic for each team’s LL Project.</p> <p>a. Each team selected one industry for their LL project. Three teams selected industries as real estate, food, and fashion. One team decided to analyze political propaganda’s advertisements due to the election time lived at the moment of conducting this project.</p> <p>b. In one paragraph, all teams were asked to write a justification for the topic they chose, which we called Topic Statement. In the topic statement, students briefly gave some information about the context, the issue, and the reasons why analyzing advertisements from that industry was relevant for them and for their communities.</p> <p><b>Note:</b> The texts written in activities 1 and 2 were submitted through a Google Drive document that I shared.</p>	<p><b>Product</b></p> <ul style="list-style-type: none"> <li>• Paragraphs with each team’s topic statements for LL projects.</li> </ul>
<p><b>Awareness</b></p>	<p><b>Homework Assignments</b></p> <p>1. <b>In-vivo Encounter #2 [IVE#2]:</b> In their teams, students were asked to go on a second in-vivo encounter with the LL. This time, they would collect photographed evidence of advertisements in the LL related to the industry they chose.</p> <p>2. <b>Data Collection Chart:</b> Students were asked to complete a table that would help them systematically organize the pictures they took in the IVE#2. In this chart they indicated for each picture date, type of LL text, media used, and location.</p>	<p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Corpus of pictures of LL texts taken by students in IVE#2</li> <li>• Data collection charts</li> </ul>

## Stage 2: Analysis (6 weeks)

### Content/LL Objective [CO]

---

- 2.1 Students will be able to unveil socio-cultural, political, economic, or historical issues portrayed in advertisements located in the LL.
- 2.2 Students will learn to deconstruct advertisements in the LL, in terms of location, people, and text features.

### Language Objectives [LO]

---


- 2.1 Students will explore and use the language needed to critically analyze LL texts (i.e. vocabulary about socio-cultural, political, economic or historical issues)
- 2.2 Students will practice grammar structures used to analyze the LL critically (i.e. the simple present tense, present progressive)

### Research objective (RO)

---

- 2.1 To explore students' previous ability to critically analyze LL texts (Diagnosis).
- 2.2 To explore students' perceptions about their learning process during the Analysis stage through a questionnaire

Class Session 4

Activities		Resources and Products
Analysis	<p>1. <b>Data analysis:</b> Teams were asked to analyze their corpus of LL text pictures from IVE#2 in order to answer the following question: What socio-cultural, political, historical, or economic issues do LL texts portray? For this task, each team created categories related to the issues they found and grouped their LL pictures accordingly.</p> <p>2. <b>Modeling descriptive analysis of one LL text:</b> As each team would conduct a descriptive analysis of some of the pictures from the IVE#2, I modeled how to do the descriptive analysis by using one advertising billboard of a jeans brand that portrayed issues related to women.</p> <p>The analysis was based on the questions used in the diagnosis activity (some adjustments were made after analyzing questions from the diagnosis). Students could ask any clarification questions or suggest any modifications to the questions, as needed.</p>  <p>3. <b>Defining assessment criteria for descriptive analysis of LL texts:</b> Class participants negotiated assessment criteria for the descriptive analysis of LL texts. The assessment would be formal and formative. It would be carried out by peers and instructor through the completion of an analytic rubric (see appendix C). Peers would assess the practice of descriptive analysis (See the following activity for more details about practice activity) and instructor would assess all descriptive analyses done for practice and for the LL project.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Computers room</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Teams' corpuses of LL texts from IVE#2 organized by categories</li> </ul>



4. **Practicing descriptive analysis of LL texts:** In their teams, students started writing a practice descriptive analysis of one of the LL texts, which I selected from the pictures students gathered in the IVE#2. Students completed the analysis in a Google Drive document that I shared. The analysis was guided by the questions in the table below. (The practice analysis was not finished in this class session)

Descriptive Analysis of LL texts – Guiding questions	
<b>Location</b>	<ul style="list-style-type: none"> <li>- <i>Where was this LL text located exactly?</i></li> <li>- <i>What encompasses the larger ecology surrounding this text (i.e. places, other texts)?</i></li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>- <i>Who can access the text?</i></li> <li>- <i>Who is represented in this text?</i></li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>- <i>What type of text is it (i.e. advertisement, government sign, store name)?</i></li> <li>- <i>What messages about socio-cultural, political, historical, or economic issues are portrayed in this text</i></li> </ul>

**Homework Assignments**

1. **Finish the practice descriptive analysis:** Teams were asked to finish writing the practice descriptive analysis.
2. **Make corrections to data collection chart:** Students were asked to make corrections to the data collection chart, taking into account the feedback I provided.
3. **Data analysis:** Teams were encouraged to polish their categories if needed and to organize their corpuses of LL texts pictures accordingly.
4. **Make corrections to team’s topic statements:** Students were asked to make sure that their topic statements were written in a paragraph (not many) and included the information required.

**Products from homework**

- Descriptive analysis of one LL text [practice finished].
- Data collection charts [corrected version].
- Data organized by categories
- Topic Statements (second draft)

Class Session 5

Activities		Resources and Products
Awareness	<p>1. <b>Assessment of descriptive analysis [Practice]:</b> Each team provided feedback to the other teams’ descriptive analyses by completing the previously negotiated rubric.</p> <p>2. <b>Reflection task #3 [RT#3]:</b> Students did a written reflection about the IVE#2. The reflection was guided by the questions in the box below. They were submitted through a Google Drive form I shared.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <i>How did you like the experience of going in an In-Vivo Encounter with the LL for the second time?</i></li> <li>• <i>What did you learn from the IVE#2 that you did not learn in IVE#1?</i></li> <li>• <i>What difficulties did you face during IVE#2?</i></li> <li>• <i>If you could go back in time to do IVE#2 again, what would you do differently?</i></li> <li>• <i>What advantages or disadvantages do you see in doing the Data Collection Chart used to organize your corpus of pictures of LL texts?</i></li> </ul> </div> <p>3. <b>Writing questions for project:</b> Students were asked to write any additional questions that they would like to answer about the advertisements in the LL texts and the issues portrayed in them, during the analysis stage. The questions were typed in a Google Drive document that I shared.</p> <p>4. <b>Topic statement writing:</b> We did a review about paragraph writing and the use of themes and rhemes to achieve textual cohesion. For modeling a theme analysis and the structure of the paragraph required, I used a text written by one of the teams when proposing topics for the whole class project (see class session #3, activity #1). After the modeling, students were asked to revise and rewrite their topic statements.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Computers room</li> </ul> <p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Students’ written feedback on peer’s practice descriptive analysis</li> <li>• RT#3 with students’ written reflections about IVE#2.</li> <li>• Students’ additional (research) questions for LL project.</li> </ul>

<b>Awareness</b>	<p><b>Homework Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Descriptive analyses of LL texts</b> <ol style="list-style-type: none"> <li>a. Students were encouraged to carefully read the feedback they received on their practice exercise. However, making corrections to this practice analysis was an optional task.</li> <li>b. [Independent Practice]: In their teams, students were asked to start conducting a written descriptive analysis of at least three LL texts from their gathered corpus of pictures. Each picture should represent the main categories they found in the analysis of issues in the pictures from IVE#2 (See Class session #4, activity #1). The analyses were submitted through a Google Drive document that I shared.</li> </ol> </li> <li>2. <b>Questionnaire #1:</b> Students were asked to complete questionnaire #1 about the Awareness stage. [See appendix G with detailed information about the questionnaires applied during the unit]</li> <li>3. <b>Gathering information about the issues found:</b> In order to be more informed about the different issues being addressed in the projects, students were encouraged to start doing research about the industries they selected and the issues associated with their advertisements. They could refer to electronic or printed sources (i.e. videos, newspapers, legal documents). They organized this information on a Google Drive document that I shared.</li> <li>4. <b>Team’s topic statements:</b> Students were asked to make corrections to the topic statements based on the modeling activity done in class (activity 4).</li> </ol>	<p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Students’ corrected version of descriptive analysis practice exercise (optional)</li> <li>• Students’ descriptive analyses of LL texts (independent practice)</li> <li>• Q#1 with students’ written answers about Awareness stage.</li> <li>• Students’ table with information about issues.</li> <li>• Students’ revised version of topic statements</li> </ul>
------------------	--	--

**Class Session 6**

Activities		Resources and Products								
<b>Diagnosis</b>	<p>1. <b>Analyzing LL texts critically [Diagnosis]:</b> In their teams, students conducted a written critical analysis of one LL text. Teams analyzed one LL text from their corpus of pictures in a Google Drive document that I shared. The picture was previously selected by me.</p> <p>The critical analysis was guided by the following questions:</p> <table border="1" data-bbox="407 625 1203 1062"> <thead> <tr> <th colspan="2" data-bbox="407 625 1203 688">Critical Analysis of LL texts – Guiding questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 688 548 783"><b>Location</b></td> <td data-bbox="548 688 1203 783"> <ul style="list-style-type: none"> <li>- <i>Why do you think this text was placed in that specific location?</i></li> <li>- <i>Who authorizes the placement of that text? Why?</i></li> </ul> </td> </tr> <tr> <td data-bbox="407 783 548 909"><b>People</b></td> <td data-bbox="548 783 1203 909"> <ul style="list-style-type: none"> <li>- <i>Who does the text target? Who is not targeted? Why?</i></li> <li>- <i>Which groups of people are being represented in this text? Which are not? What could be some possible reasons and consequences of this?</i></li> </ul> </td> </tr> <tr> <td data-bbox="407 909 548 1062"><b>Text Features</b></td> <td data-bbox="548 909 1203 1062"> <ul style="list-style-type: none"> <li>- <i>What is the purpose of this LL text?</i></li> <li>- <i>What possible reasons do you think the author(s) had to choose this type of media?</i></li> <li>- <i>What messages about socio-cultural, political, economic, or historical issues are embedded in this text?</i></li> </ul> </td> </tr> </tbody> </table>	Critical Analysis of LL texts – Guiding questions		<b>Location</b>	<ul style="list-style-type: none"> <li>- <i>Why do you think this text was placed in that specific location?</i></li> <li>- <i>Who authorizes the placement of that text? Why?</i></li> </ul>	<b>People</b>	<ul style="list-style-type: none"> <li>- <i>Who does the text target? Who is not targeted? Why?</i></li> <li>- <i>Which groups of people are being represented in this text? Which are not? What could be some possible reasons and consequences of this?</i></li> </ul>	<b>Text Features</b>	<ul style="list-style-type: none"> <li>- <i>What is the purpose of this LL text?</i></li> <li>- <i>What possible reasons do you think the author(s) had to choose this type of media?</i></li> <li>- <i>What messages about socio-cultural, political, economic, or historical issues are embedded in this text?</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Computers’ room</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Diagnosis of students’ critical analysis of LL texts.</li> </ul>
Critical Analysis of LL texts – Guiding questions										
<b>Location</b>	<ul style="list-style-type: none"> <li>- <i>Why do you think this text was placed in that specific location?</i></li> <li>- <i>Who authorizes the placement of that text? Why?</i></li> </ul>									
<b>People</b>	<ul style="list-style-type: none"> <li>- <i>Who does the text target? Who is not targeted? Why?</i></li> <li>- <i>Which groups of people are being represented in this text? Which are not? What could be some possible reasons and consequences of this?</i></li> </ul>									
<b>Text Features</b>	<ul style="list-style-type: none"> <li>- <i>What is the purpose of this LL text?</i></li> <li>- <i>What possible reasons do you think the author(s) had to choose this type of media?</i></li> <li>- <i>What messages about socio-cultural, political, economic, or historical issues are embedded in this text?</i></li> </ul>									

<b>Analysis</b>	<p>1. <b><u>Building knowledge about how advertisements are constructed:</u></b> Students' watched a video about advertising and its history. The video is part of an online course on advertising offered by University of Duke in North Carolina (US) through Coursera.org. The course is called Advertising and Society and presents a critical perspective about how advertisements work and influence our culture and us.</p> <p>The purpose of watching this video was to familiarize students with the genre of LL texts they were analyzing (advertisements) and provide them some input for the critical analysis of these texts.</p> <p>2. <b><u>Modeling critical analysis of one LL text:</u></b> I modeled the critical analysis of the same advertising billboard used for the descriptive analysis modeling, which promotes a jeans brand and portrays issues related to women. The analysis was guided by the questions used in the previously described diagnosis activity.</p> <p>During this activity, I encouraged students to ask any clarification questions or suggest any modifications to the questions if they thought it was needed.</p>	
<b>Analysis</b>	<p><b>Homework Assignments</b></p> <p>1. <b>Defining assessment criteria for critical analysis of LL texts:</b> Students were asked to read and analyze the assessment rubric for critical analysis assessment that I sent. They were expected to bring their comments or suggestions for the following class, in which assessment would be negotiated.</p> <p>2. <b>Descriptive analyses of LL texts:</b> Students were encouraged to continue doing the descriptive analysis of the three LL texts they selected.</p> <p>3. <b>Gathering information about the issues found:</b> Students were encouraged to continue reading about the issues they were addressing.</p>	<p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Students' descriptive analyses of LL texts</li> <li>• Students' table with information about issues.</li> </ul>

Class Session 7

Activities		Resources and Products
<b>Analysis</b>	<p>1. <b><u>Building knowledge about how advertisements are constructed</u></b>  <b>[Part 2]:</b> Students’ watched a video about how advertisements are created and have messages that go beyond what the eyes can perceive. The video is part of the same online course above described. The purpose of watching this video was to continue helping students in familiarizing themselves with the genre of LL texts they were analyzing (advertisements) and provide them some input for the critical analysis of these texts.</p> <p>2. <b><u>Defining assessment criteria for critical analysis of LL texts:</u></b> Class participants negotiated assessment criteria for the critical analysis of LL texts. The assessment was formative and formal. It would be carried out by peers and instructor through the completion of an analytic rubric (See appendix C). Peers would assess the descriptive analysis done during the practice exercises (See the following activity for more details about practice activity) and instructor would assess all critical analyses.</p> <p>3. <b><u>Practicing critical analysis of LL texts:</u></b> In their teams, students practiced doing a critical analysis of one LL text. The text selected for this exercise was one of the three they chose for their projects. Although this practice was initially planned to be done with the same picture used in the descriptive analysis practice (in class session #4, activity #4), some students suggested that it would be more practical and timesaving for them to analyze and receive feedback on one of the selected pictures from their projects. All class participants discussed and agreed with this suggestion.</p> <p>The analysis was guided by the same questions used in the diagnosis activity. Students completed the analysis in a Google Drive document that I shared.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Computers’ room</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Students’ critical analysis practice.</li> </ul>
<b>Analysis</b>	<p><b>Homework Assignments</b></p> <p>1. <b>Assessment of critical analysis practice:</b> All teams were asked to revise and provide feedback on the other team’s critical analysis practice by using the previously negotiated rubric.</p> <p>2. <b>Team’s topic statements:</b> Students received detailed feedback on their topic statements about the text structure and the use of theme and rheme progression. They were asked to make the suggested corrections.</p>	<p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Students’ feedback on peers’ critical analysis practice.</li> <li>• Students’ revised version of topic statement.</li> </ul>

**Class Session 8**

<b>Activities</b>		<b>Resources and Products</b>
<b>Analysis</b>	<ol style="list-style-type: none"> <li>1. <b><u>Critical analyses of LL texts [Independent Practice]:</u></b> In their teams, students worked on the critical analysis of the LL texts chosen for their projects. They took into account the peer feedback on one of the LL pictures and made corrections. They also started working on the other two selected LL pictures. The analysis of these two pictures would be submitted for teacher feedback (I asked students to submit both descriptive and critical analyses).  Students submitted their analyses through a Google Drive document that I shared.</li> <li>2. <b><u>Feedback on topic statements:</u></b> Each team received further oral teacher feedback on the topic statements.</li> </ol>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Students' complete descriptive and critical analysis of selected LL texts.</li> </ul>
	<p><b>Homework Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Critical analyses of LL texts:</b> Students were asked to finish their critical analyses by the end of the week so they could receive teacher feedback from me for the upcoming virtual session.</li> <li>2. <b>Topic statements:</b> Each team received further oral feedback on the topic statements during this class session. They were asked to write and submit a final version.</li> </ol>	<p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Students' complete descriptive and critical analysis of three LL texts</li> <li>• Topic statements [final versions]</li> </ul>

**Class Session 9 [Virtual\*]**

Activities		Resources and Products
<b>Analysis</b>	<ol style="list-style-type: none"> <li>1. <b><u>Critical analyses of LL texts</u></b>: Each team received teacher feedback on all three descriptive and critical analyses. They were asked to make corrections suggested and write a second version the three analyses.</li> <li>2. <b><u>Team’s topic statements</u></b>: All teams were asked to submit the final version of the topic statements, as it was an assignment from the previous class.</li> <li>3. <b><u>Questionnaire #2</u></b>: All teams were asked to complete questionnaire #2 about the Analysis stage. This questionnaire was completed in pairs due to time constraints and the amount of work they had at the moment. [RO#2.2] (See appendix G for detailed questions asked in this questionnaire)</li> </ol>	<p><b>Products from virtual session</b></p> <ul style="list-style-type: none"> <li>• Students’ complete descriptive and critical analysis of the LL texts used in their projects [draft 2]</li> <li>• Ss’ topic statements [final draft]</li> <li>• Q#2 with students’ written answers about Analysis stage.</li> </ul>

\* This week, university admission tests were administered in all its branches. However, we decided to work virtually through Google Drive and Facebook.



### **Stage 3: Reflection for Action (3 weeks)**

#### **Content/LL Objective [CO]**

---

- 3.1 Students will reflect about the importance of being aware of the LL and of being able to analyze LL texts critically.
- 3.2 Students will analyze and design (or adapt) actions leading to transformation or awareness raising

#### **Language Objectives [LO]**

---

- 3.1 Students will explore and use the language needed to critically analyze LL texts (i.e. vocabulary about socio-cultural, political, economic or historical issues)
- 3.2 Students will practice grammar structures used to design or adapt actions leading to transformation or awareness raising about the LL

#### **Research objective (RO)**

---

- 3.1 To explore students' perceptions about their learning process during the Reflection for Action stage through a questionnaire.
- 3.2 To explore students' perceptions about the implementation of this pedagogical intervention through a questionnaire.

**Class Session 9 [Virtual\*]**

Activities		Resources and Products
<b>Reflection for Action</b>	<p><b>1. Reflection Task #4 [RT#4]:</b> Teams were asked to write a reflection called Reflecting Before Acting. The reflection task was guided by the questions in the box below. Like in Q#2, RT#4 was completed in pairs due to time constraints.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <i>What impact do you think LL texts have on people in general? What impact do they have on the people from YOUR community?</i></li> <li>• <i>Who do you think is aware of the multiple messages conveyed in the LL? Who is not?</i></li> <li>• <i>What would be the consequences of <u>not being aware</u> of the LL and of the multiple meanings that LL texts convey?</i></li> <li>• <i>What would be the consequences of <u>not being able to analyze</u> LL texts critically?</i></li> <li>• <i>What would be the benefits of learning how to read the LL critically?</i></li> <li>• <i>For whom do you think it would be important to be aware of and to critically read the LL and the multiple meanings LL texts convey? Provide reasons.</i></li> <li>• <i>How do you think people could gain awareness of the LL and learn how to read the LL critically?</i></li> </ul> </div>	<p><b>Products from virtual session</b></p> <ul style="list-style-type: none"> <li>• RT#4 with students' written reflections.</li> </ul>

\* This week, university admission tests were administered in all its branches. However, we decided to work virtually through Google Drive and Facebook.

**2. Preparing for actions (part 1) -Analyzing transformative actions:**

In their teams, students were asked to complete a worksheet in which they were asked to analyze three transformative actions from a list of ten actions taken by people (locally or from other communities around the world). Students completed the analysis of actions in a Google Drive document I shared. The analysis was guided by the questions in the box below.

**Guiding questions for analysis of transformative actions**

- *What is the action about?*
- *Who proposed and developed the action?*
- *What is the source of information?*
- *In what contexts or places was this action taken?*
- *What issues are being addressed by this action?*
- *What is the purpose of the action?*
- *Is it an immediate, short-term, or long-term action? Explain*
- *What type of action is it? (i.e. online campaign, public space intervention, raising awareness day, international/national news publication, artistic campaign, legal action, other)*
- *What would the expected impact of the action?*
- *What resources would be needed for the implementation of the action?*

**Products from virtual session**

- Students' analyses of transformative actions

**Class Session 10**

<b>Activities</b>	<b>Resources and Products</b>
-------------------	-----------------------------------

**1. Preparing for actions (part 2) – Designing or adapting actions:** In

their teams, students were asked to complete a worksheet in which they adapted or designed five actions aiming at raising awareness or transform the issues they addressed in their LL projects. For this task, students took into account different actors in the LL of their communities who could take actions such as:

- (a) *Students themselves*
- (b) *Our class group*
- (c) *Citizens (other people from their communities)*
- (d) *School community actors (i.e. principals, teachers, students, parents)*
- (e) *People from teacher education programs (i.e. teacher education programs administrators, teacher educators, pre-service teachers)*
- (f) *University actors (i.e. students from different programs, administrators of programs, professors, researchers)*
- (g) *Governmental actors*
- (h) *Advertising actors (i.e. campaign designers, companies, store owners)*

The first two (themselves and our class group) were mandatory to take into account.

Students completed this task in a Google Drive document I shared. The design or adaptation of actions was followed by the questions in the table below. (About 120 min)

Guiding questions for designing/adapting actions
<ul style="list-style-type: none"> <li>• <i>What would be the name of the action?</i></li> <li>• <i>What is the action about?</i></li> <li>• <i>What is the source of information?</i></li> <li>• <i>In what contexts or places would this action be taken?</i></li> <li>• <i>What issues would be addressed by the action?</i></li> <li>• <i>What would be the purpose of the action?</i></li> <li>• <i>Would it be an immediate, short-term, or long-term action? Explain</i></li> <li>• <i>What type of action would it be? (i.e. online campaign, public space intervention, raising awareness day)</i></li> <li>• <i>Who would be involved in the action?</i></li> <li>• <i>What would the expected impact of the action?</i></li> <li>• <i>What resources would be needed for the implementation of the action?</i></li> </ul>

**Products**

- Students' design/adaptation of actions.

<b>Reflection for Action</b>	<ol style="list-style-type: none"> <li>2. <b><u>Making decisions about actions to be taken by the whole class:</u></b> Class members discussed and agreed on presenting their projects with the university community (i.e. students and teachers from the teacher education program and from other programs in the sectional). The presentations would be done the last day of class.</li>   <li>3. <b><u>Preparing for project presentations [project overview]:</u></b> In order to help students prepare for this task, I asked them to outline their presentations in a worksheet. In the worksheet (which was called project overview), students summarized information about the following aspects related to their projects: project topic, context description, topic statement, research question(s), data collection, data analysis, findings, conclusions, some possible actions that could be taken.</li> </ol>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Students' project overviews.</li> </ul>
	<p><b>Homework Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b><u>Analysis and design of actions:</u></b> Teams were asked to finish the design of actions (if needed) before the end of the week. They would teacher in order to write a final version.</li> <li>2. <b><u>Project overview:</u></b> Teams were asked to finish their project overviews before the end of the week. They would teacher feedback on this task in order to write final version.</li> <li>3. <b><u>Analyses of LL texts:</u></b> Each team received further teacher feedback on the project descriptive and critical analyses. They were asked to make corrections suggested and write a final version of their analyses.</li> <li>4. <b><u>Presentations rehearsals:</u></b> Teams were asked to prepare for a rehearsal of the final presentation taking into account their final versions of the project overviews.</li> </ol>	<p><b>Products from homework</b></p> <ul style="list-style-type: none"> <li>• Final version of students' design/adaptation of actions</li> <li>• Final versions of project overviews</li> <li>• Final versions of descriptive and critical analysis of LL texts.</li> </ul>

## Class Session 11

Activities		Resources and Products
<b>Reflection for Action</b>	<ol style="list-style-type: none"> <li>1. <b><u>Making decisions about actions to be taken by the whole class:</u></b> Students talked to me during the week and expressed that they needed more time to finish the project overview and to prepare for the presentations. We agreed on using this session to finish all tasks. Besides, we decided to postpone the presentations to other members of the academic community for another time next semester. This decision was based on the fact that students wanted to prepare better for their presentations and that better logistics would be needed for an event like this. Therefore, final presentations would be done to the class members first. The presentations to other people from the community would, then, be voluntary in 2016.</li> <li>2. <b><u>Defining assessment criteria for project presentations:</u></b> Class participants negotiated assessment criteria for the project presentations. The assessment was formative and formal. It would be carried out by peers and instructor after the presentations. (See appendix C).</li> <li>3. <b><u>Preparing for project presentations [project overview]:</u></b> In their teams, students wrote a final version of their project overviews and worked on the slides they would use for their presentations. I supported them in this task by working separately with each team during the class.</li> <li>4. <b><u>Questionnaire #3 [Q#3]:</u></b> Individually, students completed the Q#3 about the Reflection for Action stage in a Google Drive document I shared with each them.</li> </ol>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Final versions of project overviews</li> <li>• Q#3 with students' written answers about Reflection for Action stage.</li> </ul>
	<p><b>Homework Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Preparing for actions:</b> Students received teacher feedback on the analysis and design of actions and were asked to make corrections in a final draft.</li> <li>2. <b>Project overview:</b> Teams were asked to polish the writing of the project overview if necessary.</li> <li>3. <b>Final presentations:</b> Teams were asked to finish their PPT slides and prepare for the final presentations in the following class.</li> <li>4. <b>Q#3:</b> Finish the Q#3 in case they did not finish it during the class.</li> </ol>	

Class Session 12

Activities		Resources and Products
<b>Reflection for Action</b>	<ol style="list-style-type: none"> <li>1. <b>Project presentations:</b> All teams presented their projects to the rest of the class.</li> <li>2. <b>Assessment of project presentations:</b> Each team completed the rubric with the assessment for the other teams' presentations. The rubric was shared with students in a Google Drive document.</li> <li>3. <b>Questionnaire #4 [Q#4]:</b> Individually, students completed the Q#4 with the assessment of this LL unit.</li> </ol> <p><b>Homework Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Q#4:</b> Students were asked to finish the Q#4 in case they did not finish it during the class.</li> <li>2. <b>Assessment of project presentations:</b> Students were asked to finish writing peer feedback (if needed)</li> </ol>	<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Video-recording of project presentations.</li> <li>• PPT slides used for the presentation</li> <li>• Rubrics with peer assessment on project presentations</li> <li>• Q#4 with students' written answers about Reflection for Action stage.</li> </ul>



## Summary of LL project tasks

The following table describes the tasks students carried out throughout the different stages of the LL class project.

LL Class Project: Tasks done per stage		
Stage 1	Awareness	<p>During this stage students:</p> <ol style="list-style-type: none"> <li>(1) Selected a topic for the whole class LL project.</li> <li>(2) Selected a subtopic for each team's LL project.</li> <li>(3) Wrote research questions for their projects</li> <li>(4) Collected photographed data of LL texts during In-Vivo Encounters.</li> <li>(5) Organized the collected data in a chart.</li> <li>(6) Classified LL texts by categories related to socio-cultural, political, economic, or historical issues.</li> </ol>
Stage 2	Analysis	<p>During this stage students:</p> <ol style="list-style-type: none"> <li>(1) Conducted descriptive analyses of LL texts in terms of placement, people, and text features.</li> <li>(2) Conducted critical analyses of the LL texts previously described.</li> <li>(3) Provided and received peer feedback on critical analysis practice exercises.</li> <li>(4) Wrote findings and conclusions from their analyses.</li> </ol>
Stage 3	Reflection & Action	<p>During this stage students:</p> <ol style="list-style-type: none"> <li>(1) Analyzed transformative actions taken locally and in other parts of the world.</li> <li>(2) Drafted proposals for transformative actions stemming from their projects.</li> </ol>

## APPENDIX B

### QUESTIONS PROVIDED FOR ANALYSES OF LL TEXTS

	<b><u>Descriptive</u></b> Analysis of LL texts	<b><u>Critical</u></b> Analysis of LL texts
<b>Location</b>	Where was the LL text located exactly?	Why do you think this text was placed in that specific location?
	What encompasses the larger ecology surrounding the text (i.e. places, other texts)?	Who authorizes the placement of that text? Why?
	<b>Other</b> aspects you consider relevant.	<b>Other</b> aspects you consider relevant.
<b>People</b>	Who can access the text?	Who does the text target? Who is not targeted? Why?
	Who is represented in the text?	Which groups of people are being represented in this text? Which are not? What could be some possible reasons and consequences?
	<b>Other</b> aspects you consider relevant.	Other aspects you consider relevant.
<b>The Text</b>	What type of text is it (i.e. advertisement, government sign, store name)?	What is the purpose of this LL text?
	What type of media is being used (i.e. billboard, flyer, window display)?	What possible reasons do you think the author(s) had to choose this media?
	What socio-cultural, political, economic, or historical issues are portrayed by this text?	What messages about socio-cultural, political, economic, or historical issues are portrayed by this text?
	<b>Other</b> aspects you consider relevant.	<b>Other</b> aspects you consider relevant.

## APPENDIX C

### ASSESSMENT RUBRICS

The following are the three rubrics used during this pedagogical intervention for qualitative assessment purposes of (a) descriptive analysis of LL texts, (b) critical analysis of LL texts, (c) project presentations.

#### a. Rubric for qualitative assessment of descriptive analysis of LL texts

Evaluator's names \_\_\_\_\_ Feedback for \_\_\_\_\_

##### Qualitative assessment of descriptive analysis of LL texts

1. By marking it with an "X", evaluate each of the items according to the following scale: Emerging, Approaching, and Satisfactory.
2. When marking Emerging or Approaching, (a) provide an explanation of what was missing or what was problematic, and (b) make suggestions of how that could be improved.
3. When marking Satisfactory, provide comments on what your classmates did that made that aspect satisfactory.

	Criteria	E	A	S	Comments
The LL text (picture)	<ul style="list-style-type: none"> <li>● Portrays the socio-cultural, political, economic, or historical issue(s) addressed.</li> </ul>				
	<ul style="list-style-type: none"> <li>● Can be observed completely and clearly.</li> </ul>				
Content: The description of the LL text	<ul style="list-style-type: none"> <li>● Includes clear and detailed information of the location of the LL text (i.e. exact location, larger ecology surrounding the text).</li> </ul>				
	<ul style="list-style-type: none"> <li>● Incorporates detailed information about the text (i.e. type of text, media used, issues portrayed).</li> </ul>				
	<ul style="list-style-type: none"> <li>● Offers detailed information about the people involved with that text (i.e. people who can access the text, people represented in the text).</li> </ul>				
Writing	<ul style="list-style-type: none"> <li>● Ideas are presented in a clear and cohesive way and are easy to follow (i.e. appropriate use of punctuation, theme-rheme progression, and repetition).</li> </ul>				
	<ul style="list-style-type: none"> <li>● The grammar structures used to describe the LL texts reflect a formal and academic use of language</li> </ul>				
	<ul style="list-style-type: none"> <li>● The vocabulary and expressions used for description were appropriate and varied.</li> </ul>				
Other aspects you consider relevant					

## b. Rubric for qualitative assessment of critical analysis of LL texts

Evaluators' Names \_\_\_\_\_

Feedback for \_\_\_\_\_

### Qualitative assessment of critical analysis of LL texts

1. Evaluate each of the items according to the provided scale (Emerging, Approaching, Satisfactory) and mark it with an “X”.
2. When marking Emerging or Approaching, (a) provide an explanation of what was missing or what was problematic, and (b) make suggestions of how that could be improved.
3. When marking Satisfactory, provide comments on what your classmates did that made that aspect satisfactory.

	Criteria	E	A	S	Feedback
The pictures of LL texts	<ul style="list-style-type: none"> <li>• Portray the socio-cultural, political, economic or historical issue(s) being addressed.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Can be observed completely and clearly</li> </ul>				
The critical analysis of the LL text	<ul style="list-style-type: none"> <li>• Provides a thorough analysis of the <b>location</b> of the LL text; more specifically about:               <ul style="list-style-type: none"> <li>(a) the reasons why the text was located in certain place</li> <li>(b) who authorizes its placement</li> </ul> </li> </ul>				(a)
					(b)
	<ul style="list-style-type: none"> <li>• Provides a thorough analysis of the <b>people</b> who are related to the LL text; more specifically about:               <ul style="list-style-type: none"> <li>(a) the target audience of the text and the people who are not targeted.</li> <li>(b) the people who are represented in the text and those who are not.</li> </ul> </li> </ul>				(a)
					(b)
	<ul style="list-style-type: none"> <li>• Provides a thorough analysis incorporating multiple perspectives (i.e. producer, consumer, local authorities) when analyzing <b>the text</b> itself; more specifically about:               <ul style="list-style-type: none"> <li>(a) the purpose and function of the LL text.</li> <li>(b) the media being used.</li> <li>(c) Socio-cultural, political, economic or historical messages embedded to this text</li> </ul> </li> </ul>				(a)
					(b)
					(c)
Language use	<ul style="list-style-type: none"> <li>• Ideas are presented in a clear way and are easy to follow.</li> </ul>				
	<ul style="list-style-type: none"> <li>• The grammar structures used to analyze the LL texts reflect a formal and academic use of language.</li> </ul>				
	<ul style="list-style-type: none"> <li>• The vocabulary and expressions used for description was varied and appropriate.</li> </ul>				
Other relevant aspects					

**c. Rubric for qualitative assessment of project presentations**

Evaluators' Names \_\_\_\_\_

Feedback for \_\_\_\_\_

**Qualitative assessment of project presentations**

4. Evaluate each of the items according to the provided scale (Emerging, Approaching, Satisfactory) and mark it with an “X”.
5. When marking Emerging or Approaching, (a) provide an explanation of what was missing or what was problematic, and (b) make suggestions of how that could be improved.
6. When marking Satisfactory, provide comments on what your classmates did that made that aspect satisfactory.

Project Presentation		E	A	S	Comments
Team's project topic was clearly stated.					
Context Description: Information was relevant and clear.					
<b>Topic Statement</b> a. included information about the context, the issue addressed, relevance for presenters and the community, the purpose of the study b. is relevant to the study presented c. is clear and easy to follow				a)	
				b)	
				c)	
<b>Research Question(s)</b> a. were relevant to the team's topic b. were answered in the findings.				a)	
				b)	
<b>Data Collection</b> included information about a. the number of pictures taken b. the types of text c. the media used.				a)	
				b)	
				c)	
<b>Findings</b> a. answer the research questions b. are relevant to the study presented c. are clear and easy to follow				a)	
				b)	
				c)	
Findings from critical analysis	Provide clear and relevant information of how LL texts were constructed in terms of:				
	Location				
	People				
	Text features				
	Provide clear and relevant information about the socio-cultural, economic, political, or historical messages conveyed by the LL texts analyzed				
	Socio-cultural				

	Economic:				
	Political:				
	Historical:				
<b>Conclusions</b> a. summarize the findings b. are relevant to our study c. are clear and easy to follow				a)	
				b)	
				c)	
<b>Possible Actions</b> a. are aiming at transforming the issue(s) addressed/studied b. are connected to the LL c. are clear and easy to follow				a)	
				b)	
				c)	
Questions for the presenters					
Additional Comments					

## APPENDIX D

### QUESTIONS FOR ANALYSIS AND PLANNING OF ACTIONS

Reflection for Action: Analyzing and planning actions
What is the action about?
Who proposed and developed the action?
What is the source of information?
In what contexts or places was this action taken?
What issues are being addressed?
What is the purpose of the action?
Is it an immediate, short-term, or long-term action? Why?
What type of action is it? ( <i>i.e. online campaign, public space intervention, raising awareness day, international/national news publication, artistic campaign, legal action</i> )
What would the expected impact of such action?
What resources would be needed for the implementation of such action?
Other aspects you consider relevant

## APPENDIX E

### DATA COLLECTION CHART

Session #	Data Collection Technique	Description of data collected*	TOTAL	Team 1		Team 2		Team 3		Team 4	
				C	K	A	S	J	L	M	V
Session #1	Diagnosis	Descriptive Analysis	4	1		1		1		1	
Session #1	Diagnosis	Reflection Task (RT) #1 -About In-Vivo Encounter (IVE) #1	8	1	1	1	1	1	1	1	1
Session #2	Reflection Tasks	RT#2 -About JR's TED Talk	8	1	1	1	1	1	1	1	1
Session #3	Students' Work	Topic Statements for team's project	5	1		1		1		1	1
Session #4	Students' Work	Descriptive analysis [practice]	4	1		1		1		1	0
Session #5	Reflection Tasks	RT#3 -About IVE#2	8	1	1	1	1	1	1	1	1
Session #5	Questionnaires	Questionnaire (Q) #1 -About Awareness Stage	8	1	1	1	1	1	1	1	1
Session #6	Diagnosis	Critical Analysis [Diagnosis] **	5	1		1	1	1		1	0
Session #8	Students' Work	Descriptive & Critical analyses - Draft 1***	11	3		3		3		1	1
Session #9	Questionnaires	Q#2 -About Analysis Stage	5	1		1		1		1	1
Session #9	Reflection Tasks	RT#4 -Reflecting before acting	8	1	1	1	1	1	1	1	1
Session #10	Students' Work	Descriptive & Critical analyses - Draft 2	13	3		3		3		2	2
Session #11	Students' Work	Analysis and Design of Actions	5	1		1		1		1	1
Session #11	Students' Work	Preparing for Project Presentation (Project Overview) -	5	1		1		1		1	1
Session #11	Questionnaires	Q#3 -About Reflection for Action Stage	6	1	1	1	1	1	1	1	1
Session #12	Students' Work	Project PPT Presentation	5	1		1		1		1	1
Session #12	Questionnaires	Q#4 -Intervention assessment	8	1	1	1	1	1	1	1	1
4 months after	Questionnaires	Q#5 -About actions taken	8	1	1	1	1	1	1	1	1

\* **Description of data collected column** has been color-coded in correspondence with the stage of the intervention, as follows: purple=awareness; orange=analysis; green=reflection for action.

\*\* Students from Team #2 did a separate diagnosis activity because one of the members was late when the diagnosis started. So, this participants was asked to do the task individually.

\*\*\* Each team analyzed three pictures.



## APPENDIX F

### QUESTIONS USED TO PROMPT PARTICIPANTS' REFLECTION TASKS

Reflection Task #	Questions asked
RT #1	<ul style="list-style-type: none"> <li>• How did you like the experience of exploring the LL of your community? Why?</li> <li>• What did you learn from that experience?</li> </ul>
RT #2	<ul style="list-style-type: none"> <li>• What socio-political-economic issues were presented in each of JR's projects?</li> <li>• What social, political, or economic issues presented in JR's talk can you identify in the LL of your community?</li> <li>• What other social, political, or economic issues can you identify in the LL of your community?</li> <li>• How did this video help you expand your understanding of the LL?</li> <li>• How did this video help you expand your understanding of the use of the public space in your community?</li> </ul>
RT #3	<ul style="list-style-type: none"> <li>• How did you like the experience of going in an IN-VIVO ENCOUNTER with the LL for the second time?</li> <li>• What did you learn from the In-Vivo Encounter #2 that you did not learn in In-Vivo Encounter #1?</li> <li>• What difficulties did you face during the In-vivo Encounter #2?</li> <li>• If you could go back in time to do the In-Vivo Encounter #2 again, what would you do differently?</li> </ul>
RT #4	<ul style="list-style-type: none"> <li>• What impact do you think LL texts have on people in general?</li> <li>• What impact do they have on the people from YOUR community?</li> <li>• Who do you think is aware of the multiple messages/meanings conveyed in the LL? Who is not?</li> <li>• What would be the consequences of not being aware of the LL and of the multiple meanings that LL texts convey?</li> <li>• What would be the consequences of not being able to analyze LL texts critically?</li> <li>• What would be the benefits of being able to analyze LL texts critically?</li> <li>• For whom do you think it would be important to be critically aware of the LL? Provide reasons.</li> <li>• How do you think people could gain critical awareness of the LL?</li> </ul>

## APPENDIX G

### QUESTIONS INCLUDED IN QUESTIONNAIRES

Question-naire #	Questions asked
Q #1 After awareness stage	<ul style="list-style-type: none"> <li>• What did you learn in this stage about the LL and the social, political or economic issues portrayed in it?</li> <li>• What are you aware of now that you were not before?</li> <li>• How did each of the activities in this stage help you gain that awareness?</li> <li>• Which activities did not help you? How would you improve/change them?</li> <li>• How important is it for you and for other people from your community and from Colombia to be critically aware of the LL and of the social, political or economic issues portrayed in it?</li> <li>• What did you learn in terms of reading, writing, and language during this stage?</li> </ul>
Q #2 After analysis stage	<ul style="list-style-type: none"> <li>• What did you learn in the analysis stage about (a) the LL, (b) advertisements, and (c) the social, political or economic issues portrayed in ads displayed in the LL?</li> <li>• How did each of the activities in this stage help you analyze the LL critically?</li> <li>• Which activities did not help you? How would you improve/change them?</li> <li>• After analyzing LL texts critically, what can you see now that you did not see before?</li> <li>• What difficulties did you have when analyzing the LL critically?</li> <li>• How important is it for you and for other people from your community and from Colombia to learn how to analyze the LL critically?</li> <li>• What did you learn during this stage in terms of reading, writing, and language?</li> </ul>
Q #3 By the end of reflection for action stage	<ul style="list-style-type: none"> <li>• Do you think it is important to take any transformative actions regarding the LL and the issues portrayed in it? Why?</li> <li>• What would be the consequences of not taking any actions concerning the LL and the issues portrayed in it?</li> <li>• Are you willing to take any of the transformative actions you proposed? If so, which one(s)? How would you develop such action(s)?</li> <li>• Which of the actions proposed by each of the teams do you think could be relevant for your community? Why?</li> <li>• Which of the actions proposed by other teams do you think should be actually taken? Why?</li> <li>• Would you be willing to share your project with other pre-service or in-service English language teachers in the future?</li> </ul>
Q #4 By the end of the	<ul style="list-style-type: none"> <li>• What aspects of the project do you consider helped you the most in each of the stages?</li> <li>• As a student, what would you do differently if you could go back in time? What could have you done better?</li> </ul>

<p>intervention</p>	<ul style="list-style-type: none"> <li>• Was this project relevant for your academic, professional, and personal development? Please, provide explanations for each of the cases.</li> <li>• How would you assess the development of the project in terms of design, methodology, and assessment?</li> <li>• Do you consider that projects like these should continue to be done in the Licenciatura? Why?</li> <li>• If this project were to be taught again, how would you improve it? What would you change? Please, provide explanations.</li> <li>• As a future teacher, would you teach about the LL in your classes? If so, what would you teach? How would you teach it?</li> </ul>
<p>Q #5 Four months after the intervention</p>	<ul style="list-style-type: none"> <li>• Have you experienced any personal transformations regarding the LL of your community, during or after your participation in the project? If so, which ones? Please, provide detailed explanations.</li> <li>• Have you participated in any transformative action aiming at making an impact in your community's LL? If so, which ones? Please, provide detailed explanations.</li> </ul>

## APPENDIX H

### CONSENT LETTER FOR PROGRAM COORDINATOR

Medellín, [fecha]

Profesora

[nombre]

Coordinadora [nombre del programa]

Universidad [nombre de la universidad]

Seccional [nombre de la seccional]

Asunto: Consentimiento informado para proyecto investigativo

Yo, Camilo Andrés Domínguez Cruz, identificado con Cédula de Ciudadanía número 98.762.071 de la ciudad de Medellín, solicito su consentimiento informado para llevar a cabo un estudio investigativo en el curso de [nombre del curso] que me fue asignado para el semestre 2 de [año] en calidad de Estudiante Instructor de la Maestría [nombre de la maestría].

Este estudio titulado “Desarrollo de la Lectura Crítica del Paisaje Lingüístico: Una experiencia con un Grupo de Docentes de Inglés en Formación en Colombia” es uno de los requisitos de grado de este programa de maestría. Su propósito es explorar como una intervención pedagógica ayuda a los docentes de inglés en formación del programa de [nombre del programa] a leer críticamente los textos del paisaje lingüístico. Dicha exploración me permitirá contribuir a tres objetivos institucionales: el desarrollo del pensamiento crítico, el desarrollo de competencias ciudadanas, y la integración de las TIC, todo dentro de la misma unidad y articulado con los temas del curso.

Durante este estudio, usaré múltiples técnicas de recolección de datos tales como videgrabaciones de las sesiones de clase, grabaciones de audio de entrevistas a estudiantes sobre las actividades de clase, y recolección de trabajos y tareas realizadas por los estudiantes durante el desarrollo de la unidad. Todos los datos recogidos serán leídos solamente por mí y mi asesora, Dra. Doris Correa, y serán usados exclusivamente con propósitos académicos en la escritura de mi Trabajo de Grado, y en publicaciones en revistas nacionales o internacionales o en conferencias relacionadas con la enseñanza y el aprendizaje de lenguas extranjeras.

La privacidad e identidad de los estudiantes siempre será protegida con el uso de seudónimos, a menos que ellos decidan lo contrario. Así mismo, los estudiantes serán libres de participar en este estudio o de retirarse de él en el momento que lo consideren pertinente sin que esto represente ningún perjuicio académico para ellos. Sin embargo, esto no los eximirá de cumplir con sus compromisos académicos escolares. Es decir que deberán realizar las actividades propuestas, pero la información recogida no será utilizada para este estudio.

Al final de este proceso, le entregaré a usted una copia impresa de los resultados de la investigación, los cuales podrían servir no solo como evidencia del trabajo realizado, sino como una posible contribución a los trabajos que se vienen realizando en términos de la reforma curricular de los cursos del ciclo básico del programa.

Para responder cualquier pregunta relacionada con este estudio, puede contactarme a mí o a la Dra. Doris Correa, a los siguientes correos y números de teléfono:  
camilo27.dominguez@gmail.com, teléfono 585-7128, o celular (300) 654-0138  
doris.correa@udea.edu.co, teléfono 219-5797, o celular (311) 601-8679

De antemano, le agradezco su apoyo con este proyecto. En caso de contar con su aprobación, le solicito muy comedidamente completar la información requerida al final de esta carta para así poder iniciar los preparativos del estudio.

Cordialmente,

**Camilo Andrés Domínguez Cruz**

Estudiante-Instructor

[nombre de la maestría]

Medellín, 2015

**Consentimiento Informado de la Coordinación del Programa**

Mi firma indica que he leído esta carta, que apruebo la realización del estudio investigativo en ella descrito, y que he recibido una copia de este documento.

Nombre: \_\_\_\_\_

Cargo: \_\_\_\_\_

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

## APPENDIX I

### CONSENT FORM FOR PARTICIPANTS

#### **Developing Critical Reading of the Linguistic Landscape: An Experience with Pre-service English Teachers in Colombia**

##### Research Participant Consent Form

I volunteer to participate in this study and understand that:

1. The purpose of this study is to explore how a pedagogical intervention helps pre-service English teachers read the linguistic landscape critically.
2. The pedagogical intervention will take place during the months of [months].
3. During these months, Prof. Camilo Domínguez will be implementing a series of activities (i.e. in-vivo encounters with the LL, multimodal text analysis, class dialogues) intended to help me read the linguistic landscape critically. He will also be collecting a series of data which include video-recordings of all class sessions, all the written work I produce during the unit, interviews with me and my peers about the activities, and four reflection tasks.
4. All the data collected from the video-recorded sessions, my class work, the interviews and the questionnaires I complete will be read, transcribed and analyzed only by Camilo Domínguez and his research advisor, Dr. Doris Correa.
5. The collected data will be used exclusively for academic purposes, such as the writing of Camilo Domínguez's thesis, and posterior possible publications and presentations in academic journals and events taking place nationally or internationally.
6. To protect my identity, pseudonyms will be used. My real name will not be revealed in any of these publications or presentations, nor will I be identified personally, in any way or at any time unless I authorize it.
7. This study will contribute to the achievement of three university goals: the development of critical thinking, the development of citizenship competences, and the integration of TIC in education. Besides, it may also contribute to the ongoing curricular reforms of basic language acquisition courses of the Foreign Language Teacher Educatio Program.
8. I am free to participate or deny participation in this study and I may withdraw from part or all of this study at any time during the course of this study without any consequence to me. Nonetheless, I will still have to complete all activities and assignments as part of the course commitments.
9. If I have any questions about this research study, I am free to contact Camilo Domínguez at 585-7128, or via email at andres.dominguez@udea.edu.co. I can also contact Dr. Doris Correa at 219-5797 or via email at doris.correa@udea.edu.co.

My signature indicates that I have read this consent form, and have had an opportunity to ask any questions about my participation in this study. It also indicates that I voluntarily consent to participate, and that I have received a copy of this form for my records.

Name of Participant (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_