FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

Fostering EFL pre-service Teachers' Critical Media Literacy and Critical Thinking in online Environment at a Public University in Montería - Cordoba.

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AFFIDAVIT

We, Andres Felipe Arango Arteaga and Wendy Johanna Salcedo Begambre, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

This paper presents an action research case study on the significance of critical media literacy and critical thinking in online environments. The main objective was to foster pre-service EFL teachers' critical thinking and media literacy skills using online tools at a public university in Colombia. The participants were four pre-service teachers from different municipalities of the department of Cordoba. To gather the data, artifacts, students' written and oral production, lesson plans produced by the participants, and an open-ended questionnaire were employed. To analyze the results, two frameworks designed by the research team were used to check participant's development of critical thinking and media literacy development. The critical thinking framework sought to check hints of critical thinking evidence on preservice teacher's development of tasks such as before and after an initial discussion, while the media literacy framework was used to check the media literacy development that participants showed in the media literacy tasks such as the individual and group advertisement analysis. The results demonstrated that the suggested pedagogical proposal could improve preservice-teacher's critical thinking and media literacy skills, and also that these two aforementioned skills can work together.

Keyword: Critical Thinking, Critical Media Literacy, Critical Pedagogy, Pre-Service Teachers.

Dedication page

I want to dedicate this achievement to all the people who supported me during this long journey full of knowledge and significant experiences. Special thanks to my family, my dearest mother Obeida Begambre, and my father on heaven who has always been my role model. Thanks to my colleagues who pushed me to move forward and keep on growing in my academic and professional life. Words cannot express how grateful I am to my tutor Luz Karime Calle Díaz, her dedication made this dream possible. And, of course, this is also dedicated to my close friends and niece for being so patient and understanding when I had to stay home working while they had fun doing activities, they wanted to do with me.

Wendy Johanna Salcedo Begambre.

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Introduction

The importance of understanding and developing critical literacy, critical pedagogy and critical thinking has been essential for developing educational goals on many countries around the world to improve learner's democratic participation and personal development (Behar-Horenstein and Niu, 2011, Beyer, 1995, Facione, 2006, Martin, 2005, Tsui, 1998). In the United States, everything began harking back to the 80s with the significance that critical thinking has in the educational plans (Marzano, 1988). In Asia, it has been the main focal point of changes in educational programs for more than ten years at numerous colleges and universities such as the National University of Singapore (University of Singapore, 2003). In nations of Latin America like Peru and Venezuela, it has been one of the predominant subjects of conversation among specialists since 2005 (Altuve, 2010). In Colombia, though, it was not until 2009 that the Ministry of Education thought of it as a nonexclusive skill that college students ought to secure (MEN, 2009).

Historically in the Latin-American context, it has been difficult to find in students the ability to contrast, to compare, to discuss, and to test knowledge if they do not have the critical literacy competencies in the L2 classroom. For the Ministry of Education, the importance of critical thinking lies on the development of comprehension of different points of view, analysis of argument to make sure they are valid and sound, identification of fallacies or failures of reasoning, and evaluation of reliability of the evidence presented in an argument (MEN, 2009, p.10).

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In the EFL context, Freire (1972) argues that language teaching and learning is an act of transforming political and cultural features of a society as means of emancipation. In the same vein, and as a repercussion of not complying with Freire's statement, Amador points out that "many times argumentative fallacies and strategies for manipulating others through emotions have superimposed on the possibility of thinking critically and dialogically where different ways of seeing reality coexist" (2012, p.70). Most of the time, the previous issue manifests itself because language teachers are far more concerned about making learners speak and communicate rather than helping them to improve their ability to think critically as they express their ideas in everyday-life situations, especially among university students who are projected to participate democratically and are not capable of critically evaluating their thoughts, ideas, and concepts to make reasonable judgments on a particular issue using an emancipatory discourse. And while helping students to communicate is expected to be a language teacher`s job goal, the importance of critical thinking, as discussed, cannot be simply overlooked. This, therefore, may ensure that education is preparing learners to face the challenges brought up by the previous authors.

In recent years, some scholars worked on ways of dealing with the already mentioned circumstances through media literacy. Sekarasih, Scharrer, Olso, Onut, & Lanthorn (2018) concluded that it is of great importance to instill critical attitudes among young media users, considering how frequent they are exposed to this kind of content and how it can shape their views of the world. They go on to add that media literacy education should have wider implementation on educational institutions. Lee (2018) discussed that due to the unlimited amount of information available on the internet, media literacy skills are a must if one is to scrutinize and filter the reliable and trustworthy information. The author calls for more research to be done on this subject and hopefully it

can benefit adult users. Jang & Kim (2018) found out that the implementation of third person perception reduces the negatives effects of fake news. They argued that media literacy studies lead to more positive results when dealing with overabundance of information and fake news, and platforms are less likely to regulate people's freedom of speech. As has been laid out, there is a positive correlation between media literacy and the development of critical thinking skills. This works as a rationale as to why the research team sought to use media literacy as a true and tried method for promoting critical thinking.

Unfortunately, There are still some universities whose curricula, at the level of undergraduate programs, do not include subjects that prepare pre-service teachers in the comprehension of critical thinking skills, critical literacy, and critical pedagogy competences. For instance, the context of the language teaching program in which the research group works , presents the issue that the subject that deals with developing critical writing and reading on pre-service teachers lacks depth and consistency as it is taught only during the second semester, when most students still have a low proficiency level, and it is rarely touched upon again in the following semesters. In consequence, pre-service teachers do not tend to be aware of the importance of using these kinds of methodologies such as including media literacy to foster critical thinking skills (Jeong, Cho, and Hwang 2012; Martens 2010). It is necessary then to pluralize our classes with strategies that can bring a constant transition of the emerged new technologies, modes of information, media and everyday life (e.g. New London Group, 1996; Lankshear & Knobel, 2003). Consequently, part of teaching a foreign language to pre-service teachers should be meaningful, should include deep goals and challenges that include the development of not only language proficiency skills but also critical and media literacy

ones. As stated by Gomez & Gutierrez (2019), critical scholars have a transformational impact on education by teaching citizens how to become change agents. They also add that doing so, more learners would be able to construct knowledge capable of questioning power messages proliferated by our society.

The lack of prepared teachers in the field may elicit a lack of development of critical media and critical thinking skills. These issues may lead to students struggling with critical thinking tasks such as trying to expose pros and cons toward issues in context; even if they can express their insights, most of them do not cross the threshold of Lower Order Thinking Skills (Bloom, 1956). For example, learners who have problems weighing up the pros and cons of a real issue need to clarify their thoughts and ideas first. In that way, they can ponder both sides of an issue, its causes, effects, and consequences. Right after that, they can go beyond what they can perceive just with their very senses and, in that way, they can come up with their own ideas and take a stand when using arguments to defend such a position. Moreover, learners find it difficult to make themselves understood since some of them lack the ability and the skill to defend a real reason or argument. By doing so, they are unable to research and to tell which of these arguments are solid, and which are not. When this is the case, learners tend to use bandwagon and to apply generalization fallacies as the main tools to debate (Arango & Salcedo, 2019).

The importance of critical literacy, media literacy and critical pedagogy lies in the fact that it is also a way of helping pre service teachers to think, to analyze causes, to contrast, and to compare them, as well as to discuss social problems to solve them by

going beyond what is shown and putting it to the test. Once literates, they can also expand the bubble to fellow language teachers who are not familiar with these terms and methodologies to make a difference inside and out the classrooms with their pupils and outer communities by shaping their ideologies, ways of reasoning and oppressive thoughts into a more reflexing dialogue. If such situations are achieved in praxis, many students facing problems related to oppression and violence might feel more confident to discussed them and proposed for opportunities of change. Just as Woodcock (2009) states "to ignore tough issues can potentially silence students who are unfortunately exposed to them" (p,112). Thus, the following questions arose for the development of this study: how can critical thinking and critical media literacy be developed, in online environments, in an EFL program for pre-service teachers? And how can a classroom pedagogy based on critical media literacy development be transferred to pre-service teachers' own teaching practices?

Based on the previous questions, the objectives for the development of the current research are the following:

General Objective

Fostering pre- service EFL teachers' critical thinking and media literacy skills using online tools at a public university in Colombia.

Specific Objectives

- Designing a pedagogical strategy that can promote critical thinking and critical media literacy skills with pre- service EFL teachers.

- Incorporating activities that pre-service teachers can use to implement in

  their own future teaching practices.

This paper is organized as follows: first, the theoretical framework is described, in the second chapter where it is observed the theory that supports the current study; secondly, the methodology with the research paradigm, research design, setting and a description of the participants is found in the third paragraph; in the fourth chapter, the findings with the most significant contributions are portrayed. Finally, in the fifth chapter, the discussion and conclusions of the study are exposed.

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Theoretical Framework

This research aims to foster EFL pre-service teachers' critical thinking and critical media literacy in online environments at a public university in Colombia. With that purpose in mind, the first section of this chapter examines relevant theories related to the following issues: a) critical thinking b) critical pedagogy, c) critical literacy, and d) media literacy. In the second section, we present the state of the art which presents a review of empirical studies that have been conducted around the topic of this study.

Critical Thinking

Elder and Paul (1994) define critical thinking as "the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing their own thinking" (p.29). In other words, it is giving conscientization to the social acts and thoughts that surround one person, bringing the possibility of transforming their realities and choosing paths that allow this single individual to scrutinize, to criticize, to opine about the problems that lie in their context, but that also propose solutions that can propose solid changes. This is the definition that best suits with the goals of the current study.

Another important definition to consider is the one by Maiorana (1992). The author explains that critical thinking has the objective of attaining understanding, considering different points of view, and finding solutions to problems. Thus, we can convey the idea that thinking critically unleashes the necessity of doing critical actions that later will derive in critical events in society (Freire, 1972).

As discussed by Ennis (1987) there are four principles that made critical thinking a transferable skill to curricula. First, the conflict of interest which is to generate discussion starting from learners' interests. Second, it is mandatory to analyze one's arguments and opinions and not misjudge them. Third, denying the antecedent or inversed error is a formal fallacy, and fourth the ability of creating hypothesis to explain the facts. Then, learners may be conceived as both, thinkers and feeling actors. In other words, our learners are mainly human beings who come over the class with some predisposition and assumptions inherited from their personal experiences. Such situations can be taken as the vehicle to shape their development of critical thinking attitudes acquired from their L1 context and then transferred to the L2 (Ennis,1987).

For years, experts and educators have been discussing the advantages of developing critical thinking. Kayser, Kittler, Erler, Hedman, Lee, Mohyuddin, and Sajantila, et al. (2004) assert that students with developed thinking skills should be able to be imaginative, capable of making decisions, solving problems, and understanding language and its contents. Another advantage as Starkey (2010) states is that "critical thinkers approach a complicated situation with awareness of their thoughts, beliefs, opinions, and how to direct them rationally. In addition, critical thinkers are willing to explore, question. and search for solutions to problems" (p. 1). The author goes on to add that people who can develop critical thinking skills have abilities to achieve more accomplishments in their social contexts.

In the context of language learning, Shirkhani and Fahim (2011) explain that there are a good number of reasons why critical thinking is essential in second language learning. When students think critically, they evaluate their learning performance, increase their learning trajectory, and make the second language more significant. In the case of Pre-

service teacher, practices embedding critical thinking into their classes is an opportunity to
explore and reflect on how it alters or modifies their teaching, and how it can lead them to
think about the importance of language learning and critical thinking in their practices
(Batra,2009). Likewise, as discussed by Elder & Paul (2006) it is important to understand
the relationship that critical thinking has on creative thinking, and how it allows teachers
to make learners become creative thinkers who can propose and seek solutions to problems
that require a critical look. Finally, critical thinking is highly related to what the learners
achieve. Considering the above mentioned, it can be said that by helping pre-service
teachers to achieve critical thinking and critical media literacy skills, there is much for them
to earn, and it provides great benefits because not only does it teach pre-service teachers to
be self - contained and problem solvers, but it also equips them with an important
transferable skill that can help them to design activities that can make learners comprehend,
analyze, identify, and evaluate thoughts and opinions on a conversation (MEN, 2009, p.10).

Critical Pedagogy

The goal of education is to be transformational (Freire 1972; Luke 2012) to be
capable of adapting to every context and to produce new ways of teaching for the
upcoming problems that society must face. School today is not what it used to be, student
or learner-centered education has its origins in the education progressive movement in the
20th century (Dewey, 1938). According to Mascolo (2009) changes started with the
constructivist idea that individuals were to construct their understanding depending on
their actions in the world. Part of these changes would begin with the implementation of
learner-centered education which as discussed by Hancock, Bray & Nason (2003) is a
learner-centered pedagogy model in which teachers understand their role as knowledge

facilitators and guides. As discussed by Mascolo (2009) student centered approaches delimited important challenges for traditional teacher centered pedagogies, and it suggested a need of reflection and changes upon teaching practices.

The idea of a critical pedagogy comes from the will of educators to have students who can develop, through the curriculum, enough consciousness to see the world in context from different perspectives that can help them not only to change the curriculum nature but the society as such (Pennycook, 1999). Hence, critical pedagogy was developed to change the powerful and unchangeable reality in which students were a "brick", making part of a big wall whose only purpose was to build a society without free thought (Pink Floyd, 1979). It can also be an alternative way of developing pedagogical practices.

The intention of Critical pedagogy (CP) is to transform society through liberational education that is focused on turning learners into an envoy of change that has interest and identities (Freire, 1972). According to Kincheloe (2008), the objective of CP is to awake learners who recognize the positions of power in the political and educational fields, who seek righteous justice and equality, and who know the importance of thinking in a less suffered way of living for the social context that they belong to, and who are able to change the realities in which they are.

There are social and political relationships between teaching of English as a second/foreign language and the ideological, political, and economic hegemony of English as a predominant language around the world. Philipson (1992) referred to it as linguistic imperialism. With the similar idea, Norton and Toohey (2004), believed that critical pedagogy considers language as a social practice that paves the way for learners

to understand themselves, their social surroundings, and their histories when they learn

English.

Critical pedagogy is crucial to ELT. As maintained by Philipson (1992), English

has two important ideological purposes: Teaching it as a EFL or as a language that rules

the world based on a political and economic hegemony "linguistic imperialism".

Consequently, critical pedagogy becomes an essential part of an organism that liberates

masses of the idea that people learn English because it is easy and allows individuals to

think that there is an economic imperial and non-liberal background that forces Latin

American countries to learn it.   Then, pre-service teachers who are aware of a critical

pedagogy understand the fact that English is part of learners' daily social practices not

only because it is a requirement for getting a job in the globalized world, but also because

that language is part of an imperialist hegemony. The idea of transforming the current

curricula when teaching a second language becomes more suitable when outcomes and

goals can be critically and pedagogically constructed to not only focus on the language

skills of learners, but in their way of perceiving the reality that surrounds them. Thus, as

critical literates, teachers and educators should implement more materials that get along

with students' background (Janks, 2014)

Teaching methods are enhanced with CP Instructions, textbooks, materials, which

only purpose is to be used to fulfill language necessities that can be transformed into a

critical pedagogy teaching approach that attempts to help students to understand positions

of power in discourse, or the power of words in a speech. To Luke and Gore (1992), CP

goes beyond the idea of just a single strategy; they express that local contexts and needs

are the goal of CP, leaving this concept with the task of liberating and empowering actors

to solve social issues.

Critical pedagogy then becomes a conscientization process leading people to organize and take actions to change their social realities. To achieve this, CP has to become a tool that can enlighten a person to become a "prism", able to receive different light beams or perspectives that can convey a strong critical understanding that will later help individuals to take critical action in a decisive moment in a society. Hence, CP Helps EFL teachers to resist power relations and unequal political conditions that permeate them from generating freedom among their learners and empowers universities curricula to guide preservice teachers to engage a critical pedagogy that can bring critical individuals. In our context CP can be perceived as a guide and tool that will help us to give support and change the realities that we as educators experience in our Colombian context which would benefit from critical thinking from students, taught through critical pedagogy.

Critical Pedagogy has served as the framework for more recent developments, such as the notion of critical literacy, which we discuss in the next section.

Critical Literacy

Nowadays, pre-service teachers need to develop new competencies that allow them to thrive in challenging situations. In the L2 classroom, these competences have to be prompted not only to think critically but to re-think and question; in that way preservice teachers can get their pupils involved in processes that have to do with social and cultural realities that somehow affect their role as citizens. Nonetheless, one of the challenges of our Colombian educational model is to lead learners towards a path in which they can see how to break the social and intellectual boundaries when facing ways of oppression, not only inside but outside the classroom. However, the panorama is

totally different to the expected as today's schools are mostly seen as scenarios were education takes places but subordinating the rest of teaching practices (Pineau, 2001) where culture and learners' lives are taken as irrelevant (Freire, 1972)

In his book, *The pedagogy of the oppressed,* Freire (1972) suggested that the concept of CL encourages learners not only to think but also to "read the world" by raising social awareness with new forms of critiquing multiple forms of injustice. Thus, from the view of Freire, Critical Literacy focuses on issues of power and eventually it also promotes reflection, transformation, and action.

Indeed, critical literacy enables learners with higher CT skills which do not limit the capacities and abilities of the learners but empower them with tools to fight oppression. According DeVoogd and McLaughlin (2004) CL involves questioning harder and making more complex questions, seeing underneath, behind, and beyond, to see how texts use power over the ones reading them and, on whose behalf, and interests. Thus, CL can be contemplated as a liberating tool to cue learners to question about everyday situations around the world by means of the integration of language and power. They, eventually, can also understand cultural features in relation to their and others' identity and consider social actions to advocate social justice.

Another remarkable feature of CL, exposed by Luke (2012), is that it not only refers to linguistic features per se, but how those linguistic features are embedded with a critical posture of the reader to convey transformation and liberation. Thus, CL can transform the "rules, norms systems and practices" that govern the fields of everyday life (p. 5). Luke's view of CL declares that this skills is intertwined with the politic assumptions of the individuals and how these assumptions operate in the de-marginalization of communities

through the use of ideological and sociolinguistic content in the curricula. Put in other

words, critical literacy seeks for the critique and transformation of dominant ideologies,

political and economic systems, institutions and cultures by an analysis of power relations

in texts (canonic and non-canonic) and the identification of how those texts and

discourses work and in whose interest.

In general terms, throughout history, *Literacy* itself has gone through a process

of adaptation to a new wave of (re)definitions of the word. In some languages the term

varies depending on the intention, as in the case of Latin – America, where it is conceived

as the terminology of *literacidad/ alfabetismo/ alfabetización* and *lectoescritura* (Mora,

2010), in some other languages there are some other options like in French

letrissme/littéracie, and *letramento* in portuguese (Cassany, 2005). In English, the term

Literacy is universally used as the skill that one person has for writing or reading text in

different kinds of genres. (Barton & Hamilton, 1998; The New London Group, 1996;

Mora, 2010)

Moreover, Mora Vélez (2010) defines literacy as "the process of interpreting and

creating texts using multiple forms and means, including technologies, multiple

languages and diverse esthetic forms of expression apart from the oral and written

language" (p. 1) Thus, the term *literacy* implies more than simply translating texts

(Mora, 2012), it also involves an analysis and scrutiny not only of canonic texts but also

of images and other ways of expressing viewpoints.

On the other hand, Cassany (2005) states that the concept of literacy encompasses all

the knowledge and attitudes necessary for the effective use of writing in a community.

Specifically, it covers the handling of the code and the written genres, the knowledge of

the function of discourse and of the roles assumed by the reader and the author, the social values associated with the corresponding discursive practices, the ways of thinking that have been developed with them.

According to Cassany's definition of *Literacy,* it is necessary to be conscious about the role we play, not only as readers or writers but also as members of the community since many paramount elements of the language are taken into consideration. It suggests that being *literate* requires having a wide view of the society where we live in and how the commutative codes are used in function of the social and discursive practices developed to turn into citizens and readers of the world.

Up to this point, we have seen that Literacy, in general terms, contributes to the development of the writing and reading competencies of a person and how the role that person assumes in those processes builds his/her understanding of the world by the appropriate use of the features that it implies. Nonetheless, there are some other new forms of literacy that have evolved and are considered relevant for the development of this research. One of those is *Multiliteracies* which has to do with the fact that, nowadays, we read multiple and varied texts in a limited space of time. In other words, we change the dynamics of our reading when jumping from an email to a piece of news on a webpage and so on. With this switching of channels, we also navigate among different purposes for reading, genres, text topics, among others; just as Cassany (2005) puts it "It is about an authentic zapping of the reading" (p. 3).

Furthermore, The New London Group (1996) has devoted years of research to demonstrate that their *pedagogy of multiliteracies* portrays a different approach to language learning. According to them, *multiliteracies* "overcome the limitations of

traditional approaches by emphasizing how negotiating the multiple linguistic and

cultural differences in our society is central to the pragmatics of the working, civic and

private lives of students" (p. 1). Thus, having our pre-service teachers exposed to new

ways of language learning may elicit higher awareness about their realities when

switching from one social context to another. This approach might be convenient for

preservice teachers as in our local context they are most of the time pressed by different

sources (ministry of education, private schools, heads of the program, etc) to include

ICTs and digital technology in their classrooms (Mora, 2014).

Media Literacy

Media proficiency instruction started to show up in the United States English

training educational plan systems by the mid-1990s. Nearly all the 50 states have

language that bolsters media education in state educational plan structures (Hobbs, 2005).

However, much has changed since the 90s and today's world is controlled and managed

by news. The constant flow of information that is shown on tv, internet, and social media,

can be dangerously pervasive if consumers have not media literacy competencies (Lee,

2018). All this information is presented to its consumers by people which we do not

know, with purposes that we cannot always understand, and with persuasive techniques

that at the end creates massive audiences which may believe everything that is shown

without resisting (Tan, 2018). Everybody is at risk when those who interact with the

media are unaware of the fact that to read and to be able to discern news certain

developments are required not to believe everything, or at least to criticize what is seen

and the way it is presented. The idea of media literacy is born from analyzing the power

that media has upon its audiences.

Media literacy then was defined as an ability that allowed individuals to access,

analyze, and evaluate media (Aufderheide, 1993). The importance of using media literacy

guidance in this study lies on developing awareness on pre-service teachers about how

important it is to generate abilities that lead learners to question: who is communicating

that information? what is the reason behind this message? which are the persuasive and

convincing strategies used to hook the audience? and which can be the expected

interpretations of this news? (Hobbs, 2007). Other necessary questions to ask may be:

who is benefiting from this news? Who is being left out? How are the different actors

being portrayed? Who is empowered and who is disempowered? among others.

Teachers who are aware of preparing their students on media literacy are on the

right track when governments, institutions and people's objective is to massively control

what we see and what we can judge. Besides being a hard task to ask students to analyze

media when teachers do not prepare them for it and they are not aware about its

significance, teaching media literacy is not easy to achieve when we must work with a

curriculum based on outcomes, objectives and goals that are not designed to achieve any

critical purpose. Hence, the use of media should be carefully used depending on the ages,

and life conditions of the participants (Kunkel and Dale 2010).

Bloom's Taxonomy Categories

Blooms taxonomy can be defined as the levels of cognition that human beings

have whenever they are thinking, learning, or understanding any kind of thought.

(Reform, 2013)   The organization have three domains: Cognitive, Affective, and

Psychomotor. For the development of our study, we focused on the Cognitive model,

which includes six different classification levels: A) Knowledge; B) Comprehension; C)

Application; D) Analysis; E) Synthesis; F) Evaluation.

The first level is "Knowledge", in this state the abilities required are all related

with memorization and the management of basic concepts and facts recall. Thus,

recognizing, listing, describing, retrieving, naming, and finding were the abilities of first

level. The next level was "Comprehension", in this plane the students could have the

ability of managing, interpretation, summarizing, paraphrasing concepts that were learnt

from the previous level. "Application" is the next floor; it refers to the usage and

implementation of the concepts into the creation of new ideas. The following zone was

"Analysis" it has to do with learning outcomes and how students were able to see the

validity of information by comparing, organizing, finding, and relating the knowledge

acquired. The subsequent layer "Synthesis" is related with the usage of learning outcomes

as an important part to defined new behaviors, patterns, and structures to evaluate, check,

criticize and justify and stand or decision. In the deepest level "Evaluation" all Bloom's

taxonomy levels are mixed in order to generate new criteria and to create concepts

derived from all the knowledge and management of the ideas, learning outcomes, and

production of the students. Hence, all Bloom's Taxonomy categories went from the basic

categories of understanding to the most complex ones.

State of the art

In this section, we present an overview of the recent studies that support our

research in areas such as critical literacy and the development of strategies that can

enhance learners' and preservice teachers' experiences in the classroom. Also, we include

the main trends in critical literacy and critical media literacy that are related with our

research and which are part of national and international contexts.

The first study is the work of Gutiérrez (2015) who conducted research exploring

the beliefs, attitudes, and reflections of three pre- service teachers while they used critical

literacy theories to prepare and implement in their lessons. In this research, the

participants were taken to three stages, the first stage was the exploration of critical

literacy through the exposure to texts and the analysis of some principles that could help

them to create a more critical approach in their classes. The second phase was about

developing critical literacy lessons based on the context and curricula of their schools.

The end of this was to analyze how their previous experience in critical texts could help

them with the progress in their lessons. The final stage was the implementation of these

lessons to analyze their reflections, assumptions and beliefs. Four data collection

techniques were used through these three phases: audio recordings of class discussions,

reflections about the discussions, interviews, and unstructured class observations.

Gutiérrez (2015) found that exposing future EFL teachers to Critical Literacy approaches

to language teaching can have various effects on their perspectives towards education and

their teaching practice. Thus, those effects might be influenced by factors such as their

teaching experience, their backgrounds, and their prior beliefs.

On the other hand, Stefanova, Bobkina, and Pérez, et al. (2017) conducted a

study that followed a case study method which included both qualitative and quantitative

techniques. This research took place at a bilingual state school placed in La Mancha,

Spain. With this study, the authors intended to explore both English teachers and English

learners critical thinking skills when exposed to literature in the EFL classroom. To deal

with literary texts, the authors suggested a text that was based on the strategies endorsed

by both the reader- centered critical reading approach and the critical pedagogy approach.

To carry out this research, the researchers involved he participants into four stages; in the

first stage the participants were prompted to recall relevant knowledge by being exposed

to images, texts and audios dealing with immigration. In the second stage, the authors

wanted to conceptualize some theory by prompting the participants to understand a

general message by answering general comprehension questions. In the third stage, the

participants were taken to a higher level; the authors wanted the participants to analyze

critically by connecting language to its social context through the solution of more

complex and elaborated questions. In the last stage the researchers wanted the

participants to apply their own texts. The findings reveal that the general pattern in

students' perceptions of their improvement connected adequately well with the

instructor's assessment of their accomplishments in two aspects: critical awareness and

language use. The low performance in language use comes from the way in which ideas

are expressed and bolster contentions on themes like social inequality, depression, or

bullying, students were challenged to include in argumentation and learn or master

devices used in argumentative discourse.

Sarmiento (2010) describes the effects of a strategy at helping students develop

critical thinking and communicative skills by means of a program for guided reading of

images using the questioning technique. The study followed a qualitative descriptive

nature having third graders of a public school in Bogotá,— Colombia as participants.

Sarmiento took into consideration some revised literature such as: Bloom's taxonomy,

Visual Literacy and Critical thinking. To reach that aim, the researcher held the role of a

participant observer and adjusted two of the units of study addressing them to the

implementation of images for the raise of critical thinking skills in the pupils. Those units

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contained workshops in which participants were intended to look at images to understand what they expressed while guided by questions made by the teacher and framed under revised Bloom's taxonomy. The study was carried out in three phases, taking into consideration that critical thinking is a skill that takes time to develop.

In the initial phase, the participants organized information and constructed meaning by means of observation; when participants organized ideas and information they could recognize and build meaning behind words, images and signs, and such abilities positioned them in the initial phase of critical thinking. In the second phase, participants had to interpret and make some inferences based on the previous activity which was a drawing. As the teacher guided the units, reading of images activated the participants' critical thinking skills. The participants had to infer as they made conclusions, predictions, and judgments. In the last phase, the students were meant to evaluate their knowledge and they did using a picture book that tells how people in Colombia (South America) and in Lebanon (Western Asia) celebrate when a child's tooth falls out. The book includes images and a short text in English that was read by students using a related visual glossary designed for facilitating reading comprehension. The researcher found out that the learners could build meaning from images on a complex level and acquire knowledge from different topics. When critical thinking and visual literacy are used simultaneously, they might encourage learners to incurs in new ways of learning a language.

Palacios Mena and Chapeton (2014) inspected which factors influence learners' participation when social content songs are played in the EFL classroom. The research was a qualitative action research whose purpose was to use English songs on a pedagogical sight that could allow learners from a high school situated in Bogota to have

opportunities to explore different kinds of literacy that could go beyond linguistic aspects. To achieve this purpose, the research used four different instruments: Two questionnaires, one at the starting point to gather information regarding their interest and preferences in relation with music and also to create learners' profiles, another final questionnaire that explored participants` experiences after the intervention. Second, field notes during every session, the purpose was to fold important information about students' interactions, participation opinions, and perceptions, and feelings about the process that was being carried out. At the end of every cycle, students were interviewed with semi structured interviews. Finally, students' artifacts were used to analyze the results and the impact of the process. The study determined that this kind of literacy can go beyond teaching only grammatical aspects, the use of critical literacy songs can create students that can be more sensitive and reflective about the social realities that they live.

Huang (2011) presented the idea that critical literacy is always focused on the development of language skills and is rare when it comes to the development of critical literacy skills. To carry out this study, a teacher research approach was used to investigate students' perspectives regarding critical literacy in a reading and writing course for non-English majors at a university in Taiwan. The data collection procedures included students' written work and a researcher' journal. The students' written work was developed in three stages that were organized at the beginning and end of the semester ("Introduction and Reflection" and "Reflections on Reading and Writing, Final Reflection"). The introduction and reflection stage were learners' stage of self-reflection on themselves as readers and writers. The second stage "Reflections on reading and writing" was to take students' beliefs' towards characteristics of good readers and writers; and the "Final Reflection" asked students to be reflective on their development of critical

literacy and EFL reading and writing skills. This different data sources allowed the

researcher to analyse the data on a holistic manner and to organized data on three

categories "(1) what critical literacy means to the students, (2) how critical literacy helps

their reading and writing, and (3) how their EFL literacy improved as a result of the

course". Finally, this study expressed the idea that some learners are more excited to

learn the language rather than being critical of it and that perhaps it was not the fault of

their "cultural background". The research related this lack of critical literacy development

with the teacher's intention of creating courses that were only created under the light of

developing any language skill and not a critical skill development.

Ko and Wang (2013) conducted a study where they wanted to explore four English

as a second language learners' critical literacy by means of their reflexive essays on a

genre related article and each participant's perception on critical literacy. For doing so,

this qualitative study followed a case study inquiry and was set at a university in Taiwan;

the participants were part of a literacy - oriented class. Nonetheless, the participants did

not hold the same level of proficiency in English. To carry out the research, the

participants were interviewed, observed and exposed to an article titled "Grey Matter and

Sexes". Due to its discursive nature, the researcher identified four categories for analysis:

an essentialist discourse, a constructivist discourse, a sexist discourse, and an open-

mindedness discourse. Based on that, the participants made high level critical judgements

towards them. After analyzing data from the interviews, observation and participant's

essays, the researcher realized that lower-level students did not perceive critical literacy

as less important than those of higher levels. They recognized the importance of critical

literacy; however, limited by their reading proficiency, they turned their attention to the

issue itself instead.

Based on the findings, the researchers concluded that all the English as a Foreign Language learners who participated in the study hold the ability to critically read and interpret the article, no matter the level of proficiency each one of them had. Thus, it is not necessary to wait until they reach the highest level of proficiency to expose them to literacy instructions.

Kuo (2013) wanted to analyze 33 non-English-major college freshmen, a critical literacy activity considering who they are by using four self-discovery texts, follow-up assignments and also, classroom discussions. To get to the point, It was implemented as a Grounded Theory to address this qualitative study in a university in Taiwan; the 33 freshman participants were part of a general English class, 12 men and 21 women from the College of Management; most of the students were in the high - mid English proficiency. To conduct the research, the participants were exposed to four activities, self-discovery texts, observation, open-ended questionnaires and personal reflections about their learning process. Taking into account the data collected emerged three themes: first, how students deal with issues, materials, and assignments to develop their own identity in front of different situations. Second, students felt interested in other topics and pertinent materials because they all related to their personal lives, and third, students also expressed favorable attitudes toward such topics as body image and self-image, because they considered that this topic deserved considerable attention. During this process, the students enjoyed what they were doing, answering questions about themselves and interchanging their points of view, which shows that this critical English language teaching helped students to become critically literate in their learning.

Based on the findings, this study indicated that the self-discovery texts were effective in enhancing students' self-awareness and in facilitating critical dialogue among

classroom participants, and also made them conscious of their learning from a critical perspective.

Núñez (2016) study was implemented in a public school in Tunja, Colombia with tenth graders, not chosen at random but for their critical television literacy skills, because they are in the age where they are supposed to be able to make judgments and to use analysis, mostly in this case where they are exposed to something that really like them, the television. As this study sought to show in detail a description about the critical TV literacy skills developed by the students while watching some episodes of The Simpsons and The Fairly Odd Parents, a descriptive Case Study approach was applied. To carry out the research, were used with the participants' artifacts, interviews and discussions. Bearing in mind the results of the data, came up two main categories with their corresponding subcategories: *towards embryonic critical literacy skills* (making familiar associations, making personal associations and comparing their realities with those of the sitcoms) and *identifying another way to learn* (problem solvers and learning promoters), what emerged from the repetitive comments made by the students involved and summarize their points of view. This study showed that this was the first time that the participants were exposed to analyze critically what they watched on TV, so with this situation they could realize that watching TV is not only for pleasure, but also to analyze critically and get the real message that flows from this media source.

Yang, Gamble, Hung, & Lin, et al. (2014) implemented in eighty-three students of two sections of a general studies course at a large Taiwanese university. The purpose of this study was to investigate the effectiveness of CT-infused adaptive English literacy instruction using a Moodle system. To achieve this purpose, the researchers prepared a one-group pretest–posttest designed to evaluate the effect of the treatment on students'

acquisition of critical thinking skills and English literacy. Secondly, adaptive learning

materials were designed for each group. These adaptive materials and activities followed

constructivist principles for each level of the adaptive instruction. Immediate guidance

for encouraging CTS was given in class and rehearsed. The results of the study exhibit

that critical thinking adaptive instruction enhances students to higher levels of critical

thinking skills in online discussions.

Forest and Kimmel (2016) study took place in an online master's level children's

literature course entitled "Children's Literature across the Curriculum". The grounds of

this study were to analyze whether children's literature in online discussions promotes

critically literate thinking and to inform the practices of the library educators. The

instruments used to reach these goals were divided in five phases; "Chat" which was an

entire conversation that students had about the literacies that were discussed during the

lessons. "Chats" in the first phase were analyzed to identify discussions in the transcripts

by using Lewison, Leland and Harste, et al (2014) four dimensions of critical literacy.

The second phase was to label the utterances or students' comments to organize and

detect if there were emerging categories aside from Lewison et al. 's dimensions. The

purpose of Phase three was to analyze the different interpretations that were found during

the comparison of the codes and their categories. Phase 4 "developing themes" purpose

was to create a framework that took open codes to create themes and categories that were

classified in dimensions related to the four dimensions of critical literacy. The final step

was to work independently to categorize all of the open codes from Phase 3 into the new

framework. The study concluded that online discussions of children's literature can be

vehicles for promoting and developing critical literacy stances.

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Ryan and Scott (2008) conducted a research to integrate technology into teacher education. Their intention with this study was to explore novice teachers' critical literacy skills through the use of friendly technology when reading and analyzing case studies over chats and some other kind of digital platforms to elicit professional discourse. The study involved 200 participants as it was carried out in 6 years. The report argues that the case study discussions were most effective in promoting professional discussion because they allowed a more effective expert role for the instructors. To carry out this study, the researchers applied records of online discussion of the participants, instructors' critical reflection on their practices and responses by pre-service teachers on the university's unit evaluation instruments. Findings in this study demonstrated that increasing the role of the instructor increases the possibilities for student learning.

Simpson (2010) carried out a study called *"Dialogic teaching in an online environment: Book raps"* at an Australian school with kids ranging 8 - 10 years old. The intention of the researcher with this study was to examine a blended learning context known as book raps where children read and respond to literary texts. The study was conducted in both scenarios, face to face encounters in the classroom and asynchronous meetings using emails and blogs. To reach the aim, the researcher used the principles of dialogic teaching as an analytic framework to elicit online interaction among the participants. Raps are designed to encourage students to develop a range of reading practices by examining literary texts through a variety of response activities. As cited in the paper, once students are positioned to respond to each other as fellow critics, they will have access to academically valued social practices that will help them to become critical readers (Bourne, 2003). The researcher found out that although the rap supported active listening, looking, reflecting and evaluating it was evident that there was limited

alignment with the principles of dialogic teaching to build coherent lines of reasoning and

enquiry.

In "Effectiveness of a School-Based Media Literacy Curriculum in Encouraging

Critical Attitudes about Advertising Content and Forms among Boys and Girl" by

Sekarasih, Scharrer, Olson, Onut, G and Lanthorn, et al (2018) carried in a four-week in-

school program in two elementary schools in the New England region of the United

states. The participants were 177 students in three different sixth grade classrooms. The

study explored the effectiveness of media literacy education (MLE) in fostering critical

attitudes toward advertising in both traditional and newer, more embedded forms, as well

as toward gender stereotypes and violence in advertising. To achieve this the study

employed a pre- and posttest design, and the application of a MLE curriculum to the

whole community. The results recommend a dislike of commercials and a critique of the

shortage of realism in ads upon completion of the mle program among participants as a

whole. Also, more potent adverse attitudes toward stereotypical portrayals of boys and

girls in marketing as well as toward violence in advertising have been determined

handiest amongst ladies.

The studies mentioned before are a reference guide to conduct our research. These

studies were selected because of the similar categories that create a trend with our own

research. Around the world, we can see that the development of critical pedagogies and

the improvement on students' skills regarding critical thinking and media literacy are

tools that emancipate and empower the role of education by creating active members of

society that can generate critical decisions and changes. The trends showed most of these

studies were conducted with grownups and young learners, but there is no evidence found

that demonstrate that something has been done to instruct pre-service teachers in the use

of critical pedagogies. Hence, the relevance of the current study lies on the fact that the participants are involved in the education field and this follows a continuum trend of future educators that will educate their students over the light of a critical pedagogy, contributing to the research community with their own knowledge and examples for the rest of their fellows.

Methodology

This research explores how critical literacy can be developed in online environments in an EFL program for pre-service teachers at a public university in Colombia. With this aim in mind, the first part of the section is the research methodology which includes the research paradigm and the research design with a description of their relevance for the development of the current study. The second part includes a description of the setting and the participants who will make part of the research.

Research Paradigm

The study follows a *critical paradigm* as the intention of the research is not only to identify a phenomenon but also to propose possibilities of transformation and change in the real context of the participants involved. Khun (1986) defines *paradigm* as a sort of scientific achievements that are universally recognized and that for a time, they model problems and solutions to a community of practitioners. That is to say that a paradigm is like a philosophy that a scientific community follows as it defines what should be studied to give a solution to a problem. This somehow gives identity to the research community

as the members share the same ideologies and theories among them and this can be considered a differentiating factor between them and the rest of the research communities.

In terms of *critical paradigm*, it has been said that it emerged as the opposite view of the positivist paradigm which holds a very objective and conservative position. According to González (2003), the intention of the critical paradigm is "to unmask the ideology and experience of the present, and consequently, it tends to achieve emancipatory awareness, for which they claim knowledge is a way of liberation for humankind" (p. 133). This perfectly matches Freire's ideas of strengthening the foundations of emancipatory education by means of interaction, reflection, and action of the members of a society.

On the other hand, Gineno (2015) said that Critical theory is a social science that is not neither purely empirical nor interpretive; the contributions originate from community studies and participants research as an objective to promote social transformations, giving answers to specific problems present in the communities, but with the participation of its members. In other words, this kind of paradigm demands critical awareness as it is not merely empirical and not only interpretative but concerned with the participation of the communities involved in the issue, promoting awareness toward their role in society and evoking social transformation giving solution to their specific social problems. Guineno's definition is clear proof that emancipation is an individual desire that may turn into collective synergy seeking the rational autonomy and liberation of the members through self-reflection and identification of their roles in the community.

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Thus, this critical paradigm must deal with some elements that directly involve

both the researcher and the participants. During this process, both critical theory and

action take a visible part in the development of the research. Ayuste (2013) has distilled

some of the most remarkable tenets of this paradigm that should be considered, as

follows:

> (a) to know and understand reality as praxis; (b) to unite theory and practice,
>
> integrating knowledge, action and values; (c) to guide the knowledge towards the
>
> emancipation and liberation of the human being; and (d) to propose the
>
> integration of all participants, including the researcher, in self-reflection and
>
> decision-making processes agreed, which are assumed jointly. (p. 14)

Thus, the most significant characteristics of the critical paradigm applied to the

field of education involve seeing school not just in a position of teaching, socialization, or

guidance, yet as a social territory that advocates student affirmation and self-

transformation.

In short, the critical paradigm is closely related to the realities that the human

being has to face on a daily basis that sometimes may be shadowed by external ideologies

and ways of thinking. The critical paradigm conceives mankind as the protagonist of their

own reality by means of an equal and pluralist society. Thereby, this paradigm does not

seek for interpretation or description but for emancipation and transformation; that is why

this paradigm is naturally linked with action research, participative investigation, and

collaborative research. Consequently, this kind of paradigm will be beneficial for the

development of this study as its philosophy not only seeks for the emancipation of the

participants and the research community but also for alternatives that promote change and

transformation of the situations that may be faced in the context. This ideology perfectly

matches with the objectives of the study and may lead to the solution of our research

question.

Taking into consideration what was mentioned before, this paper followed an

Action - Research method which will be discussed in the next section.

Research Design

An Action Research Case study

Action research provides teachers and educators with means to improve their

practices by taking action when participating in research. As Creswell (2002) puts it

"Action research provides an opportunity for educators to reflect on their own practices"

(p. 577). The same author has also said that "researchers seek to empower, transform, and

emancipate individuals from situations that constrain their self-development and self-

determination" (p. 577). So, action research will allow the research team to solve the

research question and to reach the general and specific objectives. This will also entail a

process, where researchers will reflect about the problems under discussion by means of

data analysis, and the changes that implied this in the pre- service teachers, based on the

findings that may emerge from this research.

The focus of Action research is to be applied using blended research techniques

from quantitative or qualitative approaches. In any case, it varies from other kinds of

methods in that action research tries to get answers and solutions for an issue. In this

manner, action research structures are efficient systems done by educators (or others in an

instructive setting) to assemble data and change the manners in which their specific

instructive setting works (Mills, 2011).

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Another definition is that Action research involves researchers and practitioners to

improve a problematic reality through the application of theory which eventually will

become a practice cycle of interventions, diagnosis, and reflective learning (Avison, E

Lau, Myers and Nielsen, 1999). Thus, this study follows an action research design since

this type of research has the characteristics which encompass a list of methods. It leads

the research team to understand certain elements, which have to do with human behavior,

as it was stated by Ahmed, Fatima,Haider, Joubish, and Khurram, et al (2011), and allow

us to take influence on people's attitudes, behaviors, value systems, concerns,

motivations, aspirations, culture or lifestyles in a social practice which has a necessity of

change. In other words, action research becomes a transitional point that empowers

researchers and practitioners to go beyond a simple understanding of a social problem,

and it also creates and applies this knowledge to generate alternative ways of thinking

and acting. By the light of action research, we can develop approaches for language

teaching that construct improvement of the teaching practice and increase awareness of

future teachers about the necessity of having more critical language curricula. This kind

of research fits with our purpose as researchers because we do not only want to step in the

fields of practice, we want to have the chance of making practitioners able to have

actionable tools to change their way of acting through their way of thinking.

Another significant tradition followed by our research is case study, which is to

see the real world as an opportunity to analyze and link the different phenomena with

evidence (Yin, 2008). As qualitative research, this type of investigation has the

characteristics of bringing a humanized sense of analysis that allow us as researchers to

go deep into our participants ways of thinking or acting. It can be said that the aim of

qualitative approaches is to offer descriptions, interpretations and clarification of

naturalistic social context; it helps to deepen into understanding of how people feel and

why they feel as they do. As stated by Ahmed, Fatima,Haider, Joubish, and Khurram, et

al (2011) "It is used to gain insight into people's attitudes, behaviors, value systems,

concerns, motivations, aspirations, culture or lifestyles" (p. 150).

    As it was already stated, the focus of this study is to research about a particular

case and to act creating a pedagogical proposal that can change the participants realities.

Hence, the idea of using this methodology lies in the analysis and desires of moving our

participants realities to another attitude. This purpose born from the phenomena related to

the lack of critical thinking, and media literacy skills development that participants have

during their careers. Another reason is the lack of curricula that entail these two concepts

in the English Lange Teaching program. This observation process led us to take one

group of students which can provide us in detail the realities of their context, their

feelings, and their attitudes. Additionally, this action research case study approach let us

set a particular setting and create strategies to make a start, allowing the research team to

inquiry and create approaches that can increase our knowledge as well as to take part of

changing the perceptions and assumptions of our participants.

Setting

This study was carried out at a public university located on the north of Colombia,

most specifically in the city of Monteria. A Christian church, a private school, a gas

station, some factories, and noisy roads surround this university. The university is divided

into two main sections, one is the central campus and the other one is a subdivision

located in Ciénaga de Oro.

This study is conducted in one of the most important programs at the university,

which is the Foreign languages teaching with emphasis in English. This program

received a special recognition from the Ministry of Education in 2015 as it was

considered the best of the country based on the impact that the graduated people from this program have made in the society in terms of employability, several graduates and business creation (language centers, schools among others). Since that happened, the university and the head of depart have worked very hard to keep the status of the program and upgrade it by making some changes. One of the most remarkable of these was the rename of the program. The new name "Foreign Languages Teaching with Emphasis in English" implies that the future graduates will have even more opportunities of being competitive in the market as they now will be more proficient in two languages.

Besides, the English language teaching program belongs to the Education and Human Sciences Faculty, consisting of 27 teachers with high levels of education. Most of them have graduated from this university and at least, hold a specialization degree or a master's degree in English teaching.

The curriculum of the bachelor in English is focused on grammar from I to IV semester, and communication from I until VIII, during these semesters the closest relationship that students have with a critical development is one subject in the II semester which is called "Lectura y escritura crítica". This course focuses on developing basic literacy skills on students but does not involve the application of these skills on their own teaching practice. Hence, it does not build a curriculum able to prepare students with enough knowledge about the use and importance of critical thinking or how to apply critical literacy and critical thinking through pedagogical curricula or methodologies.

It is worth mentioning that four of the full-time teachers are graduates of the Bachelor of Basic Education with an Emphasis in Humanities-English program (previous name of the program). The graduates of the program in general are recognized in the

local, national and international environment as suitable teachers in the management of

the language and for their pedagogical skills that have allowed them to have access to

national vacancies, always occupying the first places in public competitions of merits.

They are currently performing teaching tasks, coordinating educational extension and

research projects, working in the productive and commercial sector at the regional,

departmental, national, and even international levels. They have also been protagonists of

the change proposed by the Ministry of National Education to transform foreign language

education in the country by creating the program "bilinguismo por la paz" which benefits

students of low socio economical incomes from public schools to have the opportunity of

studying English.

Regarding the physical facilities, specifically learning resources, there is an

English laboratory where the English teachers help students develop their foreign

language skills. However, some other programs make use of this facility when needed. It

is important to highlight that seven faculties make part of the institution.

Participants

The course selected to carry out this study is Communication III, which is a

course mainly designed for speaking, listening and text readings, on a B1.1 level. The

topics in the syllabus and the textbook are related to subjects which focus on other

cultures and cities. During classes, preservice teachers have a passive attitude and they do

not develop any critical skills or use any critical literacy texts.

Participants are in third semester. It is a group of 21 students, and the selected

participants for the action research case study were 4. Their attitudes are permeated by a

context in which pre-service teachers do not reinforce their attitudes toward the

importance or uses of English. The only small chances that pre-service teachers have to speak or communicate in English are in educational places such as the university'-classes or some English courses. Thus, it is rare to see places in which students can use or at least have a conversation with an English speaker. Furthermore, the city environment is not friendly for English speakers, because it is not prepared to be a city that adopts the language, there are not any signs, or translators or known places in which people can go to solve their communication problems and that is why it is not an alternative to practice or to use English.

Besides, undergraduate students in this program do not have subjects that include a development and preparation for thinking critically or teaching with critical purposes. During the whole career students are exposed to a flexible curriculum which highly depends on every teacher's perspective. Thus, if university teachers are not aware, and do not prepare in their classes activities to develop critical literacy and critical thinking in the classroom, then learners are not able to discover or to learn about it. The participants are part of a pre-service program but developing critical thinking skills to be translated into their practices is not a priority of the program. In the case of this study in which the population are university students of a foreign language English program, we would like to implement media which somehow is related with their contexts, and at the same time make them aware of how important it is to advocate students with literacy of their interest.

Data Collection and Analysis

As it has been detailed before, this study holds a critical action-oriented approach which implies that the research team can manage their assumptions as researchers and raise the voice of the participants, so that the research team can reflect about the results and - in this case- propose alternatives of transformation and emancipation in the context of the participants. Thus, both a critical paradigm and an Action - research case study design will help to decipher which ones are those abilities that participants lack in analyzing a particular context or a particular problem and their ability to scrutinize media, these are part of their critical thinking and media literacies development which will be analyzed through the implementation of some techniques that will be described in the following section.

Data Collection Techniques and Instruments

Data collection techniques are a variety of procedures that researchers use to collect the research data. In this section of the paper, we list the procedures that were applied to reach the objectives and answer the research question.

Artifacts.

Artifacts are reports or media documents that are evidence and proof of the pre-service teachers learning and development. Artifacts can show aptitudes, skills, capacities, experiences (Loyola University Chicago, 2020). To this research videotaping and student writing artifacts was used to seek any evidence of pre-service teachers' production regarding critical literacy development. Thus, the research team decided to use videotaping and students writing artifacts as object of production analysis. The use of these artifacts is meaningful because it helped researchers to analyze in-depth students'

critical thinking and media literacy skills, behaviors, and the spontaneous and transitory
information captured.

The following table shows the dynamics in the implementation of the two
frameworks proposed by the research team to get the required data for further analysis.

Table 1. Application of framework per artifact.

Application of framework per artifact		
Artifact	Framework	
	Critical thinking	Critical media literacy
Initial discussion	x	
Before and after task	x	x
Counter discourse		x
Individual advertisement		x
Group advertisement	x	x
Pre-service teachers' lesson plans	x	x
Final discussion	x	

Students' Written and Oral Production.

To gather any evidence of pre - service teachers' critical thinking and media literacy
development during their writing, we needed to analyze their writing production. It is
important to analyze their performance and to look for hints of critical media development
or critical ideas on the topics that they discussed. As stated by Shagoury, Hubbard, and
Power, et al (2003) work done by students is valuable data to analyze students' progress.
Consequently, pre-service teachers' artifacts were: a) before and after, b) counter discourse
c)individual advertisement d)group advertisement e)lesson plans f) initial and final
discussion and g) final discussion. These artifacts were significant for the research team as
it permitted us to see in depth our pre-service teachers' reflections and reactions to

classroom problems too, and allowed us to have a clear glance of the students' processes
(Hopkins, 1995).

Lesson Plans Produced by Students.

This is the pedagogical moment of the whole research; participants were dealing
with three tasks called "Pedagogical moments" in which they followed the proposed
framework for the critical pedagogy lesson plans. During the development of this task,
researchers analyzed how the use of media literacy and critical thinking is reflected on
the lesson plans developed by pre-service teachers. This was achieved with the use of the
proposed Bloom's taxonomy framework and the media literacy framework designed by
the researchers. For designing their own lesson, they used a proposed lesson plan
template, like the one used by the research team (see Appendix 1)

Open-Ended Questionnaire.

Another procedure used was a questionnaire with open-ended questions.
Questionnaires are elaborate questions that can lead a direction between the interviewed
and the interviewer, expanding or changing the knowledge that a researcher has toward
the participant's reality (Nunan, 1989, As Gill , Stewart, Treasure and Chadwick, et al
(2008) stated that open- ended questionnaires are "…several key questions that help to
define the areas to be explored, but also allows the interviewer or interviewee to diverge
to pursue an idea or response in more detail. (p. 291)"

Bearing in mind this is qualitative research, it was decided to carry out open-
ended questionnaire called "final discussion". These kinds of tasks allow researchers to
scrutinize participants' responses and to extract more information in a dynamic way that

allows communication to be more open and relax (Santiago, 2009). Benefits include the ability to provide the researchers with a critical insight about the participants realities, and how have been their process during the study development.

Data Analysis

This session of the study describes the procedures followed to analyze all the data that was gathered from the instruments used to conduct the research. This section also explains two frameworks created by the research team to analyze the levels of critical thinking and critical media literacy.

Firstly, to keep participants' identity, some nicknames were assigned to everyone (Elton Jhon, Mariah Carey, Javick and Jheyson Borges). Then, the artifacts developed by them were collected following the order suggested in the lesson plans: first, a task named before and after; then, a counter discourse; after that, we had the individual and group advertisement analysis; then, the lesson plans they designed for their future pedagogical practices; and finally, the initial and final discussion were scrutinized.

Two frameworks were designed with the purpose of analyzing the development of critical thinking and media literacy skills of the participants. The first one was the critical thinking framework (see appendix 2) which was designed based on the Bloom's categories, each of the categories was assigned with some subcategories related to the development by ability that participants could have during their task development. The second framework oversaw analyzing student's development on analyzing media literacies (see appendix 3), this framework was adapted from the original design of Share, Funk and Kellner (2016).

Triangulation

Triangulation is a technique used in qualitative research to analyze a phenomenon from different perspectives and instruments to have a broader understanding of the

phenomenon under study (Carter, Lukosius, DiCenso,Blythe, and Neville., 2014). Then,

the use of triangulation will let the research team have an integral vision of the study by

the analysis of participants writing production, interviews and video recordings; seeking

for either joints and similar or different results that may emerge from analysis of these

instruments. These similarities then, will give validation to the discussion of the results

and the possible implications of the study in the field of critical media literacy and

Second Language Teaching.

Ethical Considerations

The current study does not put under risk the life and integrity of the participants

involved. All the participants were previously informed about the conduct of this

research. They were asked to sign an informed consent (see Appendix 4). The collected

data and information throughout this study were confidentially treated. Participants

names were changed to pseudonyms, the files were recorded on the researchers'

computers and will not be shared with other people. Results of this study will only be

shared for academic purposes.

Description of the Proposal.

Critical Media Literacy Pedagogy for Pre-Service Teachers

As discussed by Lee (2018) The internet is a tool that should be use careful and with

some media literacy preparation. On the internet, people not only share with others but

also interact with so many ways of communication, namely news (either fake or real),

advertisements, social networks, among others. This switch of channels also implies a

switch in register, author's intentions, and impressions. When this happens, it is

important that the reader can stay critical over the text. For the case of this specific situation, such ability is known as *critical media literacy*. Nonetheless, this is an ability that needs to be learnt and gradually evaluate it, that is why it is important to start building it up from the early years. Critical media literacy pedagogy invites readers to question and interrogate what the dominant power relations on the text are that may be encountered over any internet platform, television, billboards, and advertisements. This is also an invitation to understand the context and the implications of not doing a good and deep reflection over what is been read. This pedagogical proposal aims not only at fostering critical thinking and critical media literacy in preservice teachers of English, but also at reinforcing their abilities to teach critical thinking and critical media literacy to their future pupils. That way, preservice teacher's future students will adopt a more critical position over every text they face through the course of their life, making them community leaders that may transform not only their realities but also the ones they are surrounded by. This is also an invitation for curriculum designers, chairs of the English programs and head teachers to consider integrating this important component to their syllabi. Finally, the main aim of this pedagogical proposal is to boost pre-service language teachers' abilities to apply critical media literacy to their pedagogical practices by following a suggested class scheme where not only language proficiency is achieved but also critical media literacy.

Seale (2002) stated that to analyze in the closest natural setting to someone, it is necessary to capture an informant's expressions even when it can intimidate the participants. Nonetheless, the pandemic situation of COVID-19 did not permit face to face encounters with the participants in the original context and setting, for that reason some technological applications were used to adapt and simulate the classroom. For

doing so, ZOOM platform was selected. This instrument helped us to keep track of the students' progress during their performance by analyzing what they say and how they said it. Hence, this tool allowed us to analyze participants' points of view toward a given topic as a means of keeping track of their assumptions. However, it might be quite intimidating for some participants, some of them feel at ease when expressing their thoughts critically in front of the camera as it might be a less judgmental audience. This instrument was useful to record the initial discussion and it also allowed us to keep track of the students' first thoughts and development during the first encounter.

Initial Discussion.

This pedagogical proposal started with a discussion based on a text. The intention of this discussion is to set the initial stage of knowledge and abilities that pre-service teachers have before the process of application of the lesson plans. During the first activity, they were asked to look at a text called "Pymes, ¿las más afectadas por la pandemia de covid 19?" and the authors' intention and to highlight aspects of power (who empowers who). Furthermore, this discussion was applied also at the end of the whole process to check what were the pre- service teachers in relation the ending stage. After this segment, the application of the lesson plans took place (see appendix 5), it is a total of three lesson plans that were developed during 12 lessons, two of these lesson plans were divided into 5 stages and only one is divided in four, the reason is because the final stages of the previous lessons were related with a task requirement that the ending lesson does not contemplate.

Lesson Plans

This section presents the structure of the lesson plans designed in this pedagogical proposal. As it has been stated above, each lesson plan consisted of five different stages, which are described next.

Sharing Background on the Issue

The first stage is called "sharing background on the issue" It was devoted to discussing previous knowledge about the issues under discussion. In this part of the lessons, students had the very first encounter with what the topic was about, and the idea is to make them relate the basic concepts of the incoming parts of the session at a first glance.

Unveiling the Truth

The second stage is "Unveiling the truth". At this moment, pre-service teachers looked for the kind of media literacy addressed during the lesson that has as purpose to unveil the lesson theme. This is the core moment of the lesson because it is the one which allows pre-service teachers to develop their first notions of each topic and contains the main activities of the topics. This moment is also divided into three parts: pre activity, during and post activity.

Pre-Activity.

The "*pre activity*" is where researcher teachers modeled the main activity with the learners and introduced the topics that are going to be treated during the whole lesson.

During.

The Second part is called *"During"* where the pre-service teachers, on their own, did a similar activity to the one proposed in the pre-activity part.

Post Activity.

The last part of the second moment is called "post activity" it was the last task of the whole second moment, in which pre-service teachers, with the previous knowledge they acquired, were asked to produce the artifact of the lesson.

Comparing Before and After

The third stage is called *"Comparing before and after"*. The aim of this stage is to make participants realize how their assumptions have changed in relation to the one they had in the first stage, so they are going to be using some graphic organizers or comparative charts.

These three moment elicit questioning and wondering to build the foundations of participants' ideas. Also, the exploration of previous knowledge, which is critical for the further moments, is essential to stablish a starting point for participants' point of views. This way, they can defend their beliefs and resist possible oppressive discourses.

Closing the Loop

The fourth moment is called *"Closing the loop"*. The focus of this stage is to promote critical thinking skills by challenging students to reflect and apply their judgement to generate positive change on the activity topics. This stage will tell us if pre-service teachers have learned about the problems and issues of the lesson's topics such as "Race and Racism, Gender and Sexism and Consumerism" have brought to humanity and also will check if they are able to produce solutions to these problems. These notions will be asked through the production of any of the media production kinds.

Pedagogical Moment

The last moment of the lesson is the *"Pedagogical moment",* in which pre-service teachers prepared their own lesson plan by using the notions and knowledge that they

have acquired during the lessons (see appendix 6). This moment is divided throughout the

three lesson plans as an asynchronous task, they were asked to develop the four moments

of our lesson plans but using their own context needs and based on the information of the

community (students) they will be working with.

One of the most important parts of our methodology is the reflection time. At the

end of each lesson, participants were asked about their feelings and impressions during

the development of the tasks, allowing us to think in depth about how the research

impacts participants' thoughts and ideas toward this kind of practice in the classroom.

Findings

This chapter presents the main findings of the study, after conducting a careful analysis of the instruments described in the methodology section above. For a better understanding of the analysis, some graphics are portrayed. Furthermore, the analysis of these artifacts pinpointed some significant findings that nurture the seeking of the answer to our research question and the reaching of the research's specific and general objectives. For doing so, both critical thinking categories and media critical literacy framework - which were previously mentioned and explained in the methodology chapter- were used as means of analysis. The analysis was conducted to the following participants' production tasks: *before and after, counter discourse, initial / final discussion, group/ individual advertisement,* and *lesson plans.*

It is also important to remark that not all the artifacts required the use of both, the critical thinking, and critical media literacy framework. Some of them, such as *before and after* and *final discussion,* exclusively required the use of lower and higher order critical thinking skills to be scrutinized. Then, for *counter discourse* and *individual advertisement,* the media critical literacy framework was implemented and for *group advertisement, initial discussion* and *lesson plans,* both were used. Excerpts from participants' interviews were used as means of validation. To finish, we wrapped up the analysis by making a comparison between the initial and final discussion to appreciate if both, their media literacy and critical thinking skills, improved or remained the same.

To analyse the different tasks: a) before and after b) counter discourse c) individual advertisement d)group advertisement e)lesson plans f) initial and final discussion and g) final discussion, three different kind of graphics were used. The critical thinking graphic shows with colored bars the different Bloom's taxonomy categories (at the bottom of the graphic) and with number that labeled the critical thinking skills achieved per category (to the left). That is, that each category has different skills that can be achieved as can be seem in appendix 2. The second type of graphic used is Critical Media Literacy which shows with colored bars the different critical media categories (at the bottom) and labeled with numbers the attempts of participation per participant (to the left). The last kind of graphic is the Critical Thinking and Critical Media Literacy one, which distills the information gathered from both frameworks. Through colored bars, critical media literacy and critical thinking categories were shown (going from left to right), and the number of CM and CT skills achieved were labeled with numbers (at the bottom).

Participants' Artifacts

Before and After

One of the most significant aspects taken into consideration through the application of the study was the previous conceptions the participants had toward the themes under discussion, that is why this "Before and After" moment took place in all the lesson plans carried out (see Appendix 8). The intention was to make participants aware of their own learning process by noticing to what extent their previous assumptions evolved or remained toward a given topic. As researchers, we consider that having this kind of task among the others proposed for the development of the lesson plans was crucial for eliciting reflection and self-awareness as a starting point, which is a paramount skill that future educators should develop.

Graphic 1
Before and after task results.
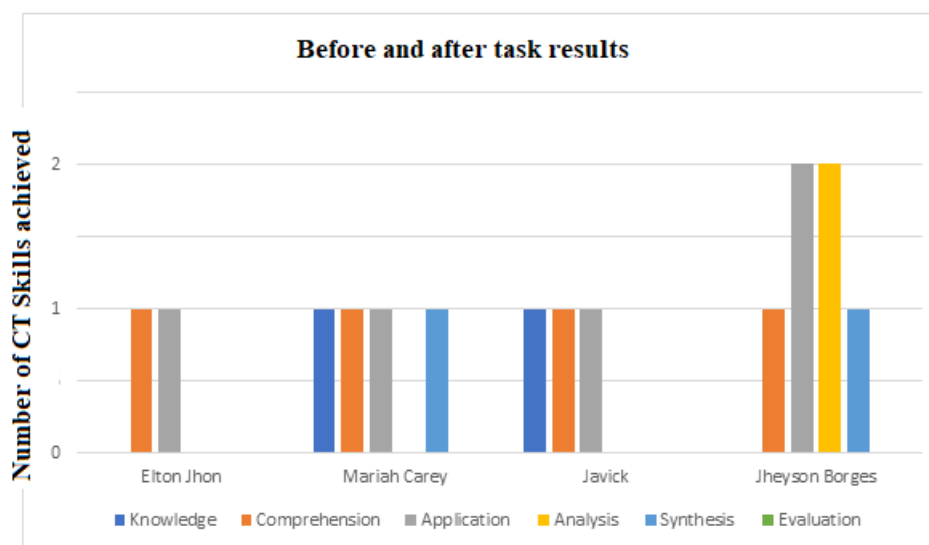
Graphic 1 shows that regarding critical thinking managed comprehension
and application were achieved by whole group. This was a pattern in all the lessons
analyzed; only one of them reached Analysis as one of the higher orders thinking skills.
Elton Jhon was able to reach one task of Knowledge and one of Comprehension. Mariah
Carey way achieved categories such as Knowledge, Comprehension, Application and
Synthesis. Jhavick's could reach Knowledge, Comprehension, and Application. Jheyson
orges Knowledge, Application, Analysis and Synthesis.

This last finding is key as we observed that the objective, we wanted to reach with
this task was achieved. Participants used more elaborated sentences to express their new
ideas and concepts. Most of the answers were in the gap almost reaching the first higher
order thinking skills step as shown in the following excerpt

Before:

"Before the sessions I know that racism is discrimination to a person for a color skin and the thoughts or words are always with bad intentions."

After:

"Also, I learnt that some cartoons and tv shows show us many cases of racism and stereotypes that sometimes I didn't pay attention."

Mariah Carey, Before and after task.

Counter Discourse

As future language educators, the participants who took part in our research must deal with many kinds of texts either written or spoken in the mother tongue or in the foreign language. In any of the cases, they might find oppressive and discriminatory practices on such texts. Thus, the main aim of incorporating this task was to train them firstly to identify those practices, then making use of the resources of the language they should be competent to transform those discourses (see appendix 8). This task took place mainly on the first and second lesson plan and they were also prompted to include it as a model on their own lesson plans. The findings in this stage of the research are described below.

Graphic 2
Counter Discourse Task Results Analysis.
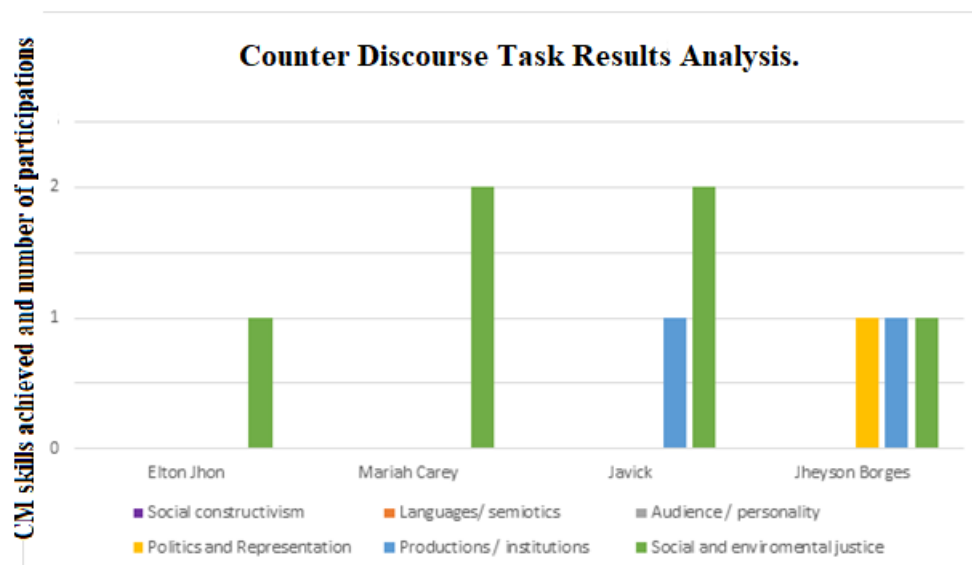
In graphic 2, it is also important to remark that the graphic shows participants

critical media skills and number of participations achieved during counter discourse task.

In the case of Elton Jhon, we can appreciate that he only reached Social and

Environmental justice as he only participated once. The same for Mariah Carey with a

slight difference of more participations for that category. On the contrary, Jhavick made

use of another important category which is "Production/ Institutions" still more consistent

with "Social and Environmental justice". In the case of Jheyson Borges we can see that

he included two more categories than Elton and Mariah and one more than Javick but

with less participation per category. These differences may lie on the number of

opportunities to participate.

For the analysis of this artifact, we mainly focused on the proposed critical media

literacy framework as the participants dealt with much media material. For doing so, we

expected them to reach at least 3 out of the 6 categories proposed by this framework.

However, the intention of the counter discourse was to make them aware of the role they

play as educators and agents of emancipation and transformation by changing an

oppressive discourse into a more empowering one. That might be the reason why the

predominant category was "social and environmental justice" where they were prompted

to propose an agent of change out of a given media literacy. Nonetheless, only one of the

participants could reach 3 of those categories, making his production more consistent and

academic.

      Here we have some excerpts of it:

"Francisco: "usted a mí no me mire, no me hable, mejor dicho, quitese de ahí, pero

vayase bien lejos que huele a puro negro berrinche" (Original Speech)

Francisco: "usted a mí no me mire, no me hable, mejor dicho, quitese de ahí, pero vayase

bien lejos que no quiero discutir con una persona enojada" (Counter discourse)

"¡No señor! aquí usted no puede estar ¡lo mande para la quinta porra!, en estos momentos

ese señor debe estar recogiendo todas esas cosas, encaramándolas en ese camión de

hojalata y yéndose para otro país" ...(Original Speech)

"Le he pedido amablemente y con todo respeto que no colabore con el alto ruido que está

manejando eso perturba la paz en el lugar y aumenta la contaminación, por favor

muévase a un lugar el cual tenga como dominio la zona comercial…" (Counter discourse)

Mariah Carey, Counter discourse

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As we could notice in the previous excerpts, they chose some fragments from Colombian TV Shows, that is why they are written in Spanish. However, this is a transferable skill they can also apply in English. For further studies we expect to prompt our participants to apply this strategy in the foreign language.

Individual Advertisement

This task was assigned in the third lesson plan. For the development of it, participants were asked to analyze an advertisement in terms of the author's intention and how the information there could persuade them to make a decision (see appendix 8).

This activity was developed in two different ways. First, participants worked individually, and only critical media literacy was analyzed. Then, they worked in groups and both critical and critical media literacy were addressed as it required much more analysis and production. However, this first task only covered the critical media framework. As it can be appreciated in the following graphics.

Graphic 3
Individual Advertisement Analysis.
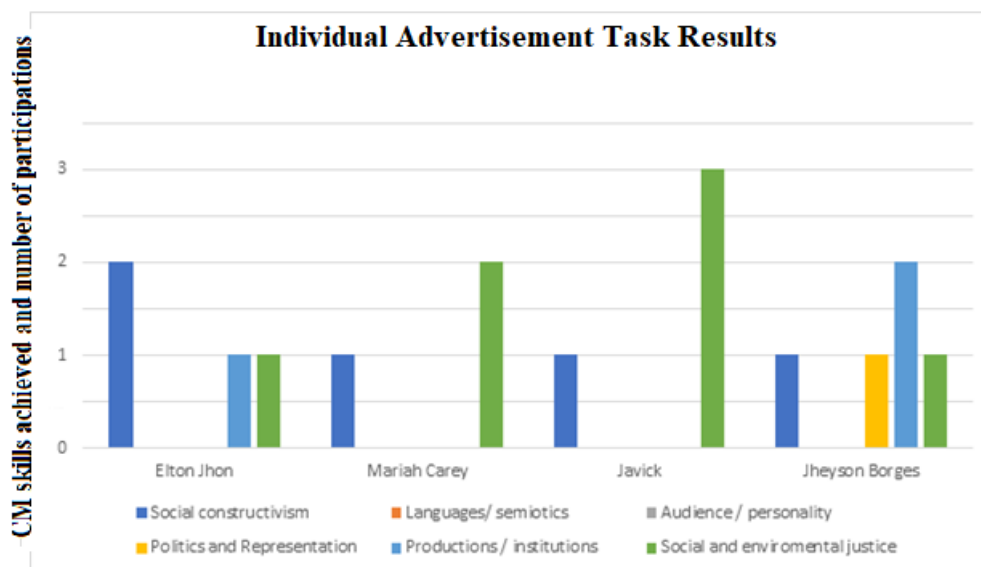
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In graphic 3, it is observed that the predominant categories among the participants were Social constructivism, Products/Institutions, and Social/ Environmental society. As we can see, Elthon Jhon reached Social Constructivism with two participations, social /environmental justice, and Productions/Institutions with only one participation per each. Something different happened in the case of the participant named Mariah Carey, who only reached Social Constructivism and Social/ Environmental justice with less participation in the first category. On the other hand, Javick identified Social Constructivism with one participation and Social/Environmental justice with three participations , Jheyson Borges got one participation on social Constructivism , one in Politics and Representation, two in Production Institutions and one in Social and Environmental Justice.

Group Advertisement

This is the production task of the third lesson plan about consumerism in photos and videos. This task was designed to check pre-service teachers' transformation of their assumptions. The idea of this assignment was to make participants analyze one advertisement that they have chosen, looking for consumerism evidence, author's intention, and persuasive discourse. After doing so, they will propose a consciousness advertisement (see appendix 10), which aimed at taking the original discourse and changing it into a real and emancipatory discourse that can tell people the reality behind the analyzed propaganda.

Graphic 4 shows the results in terms of the two categories that were analyzed

during the analysis of the data, it represents students' skills of media literacy and critical

thinking development, based on the two frameworks proposed in the study.

Graphic 4
Group Advertisement Analysis.
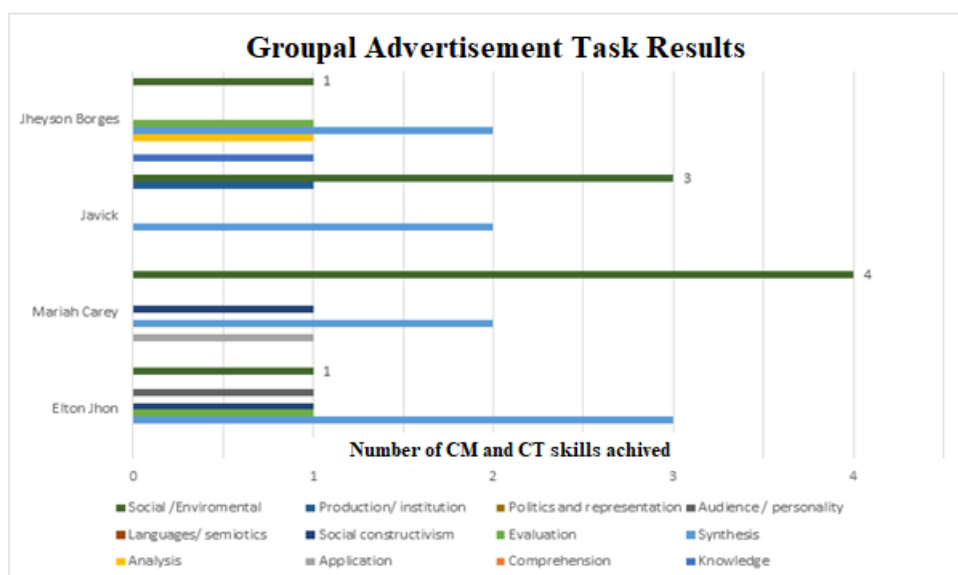
As it was evidenced in graphic 4, Elton Jhon was able to achieve some categories

of Bloom's taxonomy framework, two categories of Knowledge, two categories in

Analysis, and one in Synthesis, in terms of Elton's media literacy development he could

developed Social and Environmental justice. Mariah Carey achieved, one in

Comprehension, six different tasks in analysis, one in Synthesis, and one in Evaluation,

according to Mariah's media literacy development she was able to reach six times the

category of Social and Environmental justice. Javick, regarding his critical thinking

development he could reach one in Knowledge, one in Application, two different

categories in Analysis, one in Synthesis, and two in Evaluation, in his critical media skills

he could achieve Social and Environmental justice as one of his media literacy skills.

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On the other hand, in the group advertisement task, we could appreciate that there

is a close relation between critical thinking skills and the media literacy framework as

participants were able to produce knowledge regarding both categories. The graphic

shows that the predominant bar is the one representing synthesis which is one of the

highest in the scale of higher order thinking skills. The analysis also displayed that the

higher the critical thinking, the higher their capacity to bound the categories belonging to

the critical media literacy framework, one of the highest is the one that suggests the

proposal of a solution to a problem (social/environmental justice - social constructivism).

This is a clear demonstration of the benefits of addressing both skills at the same time. It

is worthy to mention that this task was carried out with some other 3 participants but only

the purposeful participants' names appear here. As an example of what was mentioned

before, we show the following excerpts:

What is the intention of this picture? (Individual Advertisement)

"The picture shows a good company between the two men and that means they are

feeling wonderful and happy. Therefore, when the consumers will see this hoarding, they

will quickly feel the intention of buying and trying to taste the new product that someone

who is famous along with the brand is trying to sell the product with the image. In

addition, a picture of a city with a famous man using or playing a product by a famous

and recognized brand means that the intention by the brand is to get more consumers and

people will connect with the picture but with the person who appears on the hoarding as

well." (Social constructivism)

Jheyson Borges, Individual advertisement

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How can this product affect our society? (Group Advertisement)

"Every product that each company releases comes up with a lot of power in our society.

When people get the attention by the product, immediately this situation generates in

humans, the desire to consume, even it is not so important that the product would be good

or bad, healthy or Unhealthy **(Analysis - Analyzes causes and consequences)**. Just for

the simple fact of obtaining the product, consumers will be able to acquire something

even though that something is not necessarily important in the lives of those consumers.

Finally, for the simple fact to consume they waste their cash. **(Synthesis – Recognizes**

concepts/facts)"

Jheyson Borges, Group advertisement

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What is the author's intention? **(Individual Advertisement)**

"I think the author's intention is to show that we have a soda especially for Colombian

people that we need to buy and taste, because is "our mood in sodas"

Mariah Carey, Individual advertisement

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How can this product affect our society? **(Group Advertisement)**

"The image could be generated outrage in society because it presents a half-naked woman and people will think that all Colombian women like show more skin (Comprehends the impact and influence that media has over certain segregated groups and minorities)"

"The image represents a part of Colombia people and people that are not represented will be sad or disconcerted for they aren't represented in the image. (Recognizes that media messages have a clear intention.)"

Mariah Carey, Group advertisement

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Lesson Plans

This task is the lesson plans' pedagogical moment. During this activity, pre-service teachers had to design a lesson plan based on the structured proposed to develop the research lesson plans. The objective of doing so was to prepare pre-service teachers to develop and use the proposed lesson plans framework and to check their ability to produce tasks able to develop media and critical thinking skills (see appendix 6).

Graphic 5 shows the results in terms of the two categories that were analyzed during the analysis of the data, it represents students' skills of media literacy and critical thinking development, based on the two frameworks proposed in the study.

Graphic 5
Pre-service Teachers' Lesson Plans Analysis.
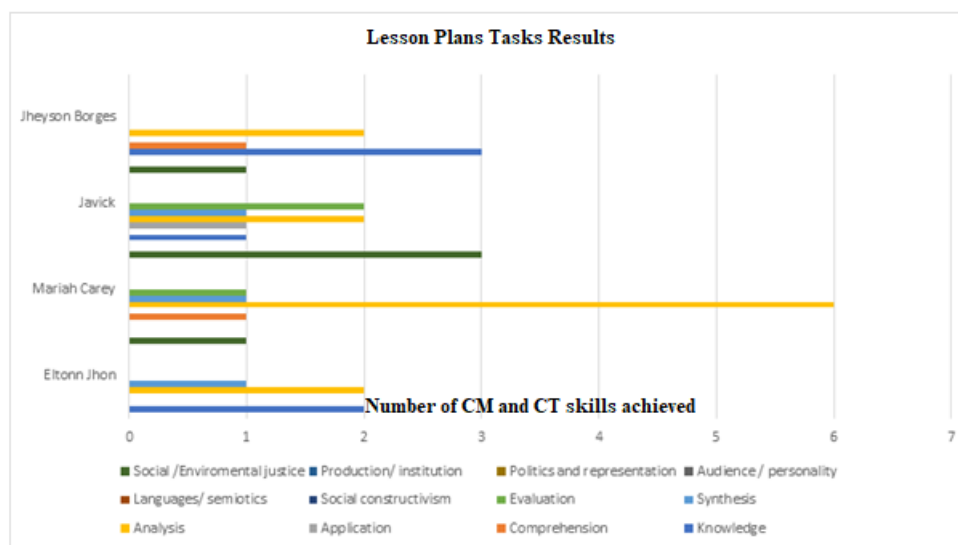
In figure 5 we can see the development of pre-service teachers' ability to prompt

critical thinking and media literacy skills in their lessons plans development. Elton John

was able to develop in his lesson plan two tasks regarding Knowledge development, two

of Analysis, one of Synthesis, and one media literacy task developing Social and

Environmental justice. Mariah Carey was able to prompt six analysis tasks, one task of

Comprehension, one task of Evaluation and one task developing Social and

Environmental justice. Javick was able to develop two activities of Evaluation, two

activities concerning Analysis, one task of Synthesis, one task of Knowledge, one task of

Application, and three tasks regarding Social and Environmental justice. Jheyson could

develop, two different tasks of Analysis, one of Comprehension , three of Knowledge and

one of Social and Environmental justice.

This is one of the most critical parts of the study. As future educators who are

being trained to prompt emancipatory lessons and spaces of participation and discussion,

participants were meant to create a lesson plan with similar characteristics to the ones

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implemented by the research team. A template was provided and each session of it aimed

to develop tasks who involved their pupils as part of the learning - teaching process. The

results show that most of their lessons addressed the expected. Participants' tasks

suggested the promotion of critical thinking skills and it can be clearly appreciated that

there is a balance among the two frameworks. It is also important to remark that they

mostly tackled activities that cued their pupils to develop media critical literacy skills by

means of critical thinking skills. These two frameworks were clearly intertwined as

shown below:

"To research on internet some famous cases of homophobia and share it in the classroom

using a mind map explaining what happens in this case, how the character feels, how

people things about this case, and how you feel. (comprehension: give an example of the

issue) (Analysis /Analyze causes/consequences.)" Identifies the different social themes

that are addressed in media literacies (Race and racism, Gender and sexism,
Consumerism)

"Students will highlight oppressive language in their previous research, and will create a

counter discourse to transmit agents of change" (Criticize current state of affair) Proposes

agents of change by the changing of segregating discourses for empowering ones (Race

and racism, Gender and sexism, Consumerism)

Mariah Carey, Lesson plan

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Initial and Final Discussion

The focus of this discussion was to check our students' development of critical thinking skills at the beginning of the research and at the end of the lesson plans. During the initial discussion, participants were asked to read an article and later, they were prompted to answer some questions based on the Bloom's taxonomy, the same approach was used for the final discussion but, in this case, they were going to answer the questions also in a written way (see appendix 11).

Graphic 6
Initial Discussion Analysis.
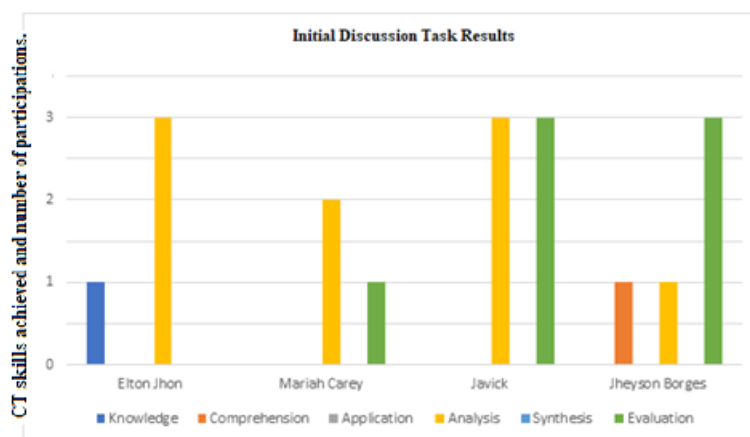
As we can notice in graphic 6, during the initial discussion, some participants reached the higher order thinking skills while some others stayed in the lower, the predominant category was Analysis, and the highest skill was Evaluation. The participants that reach the Comprehension stage was due to their use of paraphrasing partner's ideas. Elton Jhon reached Knowledge with one participation and Comprehension in three occasions, Mariah Carey had two participations on the Comprehension stage and one in Evaluation, Javick was the most participative he could achieved 3 participations using the category of Analysis and three using the category of

Synthesis, in the other hand Jheyson could reach the critical thinking category of Comprehension in one occasion , one in Analysis and three times on Evaluation .

"I agree with my partners and stay at home is a problem for PYMES because the costumer go down and their needs too, I think" (Comprehension/ Paraphrase partners' ideas.)"

Mariah Carey, Initial discussion

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"I agree with my partner. I think that in this kind of business, daily workers and PYMES they should reinvent themselves and try to overcome that crisis and slowly getting better slowly" (Analysis/ Lay out a plan.)

Jhavick, Initial discussion

_____

It is important to highlight these patterns because, somehow, it shows the necessity that participants had to support their statements or to use another's ideas to probably change it into a similar one.

Graphic 7
Final Discussion Analysis.
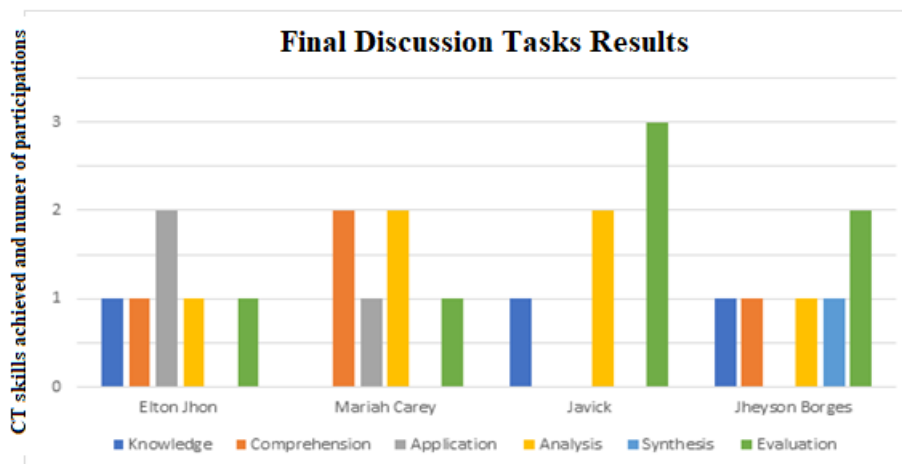
During the development of the final discussion, it is noticeable that higher order

thinking skills are a predominant group now for all the participants, the ranges of

Bloom's taxonomy were more sorted, and the discourses were richer in terms of the

language choices and conclusions achieved. It is noticeable that Elton Jhon could reach

one participation concerning Knowledge, one of Comprehension, two of Application, one

of analysis and one of evaluation. Mariah had two participations in comprehension, one

in Application, two in Analysis, and one in Evaluation. Javick had one in Knowledge,

two in Analysis, and three on Evaluation. Jheyson could reach one participation in

Knowledge, one in Comprehension, one in Analysis, one in Synthesis and one in

Evaluation.

"I think that I would be part of the group that want change the impact of the climate

change, but first I would start with my actions and things that I do in my house and with

my family, things that can help our environment like use less plastic, recycle, buy only

that I really need, save water and electricity. (Evaluation – Justifies a response/Defends a

particular posture/Comes up with sound conclusions)"

Mariah Carey, Final discussion

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Discussion and Conclusions

This chapter describes the discussion and main conclusions that emerged after the analysis of the data collected. The chapter is organized in the following way: first, a brief discussion of how each research objective was achieved is presented. Then, the main conclusions are depicted taking into consideration the theory that supports the study. Also, some limitations that were faced during the application of the study will be illustrated, the contributions of the study, and lines for further research are found at the end of the chapter.

The objective of fostering pre- service EFL teachers' critical media literacy skills, in an online environment at a public university, was achieved through the application of the pedagogical proposal tasks. As it was noticed in the findings, each of the tasks was able to develop different ranges of the Bloom's taxonomy categories and media literacy skills on pre-service teachers. The pedagogical strategy design was able to foster simultaneously the development of the two main skills proposed by the researchers. During the development of the first lesson plan, it can be noticed that the pre-service teachers were able to generate a self-evaluation of their previous assumptions and then compare it with the new knowledge they have acquired. As the theory mentioned before by Elder and Paul (1994), critical thinking is part of the inner analysis that invidious can make of their own ideas

While developing the counter discourse, preservice teachers could create mindsets that somehow emancipate the victims or underdogs that were mentioned in the songs that they chose and then generate instances of change. In the same fashion, Shirkhani and Fahim (2011) stated that, when students think critically, they evaluate their learning

performance; they increase their learning trajectory and make the second language more significant. Hence, the proposed pedagogical strategy fulfills our first specific objective because lesson plans could manage the development of tasks that can promote critical thinking and media literacy skills.

In the development of the group advertisement task, participants demonstrated development in both already mentioned skills, they were able to propose emancipatory discourses and to critically analyze the power relations that rule advertisements and genres. As the main intention of critical pedagogy, we could see pre -service teachers' efforts to transform and liberate society through their critical actions (Freire, 1972; Hook, 1994; McLaren, 1998), then our objective is similar to Kincheloe (2008) we were seeking to make participants active members of society, changing the world for them and for everybody.

The last specific objective was to incorporate activities that pre-service teachers can, at the same time, use to implement in their own future teaching practices. This particular goal was achieved during the pedagogical proposal of the lesson plans, pre-service teachers had to create their own classes based on the research proposed framework for the lesson plans. In the analysis of the lesson plans designed by participants, we observed that they could create tasks that demanded from their future students critical thinking at multiple Bloom's taxonomy categories and tasks that elicit media literacy development. In concordance with Luke and Gore (1992), local contexts needs are the main focus of an emancipatory pedagogy that is why as researchers we are very aware of the importance of having pre-service teachers able to create and use critical pedagogy lesson plans in their future students. Finally, the objectives proposed by the

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research were achieved and further conclusions were developed in order to promote and keep strengthening these new pedagogical tools.

The use of an open-ended questionnaire (see appendix 12) provided the research team with insights about participants feelings, and attitudes toward the development of the research project, it provided the research team with information about the impact of the project on preservice teacher, and about how helpful it is for the English language teaching program.

Limitations of The Study

Many times, the context plays very important roles for the development of the classes. During our investigation, we were able to realize how necessary it is to have the minimum conditions to be able to do a class in an online environment. The problems range from the lack of connection to the lack of appropriate technology to develop the activities. In this research, these two problems were able to bend and change the way in which our work had initially been proposed and more alternatives were sought, that were easy to reach for our participants.

Conclusions

The first conclusion is that critical thinking and critical media literacy can work to develop tasks that somehow work to scrutinize critically the information that can be found in the media. Hence, the creation of the pedagogical strategy also serves to foster pre-service teachers' skills but also prompt them to create activities that can address both critical thinking and media literacy in their classrooms. It was noticed that learners' critical thinking and media literacy skills were improving during the implementation of

pedagogical strategies. The development of pre-service teachers showed multiple levels

of Bloom's taxonomy that achieved even more categories. For instance, some of them

were in the knowledge level but at the end of the final discussion, they could achieve

more abilities in these levels. Thus, involving the already mentioned skills on a task sets a

good environment where students can participate, express, and analyze the different

realities that are shown in the media and also in their context, allowing them to create

emancipatory lesson plans that act towards a critical society.

The idea of working with media literacy topics and critical thinking analysis to

combine them with striking media can enhance pre-service teachers' attitudes toward task

development. Whenever we were talking about a media topic using and a meaningful or

interesting tv show, or video related to our students' realities, this motivated participants

to come across more interesting and creative solutions to tackle a problem and to interact

in the class. It was surprising to see pre-service teachers' attitude toward the development

of the tasks applied. Let us not forget that this research was also conducted by the light of

qualitative tradition; that is why participants' attitude played a paramount role in the

development of the tasks and that positive attitude showed commitment which was

motivational not only for the group but also for the research team. They also showed

awareness of the importance of the whole process and looked at it as a means of

developing cognitive processes, which include thinking, analyzing, decision-making, and

generating emancipatory changes in realities.

The second conclusion that arose from the analysis of the findings is that it is

evident the importance of including both critical thinking and critical media literacy in

the university curricula. There is a lack of these skills in nowadays' pre-service teachers

because they are not being trained on that skill in any of the levels. We could clearly see

how they gradually improved their critical thinking and critical media literacy skills as

they had more opportunities to scrutinize themes that dealt with social issues that affected

somehow not only their teaching-learning context but also the realities that affect their

communities and our country in general. As a research team, we could also appreciate the

high motivation of the participants at the moment of developing the activities. Their own

lesson plans were a proof of their commitment to start thinking on more alternative

learning scenarios where critical literacy plays an important role.

Another contribution of the current study to the research community lies on the

pedagogical proposal designed for the conduction of the lesson plans. Such pedagogical

proposal was initially meant to be used with university students, but it can be adapted to

be used at any learning level as media critical literacy and critical thinking are

intertwined with the foreign language which means that each of those aspects can be

tackled in several sessions using any kind of media and without leaving any of these

aspects aside.

This pedagogical proposal also follows a logic sequence, departing from the

scrutiny of the participants' initial assumptions, following a language/ media literacy

guided input and finishing with their own project which place them as the center of the

lesson and the main builders of their own knowledge.

Another key aspect of the pedagogical proposal is the implications that it can

develop on curricular aspects, such as including the forms of language and giving a

critical function to the language contents that are usually taught in EFL classrooms. For

the university community, this can be an opportunity to transform subjects under the light

of a critical pedagogy that allow preservice teachers to learn a language and also to know

the importance of producing lesson plans that encourage students to think critically, and

at the same time generate awareness about the importance of media literacy development

in a university level.

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CRITICAL THINKING

We expect that these results contribute to further decisions in the adequation,

enhancement or adjustment of the universities' curricula and also to be an inspiration for

schools' teachers of all levels to start implementing this strategy. We also expect further

research in the issue to implement the strategy in face-to-face sessions to have a closer

encounter with the participants and make more equitable conditions for all, providing

more opportunities for participation. Thus, a possible exertion of participants' lesson

plans during the development of their teaching practicums would give us a wider vision

of the results.

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Appendix 1

Lesson Plan Template

THEME:		
SESSION N°	**Language objective:**	**Media literacy objective:**
Aim of the session:	**Material:**	
1. First Moment (sharing background on the issue)	**TIMING**	
Warming up:		
1. Second moment (Unveiling the truth) **Pre - activity** **During** **Post - activity:**		
1. Third moment (Comparing before and after)		
1. Fourth moment (closing the loop)		

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Appendix 2

Critical Thinking Framework

Participant's name: _____ Date:_____

Instrument: _____

Category:	CT skills		Sample attitudes:
Evaluation: Assess the quality, relevance, and coherence of the issue under discussion-	Come up with sound conclusions.		Learners will be able to criticize their partner's ideas to complement their own thoughts.
	Defend a particular posture.		
	Justify a response.		
	Make use of external evidence.		
	Criticize current state of affair.		
Synthesis: sum up the main ideas presented.	Reorganize concepts /facts.		Learners will be able to build new concepts by combining past and current ideas.
	Generate new questions.		
	Revise previous assumptions.		
	Design a list of pros and cons.		
	Combine ideas to create a new one.		
Analysis: Distinguish between facts and opinions while talking about an issue.	Give an example about an issue.		Learners will be able to compare and to contrast past and present causes and consequences of given events.
	Lay out a plan.		
	Analyze causes/consequences.		
	Compare the present to the past.		
	Identify related issues.		
Application: Use of the new information.	Apply previous knowledge.		Learners will be able to express new concepts derived from their previous experiences.
	Predict consequences.		
	Construct new concepts.		
	Use the information in context.		
	Provide a solution to a problem.		
Comprehension: Understand ideas and facts related to a given topic.	Defend their position.		Learners will be able to explain the issues and concepts by using their previous knowledge.
	Paraphrase partners' ideas.		
	Give an example about an issue.		

	Summarize the main idea.		
	Explain the cause of the issue.		
Knowledge: Recall data and information.	Demonstrate ability.		Learners will be able to define the theme
	State Similar Issues.		
	Describe the issue.		
	Name factors.		
	Identify causes or consequences.		

Created by Arango & Salcedo (2019)

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Appendix 3

Participant's name: _____ **Date:** _____

Instrument: _____

Critical Media Literacy Framework

Category:	Sample actions:		Evidence
Social constructivism	Recognizes that media messages have a clear intention.		
	Identifies that media messages are not transparent and neutral.		
Languages/ semiotics	Analyze language, genres, codes and conventi of all media literacies (videos, songs, articles.		
Audience / personality	Understands the role that the audience plays towards a given text and their position		
Politics and representation	Targets top dogs and underdogs.		
	Identifies power relations, points of views, ideol		
Productions/ institutions	Understands the power that the media has over s		
	Pinpoints some institutions and people's language choices to influence others ideals		
Social and environmental justice	Identifies the different social themes that are addressed in media literacies (Consumerism, sexism, racism…)		
	Comprehends the impact and influence that m has over certain segregated groups and minor		

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	Proposes agents of change by the changing of segregating discourses for empowering on		

Adapted from Jeff Share, Steven Funk and Douglas Kellner (2016)

Retrieved from:

https://www.academia.edu/29786076/Critical_Media_Literacy_Framework_updated_Nov_5_2016_

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Appendix 4

CONSENT FORM

Fomento de la alfabetización crítica de docentes en formación de ELT en entornos

virtuales en una universidad pública de Colombia.

Información para Consentimiento

Fecha: septiembre 1 de 2020

Título del estudio: **Fomento de la alfabetización crítica de docentes en formación de**

ELT en entornos virtuales en una universidad pública de Montería - Córdoba.

Investigadores Principales: Andrés Felipe Arango Arango – Wendy Johanna Salcedo
Begambre.

Entidad donde se desarrolla la investigación.

Universidad de Córdoba, Carrera 6 #No. 77-305, Montería, Córdoba

Introducción

Este documento explica un proceso de investigación en el que te estamos pidiendo
participar. Te permitirá resolver dudas para que tomes la decisión de si quieres o no
participar en la investigación. Esta investigación hace parte del programa de Maestría en
Enseñanza del Inglés de la Universidad del Norte, donde ambos estudiamos.

Explicación

Nosotros somos Andrés Arango Y Wendy Salcedo, somos estudiante de maestría en la
Universidad del Norte y nuestro trabajo consiste en investigar cómo se puede
concientizar a los futuros docentes en formación, para que puedan aplicar y desarrollar
metodologías que mejoren el pensamiento crítico en literacidades mediáticas.

Te estamos invitando a participar en este estudio de investigación. Puedes elegir si
quieres participar o no. Hemos discutido esta investigación con los jefes del departamento

de idiomas extranjeros y ellos saben que te estamos preguntando a ti también para tu aceptación.

Pero si no deseas tomar parte en la investigación, no tienes que hacerlo.

Puedes discutir cualquier aspecto de este documento con tus padres o amigos(as) o cualquier otro con quien te sientas cómodo(a). Puedes decidir participar o no después de haberlo discutido. No tienes que decidirlo inmediatamente.

Puede que haya algunas palabras que no entiendas o cosas que quieras que te las explique mejor porque estás interesado(a) o preocupado(a) por ellas. Por favor, puedes pedirme que pare en cualquier momento y me tomaré tiempo para explicártelo.

Objetivo: ¿Por qué se está haciendo esta investigación?

Queremos encontrar maneras de tener universidades que desarrollen en sus futuros docentes habilidades relacionadas a la preparación de clases y currículos que permitan fomentar el pensamiento crítico de los contextos y realidades que hacen parte de nuestras aulas, fomentando así la literacidad mediática como una fuente rica y prudente del desarrollo crítico.

Elección de participantes: ¿Por qué me pide a mí?

Queremos hacer esta investigación en un grupo de adolescentes universitarios, pues es una etapa base para la formación de ustedes. Escogimos la universidad y tu curso gracias a que la jefa del programa nos abrió las puertas y se interesaron en esta investigación.

La participación es voluntaria: ¿Tengo que hacer esto?

Si no deseas participar en esta investigación, lo puedes decir. Es tu decisión participar o no. Incluso si dices que "sí" ahora, puedes cambiar de idea más tarde y estará bien, no pasará nada.

Procedimientos: ¿Qué debo hacer durante la investigación?

Durante la investigación, los profesores investigadores estarán aplicando un currículo en el cual se desarrollarán temáticas relacionadas a nuestro curso normal de comunicación, estas temáticas tendrán una adición de fomentación hacia el pensamiento crítico. Grabaremos en video las sesiones. Además, pediremos a ti o a algunos(as) de tus compañeros que desarrollen actividades escritas que usaremos para analizar patrones de mejora. De ser necesario, en algunos momentos te haré algunas preguntas para conocer tu opinión sobre temas o situaciones que se hayan presentado en la clase.

Riesgos: ¿Es esto malo o peligroso para mí?

No existe ningún peligro para ti al participar en esta investigación. Puedes actuar naturalmente, como normalmente lo haces. La información se utilizará solo para la investigación. Los datos recogidos no afectarán tus calificaciones.

Beneficios: ¿Hay algo bueno que vaya a ocurrirme?

Participar en este estudio no te dará un beneficio inmediato, pero puede ayudarnos a recoger información que permitirá que tu universidad y tu salón tengan un ambiente de mejora en el mediano plazo. Podremos desarrollar programas tanto de pensamiento crítico como de literacidad crítica mediática. Así formar a tus profesores para que trabajen en eso más adelante.

Confidencialidad: ¿Van a saber todos acerca de esto?

No diremos a otras personas que estás en esta investigación y no compartiremos información sobre ti a nadie que no trabaje en el proyecto. Las conversaciones que grabemos y los resultados que obtengamos no serán asociados a tu nombre, se utilizarán nombres falsos para el reporte de dichos resultados. Solo los investigadores sabrán esta información y la guardará en un lugar protegido. Tus datos personales no serán revelados.

Compartir los resultados: ¿Me informará de los resultados?

Cuando termine la investigación, mostraremos a la universidad los resultados, sin mencionar ningún nombre de los estudiantes. Después, informaremos a otras personas a través de artículos en revistas académicas y conferencias.

Derecho a Negarse o a Retirarse de la investigación. ¿Puedo elegir no participar en la investigación? ¿Puedo cambiar de idea?

No es obligatorio que participes en esta investigación. Nadie se enfadará o molestará contigo si dices que no. Eres libre de tomar la decisión. Puedes pensar en ello y responder más tarde si quieres. Puedes decir "sí" ahora y cambiar de idea más tarde y también estará bien.

A Quién Contactar: ¿Con quién puedo hablar para hacer preguntas?

Puedes hacernos preguntas ahora o más tarde. Tengo el siguiente número: 3126986325, esta dirección: Calle 32#15-16 o Diagonal 13 #13ª-18 Guadalajara Montería – Córdoba

y este correo electrónico: farangoa@uninorte.edu wbegambre@uninorte.edu.co donde puedes localizarnos. Si quieres hablar con alguien más del centro que ha aprobado esta investigación, aquí están los datos:

Gloria Visbal Illera, Presidente. Comité de ética en investigación en el área de la salud Universidad del Norte. Kilómetro 5 Vía Puerto Colombia. Bloque F primer piso. Tel

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

3509509 ext. 3493. Correo del Comité de Ética en Investigación: comite_eticauninorte@uninorte.edu.co Página web del Comité: www.uninorte.edu.co/divisiones/salud/comite_etica

Entiendo que la investigación consiste en fomenta alfabetización crítica de docentes en formación de ELT en entornos virtuales en una universidad pública de Montería - Córdoba.

Sé que puedo elegir participar en la investigación o no hacerlo. Sé que puedo retirarme cuando quiera. He leído esta información y la entiendo. Me han respondido las preguntas y sé que puedo hacer preguntas más tarde si las tengo. Entiendo que cualquier cambio se discutirá conmigo.

Acepto participar en la investigación.

Nombre del participante:

Fecha: 29/08/2020

        Día / mes / año

Declaración del investigador

Yo certifico que le he explicado al menor de edad la naturaleza y el objetivo de la investigación, y que esta persona entiende en qué consiste su participación, los posibles riesgos y beneficios implicados. Todas las preguntas que el menor de edad ha hecho le han sido contestadas en forma adecuada. Así mismo, he leído y explicado adecuadamente las partes del asentimiento. Hago constar con mi firma.

Nombre de los investigadores: **Andrés Felipe Arango Arango – Wendy Johanna Salcedo Begambre.**

Firma:

WENDY JOHANNA SALCEDO BEGAMBRE

ANDRES FELIPE ARANGO ARTEAGA

Appendix 5

LESSON PLANS

Lesson N°1

<table>
<tr><td colspan="3" align="center">RACE AND RACISM</td></tr>
<tr><td colspan="3">THEME: RACISM ON CARTOONS AND VISUALS
Critical Media Literacy: Teaching pre-service English teachers to Critically Read and Create Media- How Cartoons Influence people about Race.</td></tr>
<tr>
<td>SESSION N°: 1</td>
<td>Language objective:
Identifying people's nationalities and cultural features</td>
<td>Critical Media literacy objective: To spot and analyze cultural aspects and stereotypes in cartoons that elicit racism and segregation</td>
</tr>
<tr>
<td>Aim of the session:
To analyze and understand the power structures of race and racism that are framed in cartoons and the ways in which audiences work to make meaning of stereotypes.</td>
<td colspan="2">Materials:
American English File 2, Unit 1
South park excerpt
<i>Christian rocks hard</i> (ninth episode, season 7)
Mystery of the Urinal Deuce (ninth episode, season 10)

The Simpsons excerpt
<i>The Burns and the bees</i> (eighth episode, season 20)
Miro team App.
https://miro.com/app/board/o9J_knW9J2I=/</td>
</tr>
<tr>
<td colspan="2">First Moment (sharing background on the issue)
Warming up (Break the ice activity)
The lesson is going to start by the activation of prior knowledge about Racist acts around the world. For doing so, a world map will be used for brainstorming participant's ideas. They will be divided in two groups; the first group is going to be in charge of racism and the second one in charge of stereotypes. Both will place sticky notes over the country they want to remark with an act of racism over the MIRO TEAM app. Then, some direct questions will be made. Such questions will be designed based on the lower and higher order thinking skills, such as:
   1. What do you know about racism and stereotypes in general terms?</td>
<td>TIMING</td>
</tr>
</table>

2. Can you describe the difference between racism and stereotypes? 3. Could you give an example of a situation where we appreciate the difference between a stereotype and a racist act? 4. Could you classify racism and stereotypes according to their characteristics? 5. What might happen if you combined racism and stereotypes? 6. What do you think about the stereotypes and racist behaviors shown in tv shows and cartoons?	
Second moment (Unveiling the truth) stly, the first unit of the book will be introduced (**Where are you from?**). Here the participants will be given some relevant vocabulary to talk about nationalities and descriptions in terms of clothing and appearance. Also, the required grammar structure through the use of the English book and additional activities. For the development of this moment, we propose a **Pre- during - Post** activity structure as follows: re activity: They will be asked some questions to predict the content of each one, such as: Have you ever seen these tv programs before? Do you like them? Can you talk a little bit about them? After that, the cartoon clips will be shown to the participants in order to introduce the media literacy that will be examined in this lesson. uring: Participants will watch the cartoon episodes. They will be prompted to write and share their impressions about them in terms of physical appearance, accents, nationalities and way of clothing per character. st activity: A discussion of power relations will be cue (Who controls the speech? Who targets whom? Whose people play the role of top dogs and underdogs? What do you think is the author's intentions? that was mentioned above will be distilled into a graphic organizer (appendix). The researchers will lead the filling of the information but with the help of the participants **Online Research on the issue:(ASYNCHRONOUS)** Finally, participants will go in the seeking of tv colombian shows related to the topic under discussion which is racism and stereotypes. Then, they will be asked to identify these categories using a graphic organizer explaining: which scenes are an example of the topic? what is the intention of these?, and which thoughts does that scene generate on consumers?	

Third moment (comparing before and after) (synchronous) Participants share the difference between their previous assumptions about racism and stereotypes with the ones they have already learnt during the session. For this, students will fill in a before and after chart (See Appendix). They will split into two groups for sharing their charts and to discuss their thoughts.	
Fourth moment (closing the loop) (synchronous same class) They will highlight significant patterns they may have found during the investigation, in terms of specific terminology ("Token you are black you can play the bass") that may be considered oppressive. Based on that, they will create a counter discourse ("Token you are very talented! trust yourself, you can play anything you want") in order not only to become critical but to start working on being agents of change, also aiming at boosting the higher order thinking skills.	
Fifth moment. (Creating a class) Participants will be encouraged to design a similar lesson. As a starting point they will be asked to fill in the first part of the given template (Appendix) with the selection of a macrotheme (a social problem), microtheme (context), language objectives, a critical media literacy objective, the aim of the session and the materials. They will also be invited to start designing the first moment of their lesson. This will be assigned as homework, so that they will have time for making decisions. Researchers will scaffold students through the whole design.	

Comments:

The aim of this activity is that by the end of the research, learners will have a similar version of this class created on their own. This will be achieved little by little throughout the research. So that they will develop each session as homework.

At the end of each session, participants will be asked to reflect a little about their process. They will be asked to do that by filling in a **self - assessment** template (Appendix)

Lesson N°2

GENDER AND SEXISM

THEME: GENDER AND SEXISM IN SONGS AND VIDEOS

SESSION N°: 2	**Language objective:** Talking about past events with simple past and past continuous.	**Media literacy objective:** To analyze how gender and sexism is addressed in speech over songs, videos, and advertising.

Aim of the session: To analyze and understand the power structures of genre and sexism that are framed in songs, videos and advertisements and the ways in which audiences work to make meaning of them.	**Materials:** • **American English file 2, Unit 2** • Always advertisement "Like a girl" https://www.youtube.com/watch?v=XjJQBjWYDTs • **Madona's speech on Bilboard 2016** https://www.youtube.com/watch?v=c6Xgbh2E0NM

1. **First Moment (sharing background on the issue)** **Warming up (Break the ice activity)**	**TIMING**
- As a "Break the ice" moment, participants will be asked to share their notions about "gender and Sexism". This will be a space for discussion. So, their answers will be written over a shared word document. After building a concept for both words, pre- service teachers will watch a short video of **Madonna's speech on billboard woman music 2016.** While watching the video, participants will be asked about which are the parts of the speech that most catches their attention and if they can	

classify them as "gender" or "sexism". Then, participants
will look for some Colombian examples in which women
are sexually jeopardized or symbolized.

After that, they will analyze the video launched by the
feminine products company **Always** *"like a girl"* and they
will be asked to think about the possible reasons why when
adult females are asked to act as a girl, they do it showing
weakness. They will also be asked to reflect about the
following questions:

1.Why do you think little girls and older girls act differently
when they are asked to do the same?

2. Do you think that gender and sexism are somehow related
to the reason why girls change the way they think about
themselves when they grow up?

3. What expression used here in the Caribbean coast can be
replaced with "Like a girl"?

2. Second moment (Unveiling the truth)

In this moment **pre service teachers will look for
songs that unveil gender and sexism. They will use a
graphic organizer to set which parts of the lyrics are
gender matters and which ones become sexist.**

Firstly, the second unit of the book will be introduced.
The importance of telling stories and how to use the **past
tenses** to generate long and short actions in time. Also, the
required grammar structure through the use of the English
book and additional activities.

For the development of this moment, we propose a **Pre-
during - Post** session structure as follows:

Pre activity: During this part researchers will model the
analysis of the song "la falla fue tuya" interpreted by the
Colombian singer and composer Diomedes Díaz, in three
stages.

First, researchers will address these questions: **Have you
ever listened to this song before? Can you identify songs
that empower gender and sexism? Do you like them?
could you make a short list of some of them? Can you
talk a little bit about them?**

Secondly, they will be prompted to analyze the genre of the
song in terms of analyzing if there is a relationship between
the song genre, gender and sexism. Thirdly, they will
evaluate the title by looking at who is the target (Who is

part of the song, who is mentioned, which context does the title address). Fourthly, they will scrutinize the song lyrics by highlighting some parts of the lyrics that can be labeled as a matter of gender or sexism using a graphic organizer (Appendix) to classify each part of the speech on the lyrics.

During: They will be asked to brainstorm some ideas about song genres that could address Gender and Sexism. Once they have brainstormed their ideas, these groups will be in charge of following the fourth previous steps. First, pre-service teachers will answer these questions: **Have you ever listened to this song before? Can you identify some songs that empower gender and sexism? Do you like them? could you make a short list of some of them? Can you talk a little bit about them?**
    Secondly, they will analyze if there is a relationship between the song genre, gender and sexism. Thirdly, they will evaluate the title by looking at who is the target (Who is part of the song, who is mentioned, which context does the title address). Fourthly, they will scrutinize the song lyrics by highlighting some parts of the lyrics that can be labeled as a matter of gender or sexism using a graphic organizer (Appendix) to classify each part of the speech on the lyrics.

Post activity: Pre-service teachers will be asked to write a story related to the song's background, they will try to contextualize and recreate the possible life situation that gave life to that song. By using the past tenses notions of long action and short actions using when and while.

3.   Third moment (Comparing before and after)

In this moment, participants will be asked to surf the web and look for video songs that may be used as reference of the topic, they can choose among the ones they listed in the first moment or any other they liked. In groups of two, they will be invited to compare a same genre old song with a new one by looking for similar sexist patterns**.** After this analysis they will realize if the patterns continued on time or if they have changed or made up with a more sophisticated language.

After that, a discussion of power relations will be cue (Who empowers the speech (singer or listener) ? Who targets whom? Whose people play the role of top dogs and

underdogs? What do you think is the author's intentions? How does song empower aspects of gender and sexism? Have songs and music videos changed the reality of how people perceived these genres?	
Fourth moment (closing the loop) ASYNCHRONOUS Pre-service teachers will use the stories that they have written during the second moment in order to classify gender and sexisms patterns on them. After that, they will think about real examples in their communities that could match the stories that they have created; this to raise awareness and consciousness about gender and sexism in the context that they live in. Then, each of the pre-service teachers will be assigned with one of the stories at random and will be in charge of transforming the original sexism and gender real life story background into a counter discourse story that could elicit agents of change in their communities using their notions of past tenses. The reason for this activity is to raise pre-service teachers the ability of using their imagination and creativity to produce speeches that can change the reality of song's lyrics that were designed with the purpose of empowering gender and sexism.	
5. Fifth moment (Pedagogical moment) Participants will be encouraged to design the second part of their lesson. As a starting point they will be asked to do the "**Second and third moment**" in which they are going to look for a media literacy text that can show Gender and Sexism and the specific topic of their lesson and an activity to encourage their students to express their previous assumptions about it. This will be assigned as the second homework, so that they will have time for making decisions. Researchers will scaffold students through the whole design.	
Comments: This space will be devoted for researcher's reflection on how the session went.	

Lesson Nº3

CONSUMERISM		
THEME: CONSUMERISM IN PHOTOS AND VIDEOS		
SESSION N°: 3	**Language objective:** To use future tenses to communicate plans, predictions and possible situations in the future.	**Media literacy objective:** To analyze how consumerism is addressed**Lesson N°3** in advertisements.
Aim of the session: To analyze and understand how somehow advertisements influence the future choices of consumers.	**Materials:** **-American English file 2, unit 3** **-**Mcdonal advertisements - *MAN* by Steve Cutts https://www.youtube.com/watch?v=WfGMYdalClU	

	TIMING
1. **First Moment (sharing background on the issue)** **Warming up (Break the ice activity)**	
It can be devoted to discuss previous knowledge about the issue under discussion For the development of this first moment, the research team will project a series of images that may produce some specific emotions on the students, such as: hunger, excitement or anxiety. The images will be shown without logos and hiding any brand to see if pre service teachers can guess them by just looking at them. While watching the images, participants will answer the following questions:	

1. What kind of sensations do these images produce in you? 2. What image did you like the most and why? 3. Could you relate the image you selected with an action you wanted to develop in the moment you looked at it? 4. Did you think of a specific logo or brand when you looked at the images? 5. Do you have any background information about the brands you mentioned? After sharing their answers, the participants will be invited to watch the video "Man" in order to have a deeper notion of the word consumerism. While watching, they will fill in a PRO and CONS graphic organizer with positive and negative adjectives that they may think of. Then, they all will share their answers and together with the research team they will build up the concept of CONSUMERISM.	
2. Second moment (Unveiling the truth) **Teacher will explain will and going to (check this)** **Pre-activity:** In this part of the session pre-service teachers will learn to analyze an advertisement image using a grid scheme. The grid scheme will divide the pictures in four parts helping them to see in detail each part of the advertisements. Once they have analyzed the elements in the grid, they will identify the protagonist, symbols, attitudes, themes, and author's intention. At the end they will use these categories to identify the intention of the picture, then they will create the same advertisement with the purpose of modifying the intention of consumerism. **During:** Pre-service teachers will look on the internet for some well-known Colombian advertisements and they will analyze by looking at the protagonist, symbols, attitudes, themes, and author's intention. Once they have finished this part, pre-service teachers will look on the internet for data that could support the consumption of that product in Colombia. Later, they will write predictions with evidence and beliefs using the future tenses. **Post:** In the post part, pre-service teachers will take their Colombian advertisement and they will try to sell the same product using a "consciousness advertisement". This kind of advertisement will show real information about the	

product, pros and cons and also the possible problems that it will generate in the society.	
3. Third moment (Comparing before and after) Participants share the difference between their previous assumptions with the ones they have already read and seen on the web. In this session, participants will be invited to share their previous productions. They will be prompted to make PowerPoint slides in order to show how their perceptions have changed in terms of consumerism. For doing so, they will compare their two advertisements, the original and the one they turn into a consciousness advertisement. The idea is that they show how their persuasive discourse is different in terms of power in comparison with the ones from the first moment by highlighting positive adjectives and also using the future with **will** and **going to.**	
4. pedagogical moment Participants will be encouraged to design the last part of their lesson. As a starting point they will be asked to do the "**fourth moment**" in which they are going to create an activity that could encourage their student to produce an artifact based on their lesson requirements.	

Comments
This session is shorter than the previous lessons because it has one less stage.

Appendix 6

Participants' Lesson Plans

Name: Elton John
Target students' level: B1

<table>
<tr><td colspan="3">THEME: Machismo</td></tr>
<tr>
<td>SESSION N°: 1</td>
<td>Language objective:
We are going to use the past simple to talk about situations of the past.</td>
<td>Media literacy objective:
to watch how machismo is given in songs, videos, and television shows.</td>
</tr>
<tr>
<td>Aim of the session:
to analyze and understand how machismo is transmitted through audiovisual media, and how this topic is consumed by all daily.</td>
<td colspan="2">Materials:
Machismo y presunción de inocencia:
https://www.elperiodico.com/es/opinion/20191226/articulo-jordi-nieva-fenoll-machismo-presuncion-de-inocencia-codigo-penal-7787824

Marge Simpson Makes Stuff Out Of Wood:
https://www.youtube.com/watch?v=7PWFxC5wLbY

Maldito Machismo:
https://www.youtube.com/watch?v=ZJfBfgDw8zw

Jamboard:
https://jamboard.google.com/d/167eIqWI6N9yVbuFvBz3PkL_fatUIBCvFQWKYwNgO8vc/viewer

Document:
https://docs.google.com/document/d/1pymUkAuu7IGk9Cw8FvW_VToi7CFYsR2WsIUI5iU7PKA/edit?usp=sharing</td>
</tr>
<tr>
<td colspan="2">1. First Moment (sharing background on the issue)</td>
<td>TIMING</td>
</tr>
<tr>
<td colspan="2">Warming up:
First, we are going to ask the students about their knowledge and experiences about Machismo, this activity will be carried out through a Jamboard, where students must write their knowledge of this topic. Then they should read an opinion article entitled "machismo and presumption of innocence", after which students will have to answer the following questions:

- Have you lived or presented any acts of machismo?

- How do you think machismo should be treated to end it?

- How do you think this behavior affects society?</td>
<td>20 Minutes</td>
</tr>
</table>

1. Second moment (Unveiling the truth) **Virtual investigation on the issue:** **Pre:** after the first part, students will be asked if they remember the subject of the simple past, then you start to remember the structure of the simple past in affirmative, negative, I have interrogative. and there will be a brief explanation of the use of this time. **During:** In this part, we will lend you two videos about the topic, then ask them to write the machistas actions they saw in the videos, for this we will enable a document in google drive. **Post activity:** students will then be asked at home or in their neighborhood to ask a family member, friend, or neighbor if they have suffered any act of machismo and ask if they know what caused that behavior and what consequences it brought with them, and then make a tree of trouble and fill it in.	1 Hour
1. Third moment (Comparing before and after) At this moment, we are going to ask the students to approach their family member or friend to ask if the person who had the machista act, continues to do so, or has changed the way he thinks and acts. For this activity, students will have to fill out a comparative scheme where they will write these situations.	15 Minutes
1. Fourth moment (closing the loop) At this point students will be asked to write in a word document the story of the person who was asked about their experience being victims of machismo. Then, they should highlight the sexist actions evidenced in this story, and then rewrite it, changing the underdog's response with the intention of empowering it.	30 Minutes

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

Name: Jhavick

Target Students´ level: B1

THEME: Animal Abuse		
SESSION N°: 1	**Language objective :** Articles Past Simple Past Continuous	**Media literacy objective:** Short Films
Aim of the session: Sensitize students to make them awareness of the meaning and importance of animals in the environment.	**Materials:** - Video 1 https://www.youtube.com/watch?v=UHrZOutmRu4 Cortometraje contra la violencia animal y contaminación ambiental (Sonorización) - Video 2 https://www.youtube.com/watch?v=lslewXmlVp4&t=66s Este vídeo te hará llorar NO AL MALTRATO ANIMAL - Video 3 https://www.youtube.com/watch?v=1qFuv0ceS3I Stop animal cruelty! If humans and animals changed places!	
1. First Moment (sharing background on the issue)		**TIMING**
- We will start the class with a casual conversation between teacher and students with the intention of creating discussion about the topic. - Tell an anecdote about an event with any animal. - Sharing short stories with each other. - We will introduce the topic in a contextualized way. - Talk about animals around the school, around the neighborhood. - How do students and others treat animals that live together every day? - We will go through previous student's thoughts and knowledge about animals as living beings. - What do they think about animals? - Could animals think?		1 Hour

● Can animals feel? ● Are important animals to nature? Why? **Note**: It is developed based on the real fluency of the class.	
2. Second moment (Unveiling the truth) **Pre** ● We will explain to the students the theme (Animal Abuse) which we will work on together, including which english topic we will work and improve on. (Articles, past simple and past continuous) **During** By this time, students will watch some short films about the theme and we will start to generate discussion together about it, with questions as: ● Do people abuse animals? ● What do you think about animal abuse? ● Do you think animal abuse is okay? Why? Then based on what students said we will explain how to create a text related with the theme (Animal Abuse) and the english topic (Articles, past simple and present continuous), then students will work on an activity: They will write a short paragraph, where they tell us a case which should be related with animal abuse in their cities or neighbourhoods, using articles, past simple and past continuous. **Post** ● Finally, we will assign students to look for a story in the newspaper or on the internet that shows animal abuse. Also, they will identify articles, adjectives and past continuous and based on the story create a short paragraph with a reflection about animal abuse.	1 Hour
3. Third moment (Comparing before and after) **-** In this part of the session or the class, students will compare their first activity with the last one, in order that they realize what they have learned and what mistakes they made, so they can figure out and fix them.	20 Minutes

- They will share with their partners their writings and news about the topics, showing how they identify them and saying, how it affects them, what they reflected about, how they changed their mindset.	
4. Fourth moment (closing the loop) Students will be asked to meet in two groups, one against and one in favor of animal abuse, in order to create a style of discussion that helps students to raise awareness and argue their opinions about animal abuse through two different positions.	20 minutes
5Fifth moment (Pedagogical moment) The students will create a poster where the rejection of animal abuse is reflected. After this, it will be presented as an exhibition in the class. finally, the student will put the poster in a place that is visible to the rest of society, thus promoting a change of thought in it.	20 minutes
Comments:	

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

Name: Jheyson Borges

Taget Students' level: B1

<table>
<tr>
<td colspan="3">THEME: STEREOTYPICAL THINKING AND DISCRIMINATION IN SCHOOLS</td>
</tr>
<tr>
<td>SESSION N°: 1</td>
<td>Language objective:

Students need to understand that words and actions should be reethink first in order to take them and make actions later, they have to learn to respect other people, students rather.</td>
<td>Media literacy objective:

Understand and respect the role, functions and purposes of the students in high school.</td>
</tr>
<tr>
<td>Aim of the session:

Learning that there are human beings, also learning to respect, to tolerate, and to let people feel comfortable with themselves.</td>
<td colspan="2">Materials: Padlet, Word document, and Youtube videos.

● https://www.youtube.com/watch?v=H_xzisZ9RNA</td>
</tr>
<tr>
<td colspan="2">1. First Moment (sharing background on the issue)

Warming up I will start by brainstorming, why? Because this way will introduce me to breaking the ice about what could mean hurting someone. So, I would share my screen with the classmates about one word to make the first step. They will fill a brainstorming using their thoughts and experiences based on what they lived when they were assisting in classes.

● In this first part, they will use the critics toughts to describe discrimination in classrrom, abuse by their owns students and even</td>
<td>TIMING

15 Minutes</td>
</tr>
</table>

they will reethink quickly about the consecuences so in that moment, the topic would be revealing at least.	
1. **Second moment (Unveiling the truth)** After the first part, the second part will coming soon, so in this part, I will like to show them a link about discrimination and stigmas we are living as a students, but also teachers. So first, I will show the link by my own screen and then, they will watch the video individually. Link: https://www.youtube.com/watch?v=H_xzisZ9RNA • This activity will help the students to involve a little bit more in the topic, so they will realise how many times they were abusing their friends in the classrooms and even outside of high school.	20 Minutes
1. **Third moment (Comparing before and after)** • In the third moment the students will type in a word document their thoughts based on what they think about the topic and their present thoughts, but before of the comparison activicty in the word document, the teacher in charge will explain to all students the topic about the class and the difference issues this topic has: Discrimination in schools and steretypical thinking. STEREOTYPIAL THINKING AND DISCRIMINATION IN SCHOOLS There are four main types of discrimination that are important in schools; direct discrimination and indirect discrimination, harassment and victimisation. Direct discrimination in schools is when a child is treated less favourably on the grounds of gender, disability, race, sexual orientation, religious belief or age. For example, assuming a child may not be able to reach a	30 Minutes

certain level of work because they are disabled. In these cases the act itself is unlawful, not whether or not someone meant it.

Indirect discrimination is when policies or practices affect a certain group of children more than others for no good reason. The groups protected by the legislation include groups defined by their gender, race, sexual orientation, religion or belief, or age. When it is related to disability, reasonable adjustments should be made so that indirect discrimination does not take place.

When the teacher finished his speech, studets will open a word document to make the comparison about their thoughts. It will be a before and after activity.. | |
| **1. Fourth moment (closing the loop)**

- Students will highlight significant patterns and they will discuss about this topic in a padlet (https://es.padlet.com/). Also, they will have to type on the padlet about one experience that someone of their family or community had lived.
- This moment will be the final activity of the class and means they should reflex about what they did or what they are doing with their partners and the way that they express arround with them. Plus They will have the opportunity to pick someone who had lived discrimination experiences and stereotypical thinking but also if one of them had lived one of those discriminations or stereotypical thoughts, then they could put their experiences too.

    https://es.padlet.com/ | 50 Minutes |
| **1. Fifth moment (Pedagogical moment)**

- Participants will be prompted to apply this strategy to their own context by the designing of a similar activity. Then, they can develop with their students. They will be suggested to elicit critical thinking. It can be done through the use of images, texts, news, videos among others. | |
| **Comments:** | |

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

Name: Mariah Carey

Target Students´ level: B1

Homophobia and homosexuality		
THEME: Homophobia and homosexuality in animated shorts.		
SESSION N°: 1	**Language objective:** Learn about different adjectives than can be used to express your feelings. (How did you feel? ADJECTIVES)	**Media literacy objective:** Use animated shorts to learn about homophobia and homosexuality and express your feelings and your thouhgts about this theme.
Aim of the session: To train students capable of expressing their feelings, thoughts, and ideas in English, to know what they think about controversial issues (homophobia and homosexuality) and all in order to guide them to a new way of learning inclusive, respectful, and tolerant.	**Materials:** Video 1. https://youtu.be/GgfvmHeOiqQ "In a Heartbeat" Video 2. https://www.youtube.com/watch?v=7tUks1u8MdY&feature=youtu.be "Kids react In a Heartbeat" Video 3. https://www.youtube.com/watch?v=_iDwRbV7F1U&feature=youtu.be "Elders react In a Heartbeat"	
1. First Moment (sharing background on the issue)		**TIMING**
Warming up (Break the ice activity) ● It can be devoted to discuss previous knowledge about the issue under discussion We will ask some questions in relation to the issue to know what they know about it. 1.What do you know about Homophobia?, What is it?		1 Hour

2.What do you know about Homosexuality?Can you explain it? 4. What is "LGTBIQ"? 3. How do you think that homophobia affects the feelings of people? 4.What happens to people who don't like to share or treat homosexual people? Do you think that they are good people or bad people? 5. Do you think that in the future the people will accept homosexual people or not? 6. Do you agree or disagree with homophobic people? Explain your reason. 7. What do you think people should do to avoid being homophobic?	
1. Second moment (Unveiling the truth) **Pre:** Clearly explain the use of adjectives to correctly express feelings and emotions. To do this, students must say how they feel the day, the question is asked. **During:** We share with them three videos about the theme. And we ask some questions: 1. Do you like the videos? 2. What is the theme of the videos? 3. Explain to us with your words how the intention of the author of the videos? 4. Describe how you feel during the videos. 5. How do you feel when you see two people with the same genre together like in a couple? **Post activity:** Narrate an experience or event where you have witnessed some type of homophobic act, remember to use the adjectives learned in class.. **Virtual investigation on the issue:** ● Participants go in the seeking of news related to the topic under discussion on the web and transmit them through the use of pedagogical strategies such as: mind maps, graphic organizers among others) We leave that they search recent news about homophobia and homosexuality, choose one and in a mind map explain what happens in this case, how the character feels, how people things about this case, and how you feel.	30 Hour

1.	**Third moment (Comparing before and after)** ● Participants share the difference between their previous assumptions with the ones they have already read and seen on the web by the creation of a comparative chart. (discussion can be prompted in order to share their production). Students share their experience in the classes, they will make a timeline divided into 3 parts; What did they know before the classes? what were they learning during the classes? and what they learned at the end of all the activities. Each part must be accompanied with images, which express what they feel during each time.	20 Minutes
1.	**Fourth moment (closing the loop)** ● They will highlight significant patterns they may have found during the investigation, in terms of specific terminology that may be considered oppressive. Based on that, they will create a counter discourse in order to not stay critic but to start working on transmitting agents of change, also addressing to boost the higher order thinking skills Students will be grouped into groups of four, where they will make a news type of video showing a case of homophobia, where they should: 1. They will present the situation of homophobia (can be real or unreal but based in real cases) 2. They will ask the people who made the homophobic comment or action why they act that way and ask the people who felt rejected what they think and how they feel about it.	20 Minute
1.	**Fifth moment (Pedagogical moment)** ● Participants will be prompted to apply this strategy to their own context by the designing of a similar activity. Then, they can develop with their students. They will be suggested to elicit critical thinking. It can be done through the use of images, texts, news, videos among others.	20 Minutes

Appendix 7

Before and After

Name: Javick

What did you know before?	What do you know now?	Critical thinking
1. **I already know about each one meaning of Race, Racism and Stereotypes** and how those in a real practice could affect in despectives and negatives way to others making them victims of this kinds of offensive and inhuman ways of think and act.	2. **I already get a wide view about how those "words" could be each one realeted, It makes this topics and real events more influenced by more than just an only one thing which could affect in the mindset of people and taking them to think and make things based on their point of view (It could be positive or negative).** 3. What I want to mean is, there are so many aspects which influence and could make a difference in how people think and act, in how people really are, and how this does not just affect them, but how this affects others around them.	**1.Kownled***ge/* *describes the issue* / identifies causes and consequences **2. Comprehension** / defend his position - **3. Application** / Provides a solution to a problem- predicst consequeces

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND
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Name: Elton Jhon

What did you know before?	What do you know now?	Blooms category.
I thought that stereotypes were a type of racism, and I knew that racism is rejecting people because of their skin color, culture, religion, etc.	I know stereotypes and racism are different, but they can happen together i saw it on tv shows	*Application (Construct new concepts/* **Use the information in context** *)* Comprehension (gives an example of the issue)

Name: Mariah Carey

What did you know before?	What do you know now?	Critical thinking
1. Before the sessions I know that racism is discrimination to a person for a color skin and the thoughts or words are always with bad intentions. About the stereotypes I know that is a statement about anything of a culture, or region or some race. Maybe are true or maybe are false.	1. Now for me it's clear the difference between racism and stereotypes.	**1.Knowledge /** describes the issue
	For example now I know that stereotypes can be positive things about something, (person, culture, race, country) and also bad. And racism always is bad, with a bad intention.	**2 Comprehension /** Gives an example about the issue
	Also I learnt that some cartoons and tv shows show us many cases of racism and stereotypes that sometimes I didn't pay attention.	**3 Application /** uses the information I context
	Now I know that always in case of racism and stereotypes it has top dogs ("people feel superior than others") and underdogs. ("people feel inferior than others")	**4 Synthesis /** Combines ideas to create a new one.

Name: Jheyson Borges

What did you know before?	What do you know now?	Critical thinking
1. <u>I used to think that these three words mean something someone is facing or struggling just by their skin color (racism), sexual preferences (stereotypes) and even their religions or about communities they come from (race). The right thing is that when I thought in those words before, something bad happened in my mind but I did not have a specific conception about what those three words meant.</u>	**2.** <u>I know that race, racism and stereotypes are used to mention stigmas (stereotypes)</u>, **3** *such has opinion of a person to describe someone who don't alike or maybe don't have good relation each other, so it is also about the culture, how they looks like, or maybe what they hear about other individuals, then this become a problem based on intolerance, plus repetition of fake people who like to destroy others.*	**1 Synthesis** / Revises previous assumptions **2 Application**/ Constructs new concepts **3 Analysis**/ Compare related issues **4. Analysis**/ Analyses causes and consequences _
She was waking up on her bed, and many men were touching her, as a sexual toy, but also, she wanted to explain on the hard part, the same thing but with another kind of message, so, men were abusing her, touching her, and even talking bad things in front of her. After that, she just started to feel exhausted and she just tried to stand up because for men, the game was over at that exact moment. Then, she used her talent to sing to raise her voice in front of evil. She was singing about how a man can cross the line and it is correct. In order to that, she was recording a scene and a men just interrupt her to said to her and her friends, that what they were doing, it was not correct at all, the man just believed that he knew everything and her friends and even her, just ignored him and they started to do	**4** About Racism and race, I think that it is a little bit heavier in the way people affront issues like this. Some of them are killed by others, only because their skin colors, beliefs and that kind of people didn't like others, <u>so they just decided to end with those and it is not correct.</u> **5** Finally, I think that this would change and be better for all our whole world if we just tolerate each other, respect each other, and accept them, so the problem will be over if we don't focus to hate but to love first.	**Comprehesion**/ defends his position **5. Application** / Provides a solution to a problem

what they wanted to do. The man tried to imitate and Lily's friends started to jiggling because the man was pretending to do as well as they were doing. Lily and her friends just went away from the boy and they finished to film the video in another set, by her own way not the man's way.		

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Appendix 8

Counter Discourse

Name: Javick

ORIGINAL	COUNTER DISCOURSE	Media Literacy
" Quiero que se vaya de acá, váyase!... ¡Usted no puede vender, viejo! ¡Váyase! No, eso es falso, usted está invadiendo acá espacio privado ¡Esto tiene contaminación auditiva!... ¡Que no quiero eso! ¡quiero que se vaya! ¿Qué no me está entendiendo? **1** ¡Yo soy Alejandro Mallarino, soy presidente de la JAC!... Alejadro Mallarino para usted ¡no sea confianzudo!... ¡Le doy 10 min para que se vaya de acá viejo! ¡10 minutos! van contando, ahora son 9."	**3** Disculpe, Señor Mi nombre es Alejandro Mallarino, soy residente en este barrio y soy el presidente de JAC. Usted está generando mucha contaminación auditiva en una zona residencial, podría por favor mostrarme el permiso que argumente su estadía en esta zona?... Por favor no me ofrezca sus productos, no estoy interesado en ellos. Por favor, le agradezco encarecidamente que le disminuya el volumen al equipo de sonido, está perturbando el sano ambiente auditivo en esta zona, gracias. Hay un señor con una venta de cocteles afuera en la calle y está perturbando la paz y tranquilidad de las personas en el barrio con un equipo de sonido a todo volumen...	**1 Production / institutions** Pinpoints some institutions and people's language choice to influence other's ideals **2 Social justice/** Identifies the different social themes that are addressed in media Literacies **3 Social justice/** Proposes agents of change by the changing of segregating discourses or empowering ones.

"¡Se me metió la costa aquí adentro del chuzo, en serio! ¡Literalmente se metió la costa al rancho! ...	Le dije, "le pedí encarecidamente hace unos minutos que le baje volumen a su equipo de sonido, no digo que lo apague, solo que le baje volumen para conservar el ambiente no contaminado auditivamente en el barrio, ahora mismo debería estar haciéndolo, espero haya entendido"...	
Le dije "¡No señor! aquí usted no puede estár ¡lo mande para la quinta porra!, en estos momentos ese señor debe estár recogiendo todas esas cosas, encaramándolas en ese camión de hojalata y yéndose para otro país"...	"Me parece que no va colaborar, aún sigue con el sonido alto"... Disculpe, soy yo otra vez, colaboreme… Está bien, llamaré a la policía ya que no quiere colaborar"...	
"Trompetas de guerra, Huevón"... 1 "¡Oiga! ¡Este tipo! Se lo puedo decir... No sabe con quién se metió, Viejo"... 2 "¡No, es que este tipo me tiene jodido, váyase para su tierra!"...	Le he pedido amablemente y con todo respeto que no colabore con el alto ruido que está manejando eso perturba la paz en el lugar y aumenta la contaminación, por favor muevas a un lugar el cual tenga como dominio la zona comercial...	

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CRITICAL THINKING

Name: Elton Jhon

EXAMPLE		
ORIGINAL	**COUNTER DISCOURSE**	**MEDIA LITERACY CATEGORY**
-Eugenia: "Está lleno de mañas, sabe que va a ser en unos años, un delincuente" -Eugenia: "Quién sabe de qué tretas se ha válido usted para enredarlo, seguramente las mismas mañas que tiene este mocoso"	-Eugenia: Está lleno de astucia, no va a tener un buen future -Eugenia:Eres muy buena para convencer, de seguro le estas enseñando lo mismo a tu hijo	**SOCIAL JUSTICE**

Name: Mariah Carey

EXAMPLE		
ORIGINAL	**COUNTER DISCOURSE**	**Media Literacy**
"Token you are black you can play the bass" (8:24-9:00) Racism **1** Francisco: " usted a mi no me mire, no me hable, mejor dicho, quitese de ahí, pero vayase bien lejos que huele a puro negro berrinche"	Token you are very talented! trust yourself, you can play anything you want. **2** Francisco: " usted a mi no me mire, no me hable, mejor dicho, quitese de ahí, pero vayase bien lejos que no	**1 Social justice /** Comprehends the impact and influence that media has over certain segregated groups and minorities..

(38:37 - 39:20) Racism and Stereotypes **1** Franciso: "debería de darte vergüenza, vos vestida así, que estás tratando de venderte vos solita pa europa,pa españa, claro muy buena idea, te iría muy bien, porque allá la carne de búfalo es muy apetecida." 1 "pilas con esa lengua negra y venenosa"	quiero discutir con una persona enojada" **2** "porque estas vestida asi?" **2** "Ten cuidado con lo que dices "	**2 Social justice/** Proposes agents of change by changing of segregating discourses for empowering ones.

Name: Jheyson Borges

EXAMPLE		
ORIGINAL	**COUNTER DISCOURSE**	**Media Literacy**
1 ''Si no tengo las chichis grandes, entonces ningún hombre me va a querer y al mismo tiempo, no levanto nada.'' **2** ''El trabajo honrado no lleva a algo bueno y vendiendo forros de celulares, o mekatos, no vas a progresar. Te ayudare a conseguir un trabajo donde pagan mejor y quizá este involucra vender tu cuerpo o comprar drogas.'' **1**''Yo puedo tocar y coger tus nalgas porque fui yo quien las hice.''	**3** Te ves bien así, no tienes que dejar que las opiniones y tendencias de los demás afecten tu autoestima como ser humano, y como mujer. Debes quererte tal y como eres. Trabaja duro para conseguir todo lo que quieres construir en tu vida. No hagas nada que te afecte o que haga sentir en peligro	**1 Politics and representations /** Targets top dogs and underdogs **2 Productions – institutions** Pinpoints some institutions and people's language choices to influence other's ideas

1 ''Si estás con alguien más, probablemente ya no vivirás más. Te mato.''	tu vida. Sigue adelante siendo alguien bueno y trabajando por lo que quieres. Así verás frutos positivos, después de tanto trabajo arduo que llevaste a cabo. No tienes que estar bajo la posesión de nadie, y mucho menos vender tu vida al mejor postor. Qué gratificante sería si todo lo que has conseguido, ha sido por ti mismo(a) Bajo el poder de personas negativas, sólo conseguirás estar con alguien que te llevará a la perdición. Aún estás a tiempo de no cometer un error.	**3 Social justice/** Proposes agents of change by the changing of segregating discourses for empowering ones.

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Appendix 9

Individual Advertisement

Name: Javick

Consumerism Task

Part 1: I can see the top off the bottle of beer, behind it there is a blue sky with white

clouds, some playing cards and a first part of the big words.

Part 2: I can see the bottom of the bottle of beer, behind it there is a blue sky with some white clouds, in below the bottle there is a metal base which supports the bottle and a part of the big words.

Part 3: I can see some playing cards, some big words and behind those there is a blue sky with some white clouds.

Part 4: I can see some big and small words, a part of the metal base.

Who is the protagonist?
The protagonist is the beer "POKER", because it is a representative and the main element in the advertisement.

What are the symbols?
The symbols are the bottle of beer and the playing cards (Playing cards are a subtle way to make reference to the beer).

What are the attitudes?
Share with others, friendship.

What are the themes?
Good relations, hanging out with friends, having fun, drinking beer, playing some good games and enjoying the moment.

What is the author's intention?

The author's intention is to promote the sale of its beer using methods related with the relations between people.

What is the intention of the picture?

The intention of the picture is to pretend to wrap people up in the idea that the meaning of "friendship" is to share a beer (Poker) with friends; this advertisement tries to manipulate people's mindset using events of daily life to convince them to buy the product which it shows. This is an effective way to sell it product, it is the typical way to get interested people in.

Note: this advertisement recommends that people not drink too much alcohol due to it could be dangerous to people's health and also people under 18 years cannot drink alcohol.

Name: Elton Jhon

Part 1: I see the face of a woman and her raised arm touching her hair, the word "wow" and in the background, I can also see the sky

Part 2: I can see the word "leonisa", the other arm of the girl who is also raised touching her head and in the background, there is the sky

Part 3: In this part, I can see a bra, the phrase "strapless con realce", some plants, and a part of a mountain

Part 4: I see a part of the bra, more plants, and a column

- **Who is the protagonist?**
  The protagonist is the woman because she is in the middle of the advertisement

- **What are the symbols?**
  The symbols are the word "wow" and the brand logo

- **What are the attitudes?**
  The attitude of this advertisement is to cause an impression in people through
  their strapless bra

- **What are the themes?**
  The themes are female underwear, comfort.

- **What is the author's intention?**
  The author's intention is to show the product characteristic and convince the
  female audience to buy it

- **What is the intention of the picture?**
  The intention of this picture is to promote a bra, in this picture we can see a
  woman who looks very happy and comfortable with her bra, this somehow makes
  the female audience want to buy the product

Name: Mariah Carey

Part 1: I can see a tree, a part of the bottle of col

ombiana soda, a woman's afro hair.

Part 2: I can see the other part of the bottle of colombiana soda, the woman's nose and
mouth and part of her fingers. The last part of an advertising car.

Part 3: I can see a bridge, a tree, a building, the sky, a lamppost.
Part4: I can see the front of the advertising car, the road, the street and a little white hand that holds a bottle of soda that is on the side of an advertising car.

Who is the protagonist?
The protagonist is the bottle of colombiana soda, because of its repetitive image, on the side of an advertising car and in the last part of an advertising car.
What are the symbols?Consumerism Task – MariaH Carey
I think the symbols are the same bottles of colombiana soda and the little white hand that holds a bottle of soda.
What are the attitudes?
The motto that is "Moda a la colombiana"
What are the themes?
Restaurants, drinks, sodas, share with families and friends, refreshments.
What is the author's intention?
I think the author's intention is to show that we have a soda specially for colombian people that we need to buy and taste, because is "our mood in sodas"
What is the intention of the picture?
The intention of the picture is to invite us to see this advertising car while we are on the road and encourage us to buy and taste the Colombiana soda.

Name: Jheyson borges

FIRST PART: In the first, I can see a black man with his mouth open. In addition, I can see the word ''Colombia'' on the top and on a bottle of beer in his hands.

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SECOND PART: I can see a famous Colombia singer, which is called J balvin. He is smiling and he is trying to cheer the beer with the other person who is next to him.
THIRD PART: In the third part, there are some palms behind the hoarding, and some buildings.
FOURTH PART: Other buildings and a little sentence finished with a final point.

- Who is the protagonist?

I think the beer is the protagonist, because they are cheering the beers in order to celebrate something that happened before somehow, so people will see the famous guy and immediately the product will be sold very quickly, then they use the famous man as an instrument to acquire many more consumers.

- What are the symbols?

The symbols are the bottle of beer and the eagle on the beer.

- What are the attitudes?

They are doing great. They are having fun, and seem like they are thirsty or maybe celebrating an announcement.

- What are the themes?

Alcohol, fun, have a blast and hang out with friends.

- What is the author's intention?

Author's intention is to invite people to taste this new beer's flavor. Therefore, he decides to put a famous Colombian singer to seem more credible about the new product that hits the market, plus to receive a good increase in purchase of the new product.

- What is the intention of the picture?

Many of the hoarding shows people very happy, living with happiness and having fun with those around them, so this is almost the same in all the marketing and utilities to receive attention by people, because brands who usually use hoarding to give a visibility for their products are not going to show a boring hoarding with sad or angry people, and if this is, they will use a method to seems the product a little more interesting. (**Production-Institutions :** *Understands the power media has over society/Pinpoints some institutions and people's language choices to influence other's ideals)*

The picture shows a good company between the two men and that means they are feeling wonderful and happy. Therefore, when the consumers will see this hoarding, they will quickly feel the intention of buying and trying to taste the new product that someone who is famous along with the brand is trying to sell the product with the image. In addition, a picture on a city with a famous man using or playing a product by a famous and recognized brand means that the intention by the brand is to get more consumers and people will connect with the picture but, with the person who appears on the hoarding as well. (**Social constructivism -** *Recognizes that media messages have a clear intention (**Production-Institutions** / understands the power that media has over society)*

Appendix 10
Group Advertisement Analysis

Name: Elton Jhon

Name: Javick.

Name: Jheyson Borges

Name: Mariah Carey

Appendix 11
Initial Discussion

Name: Elton Jhon

Blooms' question	Speech
1 – Knowledge. • What are "Pymes"? • How do you think that "Pymes" where affected during quarantine?	2)I think that in general this business was affected in the economy because without sell there is not money. **(Analysis / causes consequences) Knowledge (describe the issue)**
2-Comprehension • What happened to daily day workers job during the quarantine?	
3- Application how is "quedate en casa" related with the problems that "pymes" are having nowadays	
4-Analysis • What real evidence can you present of "Pymes" that were affected in your neighborhood or city?	In my town there are several of these small companies and during the quarantine they have to close, the economy of these people was affected because their job it's what gives them economical support. **(Analysis / causes and consequences/ illustrate a context)**
5-Synthesis • Can you predict which would be the future of pymes and daily day workers in Colombia?	
6-Evaluation • Do you agree with the extension of the quarantine? • Do you think that "Quedate en casa" was a good message for people who only works day by day?	1) Yes I agree with the extension of quarantine because this help us that this illness does not continue to spread, but at the same time I think of these workers who have responsibilities to their families.**(Analysis / Analyze causes/consequences)** , 2)If we continue in this situation, I think that many of these PYMES are going to close but if the situation improves I think that we can get here.

Name: Javick

Blooms' question	Speech
1 – Knowledge. • What are "Pymes"? • How do you think that "Pymes" where affected during quarantine?	2) well, first I noticed something in the question, how do you think that pymes were , is were or weird, ok now base on an economic point of view the pymes sales have been going down and having the business in a whole crisis, now that based on a economic point of view , but if we try to go deeper to the peoples live so the live conditions go down as well, so there are so many aspect which were affect with this pandemic or quarantine , there were something in general I think so. **(Analyze causes/consequences.)**
2-Comprenhension • What happened to daily day workers job during the quarantine?	"well, I think those workers have to quit, to their work and well but based on the business more than , further than his sales being going down, maybe their products or whatever they offer to people have been stuck and maybe that could be a way to lose more money than usual and yeah , but obvious they can reinvent themselves"**(Analysis : Analyze causes/consequences./ Identify related issues.)**
3- Application how is "quedate en casa" related with the problems that "pymes" are having nowadays	"Due to the pandemic people are not _____ those old products, and people are trying to save money in case of whatever situation could affect them or whatever thing they need so nobody is wasting money as much as before and it makes enterprises to business , not everyone needs the same, and the situation is other than some months ago" **(Evaluation / Defend a particular posture/ criticize current state of affair.)**
4-Analysis • What real evidence can you present of "Pymes" that were affected in your neighborhood or city?	
5-Synthesis • Can you predict which would be the future of pymes and daily day workers in Colombia?	"I agree with ##### I think that this kind of business, daily workers and pymes they should reinvent themselves and try to overcome that crisis and slowly getting better slowly" **(Analysis/ Lay out a plan.)**
6-Evaluation	1. I think this is something controversial because if that stay home keeps going , it will affect the economy more than before but at the same time

• Do you agree with the extension of the quarantine? • Do you think that "Quedate en casa" was a good message for people who only works day by day?	it will save more lives, we are in that point of what are we going to do, if we do this to solve some things we can affect some others, is like there is no missing point is like you have to do this and you have solutions and this can not go down. **(Evaluation/ justify a response, criticize current state of affair)** 2. I think this is another controversial thing because just read the question what Do you think that "Quedate en casa" was a good message for people who only works day by day. Well if we are talking in terms of health that would be awesome because you are at home , safe, and you are not infected with the virus , but them you are at home and you start to think well, what is family going to eat, and I do not know things like that that is the point, there is not a medium point because if you are at home secure of the virus them you maybe could die for hungry so I think this kind of people that have this , this kind of work they should have special permissions because stay home sounds cool and useful but no one have the same necessities , the same wage "**(Evaluation/ criticize current state of affair)**

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Name: Jheyson Borges

Blooms' question	Speech
1 – Knowledge. • What are "Pymes"? • How do you think that "Pymes" where affected during quarantine?	1-2)ok, for me pymes are small and medium size enterprises which are vital to the global economy face , a president challenge with the coronavirus pandemic and they have been affected because of the coronavirus such as lockdowns , social distancing and economic crisis , had let many to shut down or face economic reduction, cash restrictions and loses , they have been lost for this issue. **(Comprenhension/ Explain the cause of the issue.)(Analysis/ Analyze causes/consequences.)**
2-Comprenhension • What happened to daily day workers job during the quarantine?	
3- Application how is "quedate en casa" related with the problems that "pymes" are having nowadays	"Ok, for me stay a home is a press to tell the people to be safe , to take care of themselves and to protect their relatives as fast as they can or is having a big trouble and is up to us to try and keep the planet save because this is the answer about what we can do right now , so stay at home does not means that you do not have the opportunity to do whatever you want to do , is just that we need to face and get the good things based on their hard paths and finally I think that quedate en casa will be bad for pymes just because they are small enterprises , they need to work hard and they need to earn enough money, so in order to that they will what they can do from a totally different perspective being resilient and people will looking for strategies staying at home , strategies to work." **(Evaluation : Defend a particular posture/ Come up with sound conclusions.)**
4-Analysis • What real evidence can you present of "Pymes" that were affected in your neighborhood or city?	
5-Synthesis • Can you predict which would be the future of	

pymes and daily day workers in Colombia?	
6-Evaluation • Do you agree with the extension of the quarantine? • Do you think that "Quedate en casa" was a good message for people who only works day by day?	1. "I would agree with the extension of quarantine because we are not safe at all because this pandemic is still alive in our society and this affect us , affects our family and we do not have to go outside that is why we need to be at home but at the same time people need to work , to live to eat so it is difficult to pick " **(Evaluation : Defend a particular posture.)** 2. "2) "for me quedate en casa is a good place to keep all people save in their houses, they need to pay attention and take care of themselves, so is good, it is a good form to say that we are still living in dangerous so we should take this seriously, // I THINK THAT is something that I can say is great and at the other point because both points at the same time we need to be save but at the same time the other people need to you know work on the street so I do not know what I am going to say because they need to go outside to get you know the money and to be to go at the house and leave so basically I think I am in both positions"" **(Evaluation : Defend a particular posture.)**

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND
CRITICAL THINKING

Name: Mariah Carey

Blooms' question	Speech
1 – Knowledge. ● What are "Pymes"? ● How do you think that "Pymes" where affected during quarantine?	1. I agree with Charley. 2. Complement with Charley I think that the, PYMES is affect a lot for the restriction about quarantine their business get stuck and did not earn money. (**Analysis: Analyze causes/consequences.**)
2-Comprenhension ● What happened to daily day workers job during the quarantine?	"Maybe the daily workers have to sell their products door by doors, I explain me , daily workers is los que venden aguacate , or maybe for virtual stores, social media and yes"(**Comprehension/ Give an example about an issue.**)
3- Application how is "quedate en casa" related with the problems that "pymes" are having nowadays	"I agree with my partners and stay at home is a problem for pymes because the costumer go down and their needs too, I think" (**Comprehension/ Paraphrase partners' ideas.**)
4-Analysis ● What real evidence can you present of "Pymes" that were affected in your neighborhood or city?	"The store because they close en toque de queda every weekend and they did not sale their products and the avocado sellers too because they also in the night I see the man with the carretilla " (**Analysis / Give an example about an issue.**)
5-Synthesis ● Can you predict which would be the future of pymes and daily day workers in Colombia?	"ok, I am positive I think probably pymes will return to normal but slow but step by step probably I do not know,"
6-Evaluation ● Do you agree with the extension of the quarantine? ● Do you think that "Quedate en casa" was a good message	1)"ok, I agree with the extension of quarantine for the side of health because if we start again we will probably catch the virus and we will sick and it will be worst for us because we won't continue work or study, and for the side of economy and social I agree maybe because we need to start work and recover our loses and we need to talk with other people , visit our family and share time

for people who only works day by day?	and it is " **(Evaluation : Come up with sound conclusions.)**

Final Discussion.

Name: Javick

Video: La pulla

Knowledge
1. Could you recognize the factors that influence in the murder of social leaders in Colombia?

R/. Yes, the majority factors that influence in the murder of social leaders are related with facts about human's rights, preserve the environment and seeking better quality of life to their community in general. **(Knowledge/ Identify causes or consequences/name factors)**

Comprehension
2. How is relate the murder of social leaders in Colombia?

R/. The murder of social leaders are completely related because they are always murdered for the same than others social leaders. What I mean is push up the government could end with your life. **(Analysis/ Ilustrate a context.)**

Application
3. How would you develop a plan to try to solve the trouble of violence in Colombia?

R/. First it is something that cannot be solve in few months, it is something that take so much time, but in general words about a plan, I would say that what we need to do is create a new society grounded in a new mindset grounded in human rights, the relevance of the environment and respect for people´s lives. **(Analysis /Lay out a plan.)**

Analysis
4. How the Colombian government take part in the murder of social leaders?

R/. I would say that the Colombia government is the guilty of the murder of social leaders in our country but I would need grounded evidence to say it. But there is something true the government does not make anything to try to solve and safe people in general from being murder. So, what could we think? Each one has to think about. **(Evaluation/Criticize current state of affair.)**

Synthesis
5. How would you transform the current social state in Colombia?

R/. It is something hard, but possible and it is so much related with questions number 3. If anyone wants change this social state in Colombia should implement facts grounded in positive aspects to improve the life conditions. **(Evaluation/ Defend a particular posture.)**

Evaluation
6. Why does the Colombian mindset should change and look for equality, equity and peace?

R/. Because people will continue to be killed, not only social leaders, also everyone who murders can murder through the country (Although it is already happening).

Anyway, everyone need open wide their eyes and wake up from their ignorance. **(Evaluation/ Criticize current state of affair.)**

 Name: Elton Jhon
   1. **Knowledge**

-What is the role of social leaders and why do you think they are killed?

Are those people who seek the well-being of a community, and they are killed because they fight for that well-being of their community **(comprenhension / explain the cause of the issue)**
   2. **Comprenhension**

-What about communities when they murder their social leader?

The community loses that voice that represented and defended their rights, in addition to being invaded by fear and losing hope **(Knowledge /Identify causes or consequences.)**
   3. **Application**

-What is the first thing the government should do to reduce the killings of social leaders?

The first thing the government should do is recognize the importance of the work of social leaders, and start acting on this problem. **(Application/ Provide a solution to a problem.)**
   4. **Analysis**

-What can you infer from all this problem?

In conclusion the government doesn't care about the lives of social leaders or their work, neither does it care about the well-being of communities **(Analyzis/ causes/consequences.)**
   5. **Synthesis**

-What if the government gave importance to social leaders and started working in their favor?

I think there would be a big decrease in murders and communities would start to feel safer **(Application /Predict consequences.)**
   6. **Evaluation**

-What is your opinion about the government's attitude towards these murders?

A/ I think the government's attitude is the least appropriate, as it is their duty to support and protect these people who are only seeking to defend their communities. **(Evaluation /Criticize current state of affair.)**

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

Name: Jheyson Borges

 Ivan Duque's message towards activists' murders:

https://www.youtube.com/watch?v=ovs2OE2eGLE

MAIN IDEAS:
- We reject corruption and we repudiate the murders of social leaders.
- Colombians people need to know that this was a situation that hurt us all.
- We are facing this difficult reality today.
- We must recognize that this year the death rate has been reduced by 35% of the deaths of leaders throughout the territory.
- We want to continue moving forward to end these tragedies, stopping all the criminals who are in front of the murders.
- Not one more person will be killed.
- I join the voice: Not one more.
- There is too much to do.

SPECIFIC DETAILS:
- MURDERS OF TOWARDS ACTIVISTS: A meeting or press meeting was called to talk about the problems that occur in Colombia regarding the activists who have died, and social leaders because of the conflict in Colombia. The death rate has dropped, however, the president makes it known that we must continue to generate a change to end all the murderers who kill these people.

AUTHOR'S INTENTION:

- The president, who is the spokesperson in the video, tries to explain and let the Colombian community and the entire country know what is happening also that he will continue working for the country. His intention is to let the whole country know the problems that the activists have suffered and what he as president has been doing in order to eradicate these murders.

WORDS:
- WAR
- KILLERS
- LIVES
- DEATHS
- ARMED CONFLICT
- FEAR
- BLOOD
- FIGHT

PHRASES:
1. ''The assassins of leaders are criminals of the illegal armed groups.''
1.   ''The prosecution checks the clarification of organizations outside the law, which kill every day all activists.''

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

1.   ''No one can be afraid to express their ideas and protect the interests of the community in which they live in Colombia.''

PARTS OF THE VIDEO:
1. 2:25 – 2:30 the president's intention is to give visibility to the armed groups who have been killing the activists for a long time.
2. 2:33 – 2:41 the prosecution's job helps to clarify who has been the killers of the activists in the development of investigation for a while.
3. 2:56 – 3:03 In this part, the president tries to tell to all Colombian people that they don't have to feel fear or any kind of repression because we are living in a country that tries to find the peace and to be brave, not repression or fear.

- Can you list three things that Colombia and the president are looking for in our country?

  R/ PEACE, TOLERANCE, AND FREEDOM.

  (**Knowledge** – name factors?
- What is the main idea of: We want to end this root tragedy?

  R/ The president is trying to stop the violence and the fights between different communities around the country (**Analysis –** *illustrates the context)* This phrase means that we are not living peaceful and intolerance also. We are living a lack of people who want to be a voice because the person who wants to be will be killed painfully and that is why the president wants to stop with this big trouble.   (**Comprehension -** *explains the cause of an issue)*
- What examples can you find about murders and killers in Colombia?

  R/ One of the clearest example is when armed groups try to eradicate the opinion and the voice of those who need to be heard. This is a big example and a clear demonstration of intolerance fights in our country and disrespect. (**Comprehension –** *summarizes the main idea)*
- What ideas justify the crime and the violence that Colombia has been suffering for a long time?

  R/ Any idea justify the crime and the violence but also the fear that many people in Colombia are battling. We supposed that this is a country full of leaders and nobody should be dead based on their opinion and they feel to looking ahead with their communities (**Evaluation** – *defends a particular posture).* This is a difficult issue that Colombia is still facing nowadays and need to stop eradicating the armed groups and people who are living with hate in their hearts, people who disrespect others and their only way to fix that problem that they have is just killing who they don't like, and this is very common in the whole country (**Sythesis –** *Recognizes concept / facts)*
- Can you propose an alternative to stop crimes and murders who have been appearing in the country?

R/ One alternative would be a meeting with all groups and talking about the different opinions that they have. Communication is very important because would be the bridge to connect the different thoughts and to fix what is broken. This should be a good example of stop violence but in a country like Colombia, people do not like to talk and do not have the intention to fix past situations to end with the troubles. They are living in this bad position, so the other alternative is to kill all of them.   (**Evaluation** – *comes up with sound conclusions/ criticizes current state of affairs*)

- What is your opinion of those negative aspects that Colombia is facing?

R/ This makes me feel sad because there are many things that Colombia should be highlighted about but not known as a country of violence and disrespect. This topic always has been around us and is incredible that we still do not have the answers to end with people who affect our country. Those people who like to killing, affecting, and living with evil in their hearts. Colombia needs a big change and if we all know the problem, we could stop gun control, armed groups, and crimes all over the country with the president's support.

(Evaluation – *Defends a particular posture*)

Name: Mariah Carey

Interview to a victim:

https://www.youtube.com/watch?v=lDi8AS_lbgE

Main ideas:
- Social leaders fight to stop the war in Colombia.
- Politics of life.
- Peace implies solving the country's inequality.
- Situation of political leaders has worsened in the Duque government.
- Humanity is destroying the big house, our planet.
- Development must be measured in terms of conserving their territories, caring for nature, social well-being , and justice between humans and the rest of the world's living beings.

Specific details:
- **Death policy**: activities that take the name of development but don't help, in the name of "development" enslaved black people, polluted rivers with mercury, displaced indigenous people.

Author's intention:

-The intention of this kind of interview is to show what happens in our country to the rest of the ignorant people that prefer don't watch or see what happens in our country, the people that do nothing to change the problems happening in our country, or prefer not to realize it. And that better with this woman that is a social leader and Ambiental that works

to do something good, to do a change, and open our eyes about the reality of our life that
not only is a leader, is a victim of this "death policy".

Words:

- genocide   -live   -leaders   -killer   -exclusion
- fight   -politics   -racism   -deaths   -fear
- territories   -war   -patriarchate   -death   -development
- environment   -violence   -women   -murder   -crops
- well-being   -poverty   -armed conflict   -homophobie   -economy

Phrases:
- "What is happening in Colombia with social leaders is genocide"
- "Death policy" "Política de muerte"
- "we need a politics of life not death"
- "for development our crops ended"
- "we don't own nature we are part of it"
- "I am part of a historical struggle"

xParts of the video
- **Minutes 32 - 1:63**:the woman mentions all themes that the social leaders fight in
  Colombia.
- **Minutes 1:50 - 2:10:** the woman says who she is addressing with the interview.
- **Minutes 3:23 - 5:09**: the woman explains all consequences of this "development"
  arriving for their people, for their town.
- **Minutes 8:50 - 10:41:** The woman says a reflection about the problems that
  happen around Latinoamerica.

Questions and answer:
1. <mark>**How would you explain the situations of social leaders in Colombia?**</mark>

Answer: In Colombia to be a social leader is a danger. Many of them have been murder
for being part of the people that want to do something different to change the situations of
the country, for not being quiet. (**synthesis –** *Recognizes concepts and facts*)

If you are a social leader your lives are at risk in this country and if you do nothing to
change the situation, you live with necessities and problems that don't allow yourself to
live happy or calm. (**Comprehension –** *Sumarizes de main idea)*

<mark>2. **How would you summarize the interview?**</mark>

Answer: woman leader social and Ambientalist explains and shows all problems, her
thoughts, reflection about the situation about the social leaders in Colombia besides, all
problems that affect Latinoamerica in these times.

(**Comprehension –** *Sumarizes de main idea)*
1.   <mark>**How would you use this interview to help or collaborate for this situation?**</mark>

Answer: I would share this video in my social media and with my family and friends to
create more awareness about what is happening (**Analysis-** *Lays out a plan)*. This interview

is very complete, not only mention about the social leaders, also mention about the other problems that today have affected our society like contamination, racism, sexims. (**Analisys –** *Identify related issues)*

1.   **What do you think is the intention of the interview?**

Answer: The interview pretends to inform and share the actual situation with colombia and social leaders through a woman that is a social leader and ambientalist that works for changing different situations in our country, specially is to show this people that don't want to see what is happening. (**Analysis –** *Illustrates a context)*

1.   **Suppose you could be part of this movement or be a social leader, what would you do to generate a change?**

Answer: I think that I would be part of the group that want change the impact of the climate change, but first I would start with my actions and things that I do in my house and with my family, things that can help our environment like use less plastic, recycle, buy only that I really need, save water and electricity. (**Evaluation –** *Justifies a response/Defends a particular posture/Comes up with sound conclusions)*

1.   **What would you recommend to people that yet don't be part of the people that want to do a change?**

Answer: I would tell you that if you want to live in peace, in health, in calm and happy you need to do something and generate a change, maybe you don't part of these people that go out on the street and do protests but since the house you can to do a change, with action that you do, decisions that you take, things that you share, how you educate your children or teach to be a good member of our society.

(**Application-** *Provides a solution to a problem/predicts consequences)*

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND
CRITICAL THINKING

Appendix 12

Semi structured interviews.

Name: Javick

Pregunta 1: Describe el proyecto y las actividades que más te gustaron.

R/. El proyecto estaba basado en el análisis de distintos contenidos los cuales de forma implícita representaban actitudes y/o aptitudes de la realidad social a nivel general con efecto directo a la misma que despertaban ciertas acciones implícitas en los consumidores pasivos o activos de este tipo de contenidos.

En general me gustaron todas las actividades, me parecieron interesantes por el hecho de que fomentaban el pensar de la persona yendo más allá de la simple imagen a una visión más profunda y amplia.

Pregunta 2: ¿Cómo te sentiste durante el desarrollo de dichas actividades?

R/. Activo y a la expectativa de poder expresar lo que ya sabía y había pensado por mis medios y compartir nuevas ideas y concepciones.

Pregunta 3: ¿Cuál fue la mayor dificultad que enfrentaste durante el desarrollo de las actividades?

R/. No enfrente ninguna dificultad cognitiva, la única dificultad que tuve fue técnica debido a que la conexión de internet a veces fallaba.

Pregunta 4: Nombra un beneficio que te haya dejado haber participado en este proyecto.

R/. Un beneficio positivo que me dejó este proyecto es el reafirmarme que hay que reflexionar al respecto del contenido o hechos que suceden día a día, de analizar más los trasfondos y las intenciones de empresas, gobiernos y personas.

Pregunta 5: **Si** pudieras modificar algo en cuanto a la metodología ¿Qué sería?

R/. La modalidad, no quiero decir que trabajar virtualmente sea negativo (ni que haya censura), si tiene sus ventajas, pero considero que este tipo de modalidad acorta la participación, y la posibilidad de las personas expresen más de lo que ya tiene por decir, esto se da más por la preferencia del trabajo presencial.

Pregunta 6: ¿Cómo crees que este proyecto puede impactar tus prácticas pedagógicas en el futuro próximo?

R/. Debido al estímulo del pensar pienso que esto puede ser muy útil ya que potencia la búsqueda de opciones, nuevas formas de trabajo, metodologías, y formas de hacer la clase mucho más entretenida e interesante.

SOBRE CADA LECCIÓN DE LA ESTRATEGIA

Lesson 1:

¿Cuáles son las características de race and racism y cómo están relacionadas?

R/. Pienso que las características de race and racism están estrechamente relacionadas por estereotipos sociales que de una forma u otra son siempre utilizados según intereses personales o corporativos, hay ejemplos muy claros de race and racism pero en muchos casos se necesita analizar el suceso y el contexto en el que se da el mismo para no incurrir en confusión o malos entendidos.

¿Alguna vez te habías detenido a analizar de manera crítica los dibujos animados que observamos día a día?

R/. Sí, pero no tan a fondo como lo hago ahora, esto gracias a la relevancia que he evidenciado de analizar más el contenido multimedia.

¿Cómo crees que estos dibujos animados afectan los contextos y realidades de los consumidores?

R/. Estos tiene una influencia social implícita muy grande, el consumo periódico y constante de este tipo de contenidos pueden llevar a la persona a actuar y pensar de la misma forma en la que lo hacen los personajes en ese mundo ficticio el cual es basado en la realidad social.

¿Qué les dirías a las personas que observan este tipo de caricaturas porque su contenido les parece gracioso aún en escenas en las que se observan actos racistas?

R/. Diría que las personas que se ríen de este tipo de contenidos son ese tipo de personas las cuales que no emplean el pensar como una herramienta para ver el significado e intención de lo que ellos miran en TV, las redes sociales o en cualquier otro medio y mi mensajes para ellos sería que vivirán más subyugados mentalmente de lo usual toda la vida sin siquiera mover sus neuronas para un acto tan digno y revelador como lo es pensar.

Lesson 2:

¿Crees tú que hay una relación intrínseca entre sexismo y el género, tiene esto algo que ver con la igualdad de género?

R/. Sí, por el hecho de la negativa perspectiva de la sociedad frente al ser hombre o ser mujer basada en juzgar por condición.

¿Existe alguna relación entre el incremento de pensamientos sexistas y el tipo de temáticas que tratan las canciones hoy en día? Justifica tu respuesta.

R/. Sí, eso un trabajo retro-alimentativo-negativo amabas se complementan frente a la postura general impuesta socialmente.

Aunque considero que si no se reflexiona fácilmente se es presa de estas fallas sociales.

¿De qué manera crees que impactan las canciones y videos los actos sexistas?

R/. Impactan en la forma de ver y pensar al respecto de las personas juzgados por su género y/o sexo, llevándolos a concepciones erradas.

Lesson 3:

¿De qué forma el consumismo logra a través de propaganda y avisos publicitarios afectar psicológicamente a sus clientes para que consuman?

R/. El consumismo te hace creer que lo que ellos te ofrecen es lo que necesitas para vivir, ser feliz, ser mejor persona o cualquiera que sea el pretexto útil y eficaz para hacerte creer que comprar x o y producto es lo mejor que puede hacer en tú existencia.

¿Crees que estos tiempos de pandemia y encierro han propiciado el aumento de consumo y compras compulsivas en las personas?

R/. Sí, para las personas que no saben contenerse, son compradores desenfrenados, y/o no son consiente de sus reales necesidades o a las que ya se dejaron influenciar por la propaganda pienso que ya se han gastado cierta cantidad de dinero en cosas innecesarias.

¿De qué forma crees que las propagandas pueden ser modificadas para generar un consumismo sano?

R/. Haciéndolas de la forma debida, concientizando y dando datos reales acerca de cómo eso puede afectar tú vida, (pero eso no vende mucho).

Nota: Basado en toda la temática casi toda es un círculo de conexiones o concepciones sociales ideados, creados, desarrollados y juzgados por la misma sociedad.

Name: Elton Jhon

Pregunta 1: Describe el proyecto y las actividades que más te gustaron.

R/ Este proyecto fue muy interesante ya que me permitió ampliar mis conocimientos ante algunos problemas sociales, esto mediante actividades entretenidas y variadas.

Pregunta 2: ¿Cómo te sentiste durante el desarrollo de dichas actividades?

R/ Me sentí muy bien con estas actividades ya que la metodología que se llevó a cabo fue diferente e innovadora.

Pregunta 3: ¿Cuál fue la mayor dificultad que enfrentaste durante el desarrollo de las actividades?

R/ Las dificultades que enfrente durante el desarrollo de las actividades fueron realmente de conectividad, ya que en dos ocasiones se me presentaron problemas con el internet y algunas aplicaciones que se utilizaron para realizar estas actividades.

Pregunta 4: Nombra un beneficio que te haya dejado haber participado en este proyecto

R/ La influencia positiva que tuvo en mi pensamiento crítico.

Pregunta 5: Si pudieras modificar algo en cuanto a la metodología ¿Qué sería?

R/ Creo que no cambiaria nada de esta metodología ya que me pareció muy buena para llevar a cabo estas clases.

Pregunta 6: ¿Cómo crees que este proyecto puede impactar tus prácticas pedagógicas en el futuro próximo?

R/ Este proyecto puede impactar de una forma positiva en mis practicas pedagógicas futuras ya que yo podría implementar esta misma metodología para impulsar el pensamiento crítico en los estudiantes.

SOBRE CADA LECCIÓN DE LA ESTRATEGIA

Lesson 1:

¿Cuáles son las características de race and racism y cómo están relacionadas?

R/ Creo que una de las características de la raza es que podemos clasificarnos y la característica principal del racismo es la intolerancia de una persona hacia otra, ya sea por su raza, cultura, genero, etc. Estas se relacionan ya que al estar divididos por razas existe una inclinación de rechazo.

¿Alguna vez te habías detenido a analizar de manera crítica los dibujos animados que observamos día a día?

R/ No, nunca había analizado de manera crítica estas caricaturas

¿Cómo crees que estos dibujos animados afectan los contextos y realidades de los consumidores?

R/ Yo pienso que estas caricaturas incitan de forma indirecta al consumidor a que repita estos actos racistas en su contexto.

¿Qué les dirías a las personas que observan este tipo de caricaturas porque su contenido les parece gracioso aún en escenas en las que se observan actos racistas?

R/ Les diría que se tomen el tiempo de analizar mejor estas caricaturas para que sean consientes de los problemas sociales que estas tocan.

Lesson 2:

¿Crees tú que hay una relación intrínseca entre sexismo y el género, tiene esto algo que ver con la igualdad de género?

R/ Creo que el sexismo y el género si están ligados ya que sin el genero no existiría el sexismo, y creo también que estos dos tienen relación con la igualdad de género, ya que el sexismo busca diferenciar a los dos géneros de una forma injusta, mientras que la igualdad de genero como su nombre lo dice busca la igualdad entre géneros.

¿Existe alguna relación entre el incremento de pensamientos sexistas y el tipo de temáticas que tratan las canciones hoy en día? Justifica tu respuesta.

R/ Yo pienso que si existe tal relación ya que estas canciones con letras sexistas influyen en la forma de pensar de quienes las escuchan.

¿De qué manera crees que impactan las canciones y videos los actos sexistas?

R/ Aunque estos actos sexistas existen desde hace mucho tiempo, estas canciones y videos incitan a que estos actos se repitan con más frecuencia.

Lesson 3:

¿De qué forma el consumismo logra a través de propaganda y avisos publicitarios afectar psicológicamente a sus clientes para que consuman?

R/ Estos avisos y propagandas buscan persuadir a las personas para que compren los productos, aunque no los necesiten, hasta tal punto de que las personas se vuelven consumistas y creen que deben comprar cada producto nuevo que salga al mercado.

¿Crees que estos tiempos de pandemia y encierro han propiciado el aumento de consumo y compras compulsivas en las personas?

R/ Pienso que sí, ya que el encierro causa ansiedad provocando que queramos comprar todo lo que vemos.

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

¿De qué forma crees que las propagandas pueden ser modificadas para generar un consumismo sano?

R/ Creo que generar un consumismo sano las propagandas deberían de presentarnos el producto tal y como es, con sus funciones especificas y sin exagerar su función.

Name: Mariah Carey

Pregunta 1: Describe el proyecto y las actividades que más te gustaron.

El proyecto en definitiva me pareció una forma excelente de aprender inglés, ya que no solo aprendimos la gramática del inglés sino que aprendimos a cómo usarlas en nuestro entorno y en nuestra realidad. Y creo que esta forma se hace más dinámica y útil a la hora de dar una clase, porque no es solo aprender contenido de un tema si no como este se puede usar en nuestras actividades diarias. Pienso que esta forma de dar clases no beneficia a los estudiantes como a los maestros porque ambos aprendemos. Los temas tratados fueron muy interesantes, educativos y formativos y la verdad todas las actividades me gustaron, no hubo una en especifico que me haya gustado más, de todas aprendí y disfruté.

Pregunta 2: ¿Cómo te sentiste durante el desarrollo de dichas actividades?

No puedo negar que al comienzo estaba demasiada nerviosa porque no sabía muy bien a que me iba a enfrentar y si los temas eran muy difíciles, tal vez iba a perder el curso, porque realmente cuando uno está estudiando ese es el mayo temor, el perder alguna nota o alguna clase y no poder recuperarla, pero en el desarrollo de las clases me di cuenta que lo que menos importaba era si sacabas una buena nota, un buen puntaje o si esta bueno o malo, solo importaba si realmente aprendían o no , y algo que me gusto mucho es que todas las respuestas eran buenas, tal vez había respuestas válidas y no válidas por respecto al tema pero no habían malas y eso era uno de los motivos que hacían que uno estaba más relajado a la hora de la clase y no se preocupaba por la nota, haciendo que disfrutara más el proceso de aprendizaje.

Pregunta 3: ¿Cuál fue la mayor dificultad que enfrentaste durante el desarrollo de las actividades?

Creo que la mayor dificultad fue tratar de expresarme en el idioma inglés, es decir expresar esas ideas y pensamientos que me surgían a la hora de responder las preguntas y actividades que los profes nos daban, pero poco a poco me fui soltando e intente hacerlo que creo que es lo más importante.

Pregunta 4: Nombra un beneficio que te haya dejado haber participado en este proyecto

Aprendí a centrarme más en aprender, que en la nota. Aprendí una forma muy chevere de hacer clases ya que en un futuro seré una profesora y me gustaría dar este tipo de clases donde mis estudiantes puedan expresar sus pensamientos y sentimientos sin miedo a perder o a decir la respuesta incorrecta, simplemente que aprendan y sepan cómo usar lo aprendido en su entorno. Aprendí que todas las personas tienen pensamientos diferentes a los míos y los de ellos tanto los mios son valiosos.

Pregunta 5: Si pudieras modificar algo en cuanto a la metodología ¿Que sería?

Creo que la metodología fue la mejor, nunca había recibido este tipo de clases dinámicas, divertidas y que uno aprendiera de temas serios de forma diferente y en inglés.

Pregunta 6: ¿Cómo crees que este proyecto puede impactar tus prácticas pedagógicas en
el futuro próximo?

De una manera completamente positiva sin duda, porque el proyecto no solo fueron
clases de inglés, este proyecto fue una forma de enseñarte a cómo diseñar un plan de
clase donde no solo vas a dar un tema en específico sino que harás que tus estudiantes
desarrollen pensamientos críticos acerca del tema, además que aprenderán de una forma
divertida y no les aburrirá entrar a tu clase.

SOBRE CADA LECCIÓN DE LA ESTRATEGIA

Lesson 1:

¿Cuáles son las características de race and racism y cómo están relacionadas?

Respuesta:

Race: conjunto de personas, grupos sociales que se identifican por sus características
físicas, ya sea color de piel, cabello y costumbres transmitidas de generación en
generación.

Racism: es la discriminación de personas por su color de piel o cabello. En la mayoría de
los casos se refiere a la discriminacion a las personas negras o descendencia afro.

¿Alguna vez te habías detenido a analizar de manera crítica los dibujos animados que
observamos día a día?

Respuesta:

La verdad no, siempre veía los dibujos animados como una forma de distracción y no los
veía de una forma crítica.

¿Cómo crees que estos dibujos animados afectan los contextos y realidades de los
consumidores?

Respuesta:

Tal vez en los niños podría afectar, ya que estos tienden a imitar lo que ven en la
televisión y si estos dibujos animados tienden hacer actos racistas, los niños aprenderán
estos actos y los imitaran.

¿Qué les dirías a las personas que observan este tipo de caricaturas porque su contenido
les parece gracioso aún en escenas en las que se observan actos racistas ?

Respuesta:

Les diría que empezaran a ver de una forma crítica las caricaturas, que pensaran si lo que están viendo les ofrece contenido positivo y de aprender o si es una pérdida de tiempo porque solo suma a seguir con actos racistas así sean de manera graciosa, cuando la verdad discriminar a alguien no debería generar gracia.

Lesson 2:

¿Crees tú que hay una relación intrínseca entre sexismo y el género, tiene esto algo que ver con la igualdad de género?

Respuesta:

Si tienen relación, ya que sexismo es la discriminacion por el sexo opuesto o relacionado al sexo de una persona ya sea sexo femenino o masculino y aqui es donde se relacionacon el genero por que el genero tambien es clasificado entre masculino y femenino. Y el sexismo tiene que ver con la igualdad de genero porque en la sociedad la mayoria de las veces se discrimina a la mujer como el sexo debil esto es sexismo hacia el genero femenino, y es en donde se ve la exigencia hacia una igualdad de genero, donde no vales más por ser de un genero diferente a otro.

¿Existe alguna relación entre el incremento de pensamientos sexistas y el tipo de temáticas que tratan las canciones hoy en día? Justifica tu respuesta.

Respuesta:

Si, ya que la mayoría de temas actuales en las canciones es respecto a temas sexistas donde se desvaloriza a la mujer, discriminandola y usándola como objeto sexual, aclarando que se ve más en unos géneros musicales que en otros, por ejemplo los géneros musicales que más tratan pensamientos sexistas son el regaeton, la ranchera y el vallenato. Debo agregar que en la actualidad también hay temas musicales de empoderamiento y más relacionado hacia el empoderamiento femenino.

¿De qué manera crees que impactan las canciones y videos los actos sexistas?

Respuesta:

Creo que en la actualidad hay más personas críticas respecto a estas canciones y videos con actos sexistas ya que la gente se rehúsa a compartir estos videos, pero siempre hay una cantidad de personas que sí comparten y les agrada este tipo de canciones y videos y de manera indirecta incrementan los actos sexistas, de manera indirecta porque cuando cantan o escuchan la canción y observan el video no lo miran de una forma crítica si no solo de una forma de distracción o entretenimiento.

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

Lesson 3:

¿De qué forma el consumismo logra a través de propaganda y avisos publicitarios afectar psicológicamente a sus clientes para que consuman ?

Respuesta:

Creo que el consumismo logra convencer de una manera innecesaria a las personas de comprar el producto que promocionan. Ya que estos trabajan de forma que hacen convencerte de que necesitas de ese producto para continuar con tu vida, y una persona que no mira de manera crítica cada publicidad o propaganda se dejará influenciar, llevándolo a comprar el producto así este no lo necesite.

¿Crees que estos tiempos de pandemia y encierro han propiciado el aumento de consumo y compras compulsivas en las personas?

Respuesta:

Si, porque al estar encerrados las personas no encuentran un modo diferente de cambiar sus días rutinarios de encierro si no es comprando cosas nuevas que de un modo u otro les cambie el entorno o la rutina.

¿De qué forma crees que las propagandas pueden ser modificadas para generar un consumismo sano?

Respuesta:

Creo que deberían de realizar propagandas sin necesidad de generar dependencia de ésta, es decir que sea una propaganda con el plan de ofrecer y mostrar lo útil y beneficioso que puede ser el producto sin afectar psicológicamente al posible cliente. Dejar que sea él quien decida y piense si de verdad es necesario la compra del producto.

Name: Jheyson Borges

Pregunta 1: Describe el proyecto y las actividades que más te gustaron.

Respuesta:
Este proyecto se enfoca en una metodología crítica, la cual ayudó a todos los involucrados (estudiantes) a ser críticos y al mismo tiempo, a la adquisición de más vocabulario, mediante la obtención de conocimientos y diferentes estrategias implementadas en el proyecto. Desde actividades de comprensión lectora, pensamiento crítico, análisis de videos, pero también, problemáticas del mundo actual que han afectado nuestra sociedad fueron de los eventos más resaltantes que se tocaron mediante la realización de las actividades. Cabe resaltar, que muchas de estas problemáticas que se desarrollaron, aún nos afectan como individuos hoy día. Por tal motivo, me gustaría hacer énfasis en los siguientes temas: Discriminación, racismo, sexismo y desigualdad de género, por mencionar unos cuantos. Fueron de los eventos que fundamentalmente me guiaron hacía el proceso de ser más crítico y mucho más reflexivo a raíz de los problemas que existen en el mundo. Por eso, pienso que todos estos temas fueron los que más me gustaron y llamaron mi atención, ya que nos hacían sacar nuestros más duros, críticos y reales pensamientos.

Pregunta 2: ¿Cómo te sentiste durante el desarrollo de dichas actividades?

Respuesta:
Me sentí un individuo que tenía la oportunidad de ser escuchado ante cierto selecto grupo de estudiantes. Sentía que tenía la capacidad de hablar libremente y autónomamente en cada actividad que se llevó a cabo. Me creía con la capacidad de decir lo que pensaba sin temor a que estuviera errado, porque eran pensamientos críticos y reflexivos, que me hacían reflexionar sobre mi trato hacia los demás, y el trato que los demás han tenido conmigo. Por ende, me sentí más que bien, resaltando que el inglés era la parte más fundamental para poder expresarnos en cada actividad, ya que era el idioma que tenía que usarse a total cabalidad.

Pregunta 3: ¿Cuál fue la mayor dificultad que enfrentaste durante el desarrollo de las actividades?

Respuesta:
Sin duda alguna, usar el idioma inglés fue de lo más retante y difícil que más me hizo pensar si hacía las cosas bien. En muchas ocasiones me equivocaba, pero sin duda alguna, el equivocarme me hacía tomar coraje y seguir adelante. A veces sentía miedo, pero hablaba con miedo, ya que de nada sirven las ganas si no tienes la voluntad para intentarlo, así que, aunque cometía errores, siempre trataba de comunicarme lo mejor que podía.

Pregunta 4: Nombra un beneficio que te haya dejado haber participado en este proyecto

Respuesta:
Tener más conocimiento de muchos temas que me han dejado en la posición de reflexionar, pensar y estudiar mis actos realizados anteriormente (actos negativos), es uno de los tantos beneficios que me ha traído el haber sido parte de este proyecto. Tuve la oportunidad de conocer mediante este proyecto alterno, las diferentes formas de como recibimos mensajes, señales y cosas negativas y positivas, mediante la información que recibimos a diario. También, pude tener la capacidad de ser subjetivo y expresar abiertamente mis pensamientos sin recibir una crítica, excepto que fuese constructiva. Por eso y más, creo que este proyecto me ha ayudado a ser un mejor ser humano y mejor ente dinamizador por competencia.

Pregunta 5: Si pudieras modificar algo en cuanto a la metodología ¿Qué sería?

Respuesta:
Así como hubo aspectos que me ayudaron de gran manera en mi proceso como estudiante y como persona, también hay aspectos negativos los cuales deben ser tomados en cuenta, y yo creería que uno de ellos sería que toda la metodología fue virtual. Sin embargo, es algo que, a los profesores y a los estudiantes involucrados, se nos sale de las manos, y no hay nada que podamos hacer.

Pregunta 6: ¿Cómo crees que este proyecto puede impactar tus prácticas pedagógicas en el futuro próximo?

Respuesta:
Mejorar siempre fue uno de los focos por los cuales se encaminó este proyecto. Por tal motivo, el haber tenido la oportunidad de trabajar en un plan de clase fue uno de los momentos que más me ayudaron en mi proceso como estudiante ''formador de formadores'', ya que, me encaminó hacia la realización de mejorar la manera en como lo desarrollaba para luego implementarlo en una clase, de manera virtual o física. Así que, creo fielmente que con el pasar de los años, el haber hecho parte de estas actividades, impactaría de manera positiva en mis practicas docentes.

SOBRE CADA LECCIÓN DE LA ESTRATEGIA

Lesson 1:

Pregunta 1: ¿Cuáles son las características de race and racism y cómo están relacionadas?

Respuesta:

El racismo, por una parte, es el término que se utiliza para designar actos violentos, grotescos y denigrantes hacia las personas de color, y la raza es el término que se utiliza para hacerle énfasis a los actos inhumanos que ciertos individuos cometen, hacía otra comunidad, ya sea por su religión, gustos, físico o creencias. Ambas tienen relación porque se juzga a la raza humana, ya sea por los aspectos que mencione anteriormente, además, porque son términos utilizados para designar a los seres humanos que critican y/o juzgan a los demás. Personas y comunidades que no tienen tolerancia o respeto por los gustos y libertad de quienes también habitan en la tierra.

Pregunta 2: ¿Alguna vez te habías detenido a analizar de manera crítica los dibujos animados que observamos día a día?

Respuesta:
Sinceramente no. Siempre lo veía como un chiste que no tenía un trasfondo o que simplemente era algo del momento, una simple escena. Sin embargo, lo que parecía ser algo animado, traía consigo un mensaje que daba como un alfiler hacia los diferentes temas que subyacen en la sociedad. Muchos de esos comentarios que eran parte de las escenas, eran evidentemente chistes, pero muchos de ellos eran crudos o denigrantes. En muchas ocasiones todos estos dibujos animados tenían una misma tendencia, la cual era usar la animación como parte de un juego o como una crítica hacia los problemas de la sociedad.

Pregunta 3: ¿Cómo crees que estos dibujos animados afectan los contextos y realidades de los consumidores?

Respuesta:
Creo que los afectan en gran medida, ya que los consumidores solo se enfocan en ver una y otra vez los diferentes dibujos animados, dejando a un lado el trasfondo de estos. También, hay muchos consumidores que si le prestan mucha atención a lo que los dibujos animados tratan de dar a entender. Por ende, pienso que los consumidores que realmente analizan los mensajes que los dibujos animados tienen, son los que en realidad se les afecta el contexto y aprender a ver la realidad de una manera completamente distinta, entendiendo así, el contexto que los rodea, como funciona todo.

Pregunta4: ¿Qué les dirías a las personas que observan este tipo de caricaturas porque su contenido les parece gracioso aún en escenas en las que se observan actos racistas?

Respuesta:
Creo que a muchas personas les gusta el humor negro y gozan de las críticas o burlas que se les hacen a los demás, sin importar el trasfondo de lo que un comentario puede traer consigo a causa de su emisión y realización en el dibujo animado. Mi consejo o lo que podría decirles es que piensen un poco antes de tomar la decisión de reír o hacer carcajadas frente a lo que se ve como un simple comentario, pero que tristemente está mal. Prestar más atención a lo que en realidad es un chiste, y a lo que pintan como chiste con su contenido, pero dan a entender otras cosas.

Lesson 2:

Pregunta 1: ¿Crees tú que hay una relación intrínseca entre sexismo y el género, tiene esto algo que ver con la igualdad de género?

Respuesta:
Entendiendo que el sexismo es ese límite imaginario que se coloca frente a lo que los hombres pueden hacer, pero lo que las mujeres no, es una muestra de que el pensamiento del hombre, predomina más que el de la mujer. Por otro lado, el género es un obstáculo imaginario serio que se coloca entre el hombre y la mujer, dejando en claro que el primero, es quien tiene mejor posición o está por encima de las femeninas, y que no hay igualdad para ambos sexos, ya que, según el género, el hombre siempre va a estar por encima de la mujer. Ambas definiciones son importantes y se entrelazan con la igualdad de género, ya que se ve violentado los derechos de las mujeres desde hace mucho tiempo. Tanto el sexismo es discriminación como el género es desigualdad, desigualdad que da a entender que no hay voz para las mujeres, pero si para los hombres, es un claro ejemplo de el no respeto por los demás, y por sus ganas de también ser escuchadas.

Pregunta 2: ¿Existe alguna relación entre el incremento de pensamientos sexistas y el tipo de temáticas que tratan las canciones hoy en día? Justifica tu respuesta.

Respuesta:

Yo creo que sí, puesto que las canciones forman una parte muy importante en la vida de los cantantes, compositores y, además, de quienes los escuchan, sus seguidores. Por tal motivo, si un cantante usa la música como plataforma para expresar sus pensamientos, y estos pensamientos son sexistas o negativos, alimentara de manera ferviente al odio y el pensamiento de quienes se toman el momento de escuchar. Por eso creo que las canciones tienen gran importancia en la vida de los adolescentes y los cantantes deberían pensar antes de lanzar liricas sexistas o fueras de contexto en un mundo lleno de desigualdad ¿Por qué? Porque las canciones son inspiradoras, pero también pueden influencian en la toma de decisiones e ideas de quienes son los receptores.

Pregunta 3: ¿De qué manera crees que impactan las canciones y videos los actos sexistas?

Respuesta:

De manera negativa. Muchos de estos videos son vistos por los seguidores que a veces no toman enserio lo que están viendo y simplemente disfrutan lo que está mal. Los actos sexistas y las canciones que tienen esa misma línea, debería ser removida de todas las plataformas, porque esto generaría una población llena de odio y desigualdad.

Lesson 3:

Pregunta 1: ¿De qué forma el consumismo logra a través de propaganda y avisos
publicitarios afectar psicológicamente a sus clientes para que consuman?

Respuesta:
Se logra obtener consumistas usando gente famosa que se les pague por promocionar
mediante los avisos publicitarios, el producto, como una forma de marketing para así,
generar visibilidad hacía toda la comunidad. En muchas ocasiones el consumismo es uno
de los mayores problemas en nuestros días, la gente no se cansa de malgastar, y más aún,
porque lo que promocionan o promueven las personas que tienen influencias, no son
productos confiables o buenos y simplemente lo hacen para llenar sus bolsillos, al igual
que la empresa que los contrata, para hacer uso del producto que no forma parte de un
avance, sino más bien de un consumismo.

Pregunta 2: ¿Crees que estos tiempos de pandemia y encierro han propiciado el aumento
de consumo y compras compulsivas en las personas?

Respuesta:
A causa de la pandemia, muchas empresas se han cerrado o han entrado en quiebra, lo cual
hace que al momento de acabarse esta problemática que afecta al mundo, usen su influencia
y marketing para poder resurgir y llenar a los televidentes y consumistas de más productos
innecesarios. Aunque quiebren o muchas empresas cierren, hay otras que surgen y son
nuevas. Y son esas mismas, las que formaran parte en el degaste del bolsillo de quienes
consumen.

Pregunta 3: De qué forma crees que las propagandas pueden ser modificadas para
generar un consumismo sano?

Respuesta:
Las propagandas nunca mostraran los aspectos negativos que tiene el producto, por lo
cual, mostraran el producto en su mejor faceta, con el simple hecho de enamorar al
televidente a primera vista cuando vea el producto. Seguidamente esto pasará a segundo
plano cuando el consumidor se disponga a comprar el producto, el cual puede ser
innecesario e ineficaz, pero según lo que la propaganda muestre, el consumidor se
interesará y no dudará en comprar el producto. Todo es modificado para verse bien,
aunque en el fondo, sea algo negativo para los consumidores.

FOSTERING EFL PRE-SERVICE TEACHERS' CRITICAL MEDIA LITERACY AND CRITICAL THINKING

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