DISCOVERING THE EFFECTS OF THE IMPLEMENTATION OF THE CRITICAL LITERACY PRACTICES IN AN EFL CLASSROOM AT A PUBLIC INSTITUTION IN EL CARMEN DE VIBORAL

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ABSTRACT

The present qualitative study centres on the effects of the implementation of the critical literacy practices in tenth graders from a public institution in El Carmen de Viboral, Colombia. The study was accomplished through a survey, non-participant observations of the classes and two focus groups. The non-participant observations carried out during the gender stereotypes and gender ideology phenomenon classes. During the class discussions the students had the opportunity of speaking and interacting among them to understand their own context and realities, always oriented to a reflective process that allowed the students to have the power of taking action towards the change of their thinking.

The findings that emerged from the instruments revealed that the critical literacy practices allowed the students to reformulate their conception or understanding of the social phenomena worked during the implementation, and also helped them reconstruct a new vision of their social realities based on the sense of power that this process left. At first, their English level of the students limited in some cases the students' participation in class, but in the end the situation helped them to improve their language proficiency in different language skills. The students claimed that having classes framed under this approach favoured their learning process.

Key words: Critical Literacy, EFL, English Language Teaching.

LITERATURE REVIEW

When talking about critical literacy and the implementation of critical literacy practices in the classroom, we want to start focusing on what is happening in the international field and then we will take an inside look at the studies that the researchers have provided in our country, to have a solid base and start talking and presenting our ideas. In this literature review, we will start presenting some findings from the international field such as New Zealand, Brazil, Indonesia, and Hawaii. After talking about those studies we will review some research projects from our country in cities such as Bogotá and Medellín.

Starting our exploration, we see that Literacy strategies have been implemented with more frequency in the classrooms. A study was realized by Abdenia and Crookes (2018) at the University of Hawaii at Mānoa, they introduced this research noting the geographical and institutional spread of critical literacy practice sketching the main features of it incorporated into second language classrooms around the world. They developed this project by reviewing samples of published accounts of critical literacy practice, brief focus on the geographical and institutional contexts, and then discussed different ways in which critical literacy practitioners have approached classroom content and process. They found the large number of accounts published and the wide variety of institutional contexts is a testament to the fact that critical literacy is a viable path, a truly rewarding endeavour.

In continuing our research, we found a work that Setyorini (2017) did as a way to make a balanced distribution between language skills and Critical Literacy (CL) teaching. The research was conducted in Interpretative Reading Class which was programmed for third semester students at an English Department of a Private University in Surabaya. The participants were 14 students of Interpretative reading in class. The implementation was conducted by two meetings of 90 minutes each one. The main data were taken from students'

responses on discussion, student's worksheets and journals, and those data were interpreted qualitatively. The researcher designed all the reading material based on the students' mid-low intermediate English level. In the class' activity the researcher used Critical Literacy Awareness (CLA) as a means to correlate the language figures (interpersonal meanings, ideational meanings, and textual meanings) and the critical literacy; thanks to the implementation of that method she proved that the use of CLA strategies is to balance the teaching material proportion between language skills and critical reading skills which are exceedingly needed to be explored in EFL education.The researcher put into practice the CLA activities (pre-reading, while-reading and post-reading) in which the assessment generated that the 85% of the students were able to classify some personal information. After the activities all the students were able to state the topic but only for textual meaning, and only the 57% were able to infer the right meaning of a topic. At the end, Setyorini encountered two challenging problems which were the students' religious belief which sometimes made them doubtful to which side they should take their position and the passive culture of the students.

On the other hand, we found a study conducted by Locke and Cleary (2011) in secondary schools in New Zealand in the 2007-2008 period, in which the researcher compares the teaching literature experiences in the multicultural classroom from seven teachers of seven schools, one primary, two intermediate and four secondary levels from different regions. The research was coordinated from the Arts and Language Educations Department of the University of Waikato. In the three courses the teachers designed different activities such as videos, written texts, poems, songs, magazines and articles depending on the students' cultural identity, language, interests and self- identity, with the intention that students can identify how texts are constructed, the historical contexts and impacts, the way in which language is used and the judgements and bias to reflect on. One of the findings among secondary teachers was that the cultural background of the learner influenced the way they read the texts closely. A second

finding was that the number of critical literacy concepts are best thought of in a situation where students are exposed to a range of texts dealing with a similar subject or topic. A third finding among high-school teachers was that, as they had hoped, a critical literacy approach to reading invites and empowers the students to view the positions offered by texts as both contestable and resistible.

In other matters, below are some thoughts on this issue based on the authors' experiences in Brazil. A Study by Jordão and Forgaça (2012) stated Critical Literacy in the English Language Classroom. While a variety of teaching materials should be considered during the initial identification and evaluation phase of this project, additional emphasis should be increasing on the resources for teachers and students. The creation of these materials for the teaching of a second language were identifying their context, since we well know Brazil is a country of great volume and rich in cultures, making considerations towards the role of the mother tongue in Foreign Language (FL) teaching. They decided to implement text activities with sections on: preparation; exploration; problematization; and hints to the teacher. The basis of promoting a better understanding of the way of discussion function in their societies, they considered text as a construction of meaning in which teachers can attribute cohesive elements, be it verbal or non-verbal (Jordão and Fogaça 2012). Although the texts designed for this project have not been approved by the Secretary of Education, they still made it clear that their objective was to design the materials bearing in mind that they should be explored in different ways according to local needs.

Not long ago, this case of study Engaging English as a Foreign Language Students in Critical Literacy Practices: The Case of a Teacher at a Private University by Gomez and Gutierrez (2019) described the process that EFL university students and their teachers underwent when engaging in critical literacy practices. The research was implemented in a central classroom of English at a private university with undergraduate students from different

majors degrees in Medellin, Colombia. Data collection included interviews, focus groups, teacher's field journal, questionnaires, and students' artifacts. They find that some students may resist critical components of the lessons, that it may be difficult to change ingrained beliefs exercised in their social action. They advise teachers not to expect success from the first session of implementing CL in their classrooms and to understand that this is a process that requires time and effort.

We also found the research Critical Literacy development in an EFL classroom accomplished by Cipaguata (2018) as a way to respond to the students' needs in the Trinidad del Monte - School of the Sacred Heart. The study was carried out around the observation and the interpretation of the way 10 high school students aged between 16-17 years old developed the Critical Literacy in English as a Foreign Language classroom, paying special attention to social issues with the objective of interpreting the students' declarations about what constitutes real social concerns for them. The study was developed from the art and literature view regarding critical literacy, which means that the researcher gave great importance to structures of language like grammar, spelling, and punctuation through the implementation of resources from the school such as students' books and diaries, and own prepared materials such as readings, poems, and writings. This study was also carried out as qualitative research, obtaining the information from discussions and the students' papers-essays. The main objective of the researcher was that the students could develop their social agency through the practice of Critical Literacy. From the applications of the method, Gil obtained that the students generated alternative options for personal change, even when not all of the students participated, most of them were involved, all of them manifested some changes in their behavior. Students de-constructed, constructed, and co-constructed their identity with each other and established concrete actions to fight the acts of inequality they suffered. The students also showed progress in the language usage and other linguistic aspects such as connectors, usage of a wider range

of vocabulary, use of in-text citations, and citing using APA style; however, this was not the aim of the study although it was part of the pedagogical intervention.

This literature review helped us to find very useful connections between the international and the national field that could also connect and serve as guides to our research project. We also realized that in the process of implementation of the Critical Literacy strategies inside an EFL classroom it is necessary to consider important aspects such as culture, identity, self-identity, language and the context because of the influence and impact that some topics can have inside the students' ideas, behaviours and their communities. Certainly, the development of this literature enlights us with some contributions regarding the ideas of Critical Literacy strategies that we want to implement in our research. We are completely sure that this is an opportunity so work on things differently and to start making a change in this never-ending process.

STATEMENT OF THE PROBLEM

In the Colombian educational field we noticed that there are few references to Critical Literacy and most of the references are about its application. As Avendaño (2016) did in his research in a secondary school, and also the application in some different subjects at the university level (business administration, psychology, accounts, laws, systems engineering) as Anaya & Rondon (2019) did at Universidad Cooperativa de Colombia. Now, looking at the MEN (Ministerio de Educación Nacional) we found exigences about critical thinking or critical postures but no references about Critical Literacy and its implementations inside the classroom, and the same occurs when searching about some departmental works, except for some universities in our department that mention the critical aspect as a necessity and propose the critical literacy practices as a means to achieve the goals.

The General Law of education (1994) states in the Articles 20, 21, 22 and 23 that the objective of middle education is to promote a general formation through the critical and creative thinking to foster the desire of knowing and the knowledge of the social realities and also the critical spirit. These articles also propose that secondary education is oriented to the literary creation and the knowledge of the national and social realities looking for a critical sense regarding the different contents of the knowledge, and additionally the capacity to comprehend and express themselves in a foreign language (General Law of education). In this sense, we asked ourselves about the validity and accomplishment of these articles and exigences from the State and we found that first, those are proposed for the Spanish tongue, and second that there is only few references to the English language but lot of exigences as we see in the article 22 literal "l" (115 Law): *" La comprensión y capacidad de expresarse en una lengua extranjera;"*. We can also observe that in the article 30 of the same law there is a clear exigence of this demand. The compliance of different literals from the articles 20,21 and 22 of the Law 115 specifically talk about the development of the basic skills of the language to promote the self-expression of the students through the art, culture and values, as well as the recognition of their environment and social reality.

The point here is that there is a mistake when demanding something and not giving any standard for compliance, and this is what happens in the case of the English language. On the other hand, we could observe that the Plan Nacional de Bilingüismo (PNB), from the Ministerio de Educación Nacional (MEN), states some requirements about the level of language that the students should have when finishing each period of education, but to achieve those levels it becomes necessary to create a very structured curriculum and the PNB proposes only a very basic curriculum and poor adecuations to the regions, cultures and the different situations that exist in our country, and lets all the responsibility to the English teachers so they have to manage it alone and fulfill the requirements from the MEN.

For the teacher it is also a problem simply observed in the exigences that the State and the Ministry of education make which most of the times become a challenge because all the contexts do not have all the accessibility nor materials, adequate spaces, resources and not even enough prepared teachers. For these reasons is that most of the time many teachers get frustrated, confused and decide to put aside most of the Ministry's and Statal's exigences and work with what they have regarding the critical thinking and other requirements. It is not a secret that in our country we do not have many English teachers for all the institutions and for that reason this subject has to be dictated by other teachers who are not well prepared as Revista Espacios (2018) in *La formación de maestros en Colombia: alcances y limitaciones,* states. For the students it also becomes a problem because as they do not have knowledge of the topic and less how it works, they are just sheltered under the teachers and their commands, and the only critical posture that they have is when they go out of the school and talk to their families or in the breaks when they talk to their classmates. This becomes a problem for the researchers as well, because as we do not have any clear parameters to implement activities that favour the critical posture of the students inside the classroom or at least any reference to Critical Literacy (CL) we do not have much support from the MEN. Therefore, we have to adequate our views and propose a different way to assume and implement the CL practices inside the classroom, following the road that some researchers have used as a guide to orient the implementation that we propose for an English class in 10th grade.

From our own experiences observation related to homework activities as a teachers in training at our university we found in some classes at public institutions in El Carmen de Viboral and Rionegro that the most common students' thoughts were that they are uninterested in the English class because they cannot see the importance of learning English for their lives. They think that English class was only a requirement for graduation, that it is useless and a waste of time to learn it. Moreover, we found that the students have this perception because

they are focused on basic grammar and simple topics. Hence, we propose to implement a practice based on Critical Literacy that helps the teacher to change the manner of teaching, the paradigm, and that helps the students to change their minds and generate some interest in learning it. This study seeks to find more meaningful approaches to learn English which aims to implement Critical Literacy and the use of it to enable students' voices and multiple perspectives to be heard through one's own criteria, the insight to discover the target language.

Consequently, inherently political nature of text, critical literacies position teachers and learners as co-constructors of knowledge, analyzing and producing texts toward exposing, deconstructing, and disrupting systems of oppression (Comber, 2015; Giroux, 2005). In this sense, we propose to implement the Critical Literacy practices as the ability to read texts going beyond their superficial meaning to engage the students and help them to recognize, deconstruct and transform their own reality. Moreover; being critical is a manifestation of our human capacity to appear, critique, and discuss through the texts and the actions. In this point, it becomes necessary to put a distance between critical readings and what in the last forty years have been called Critical Literacy (Cervetti, 2001), and in this way as the most obvious difference is the presence of an action orientation in Critical Literacy, to say as repeatedly Freire Formulated, Critical Literacy is "reading the word" in order to "change the world".

Based on the preceding, the field of teaching and learning English requires a transformation in the classroom since this is considered a challenge by critical scholars (Gomez, 2019). Nowadays the development of learners' critical reflexivity, and their social growth using the target language (TL) have been a new implementation because the students are just taught to communicate in the TL (Gomez, 2019). Nevertheless, meaningful and questionable underlying messages give the power of ideologies and perceptions conducted through English. Thorough, we rescued the opportunity to generate equal power to these

learners addressing social issues around the world and, in this way, break through the traditional class walls.

In this sense, we find it very important to implement Critical Literacy practices inside the classroom as a means to develop with the students the literary materials that will open their minds to a new way of seeing the world and interpreting it; developing an excellent elaborated teaching language and proposed skills that are expected to be executed. These actions will serve as means to help the students confront their paradigms and social problems and at the same time will prepare them with enough tools for the institutional and statal reglementary examinations. What we want is not only the implementation of a curriculum based on Critical Literacy but to apply new practices through which the students can gain interest not only in the reading skills but also in the world and culture that involve them. Besides, all the implications that it has in their lives as an active and very important part of the society in which they live because they are the new generation.

This research project will be carried out in an English class of the high school at rural public education in El Carmen de Viboral, Colombia. This institution has not practiced critical literacy in the English classroom. The English class is offered as a requirement for the completion of high school graduation. It has been established that students ought to take and pass academic levels of English in order to get their diploma. There were 40 students in total between two groups of tenth grade: 10.1 and 10.2 where this research project took place, although only 10 were selected for data collection, 5 women and 5 men between 15 to 19 years old. All of the high school students. Additionally, some students from this course came from different regions of the country. We both think about the responsibility of planning materials with the goal of fostering students' language skills by using English to question and observe a variety of perspectives on social issues.

Taking into account the previous information, and also having as our main point the necessity of the implementation of some alternative practices to accomplish the statements and rules that the MEN, it emerged the following question: What are the effects of the implementation of Critical Literacy practices in the EFL classroom in tenth graders at a public institution in El Carmen de Viboral?

JUSTIFICATION

In the field of English Language Teaching (ELT) McLaughlin and DeVoogd (2004) stated that developing and inciting critical literacy in class was highly compelling and it has benefited students in a number of ways. Consequently, students when reading texts or interpreting social-themed materials, developed in a more profound and significant way the perception of the function and form of the text. The motivation that is created in students to write and construct a text makes the critical quality of the student rise which is a goal for this article.

Based on the previous mentioned, we can say that our research can contribute valuable information in fields of education as this is an approach that will help the formation of a quality education, contributing to the creation of a society capable of judging and evaluating the different behaviors of the world in society. As this is a practice that contributes to the teaching of English, comprehension, analytical and critical reading will be transcended. An objective that is sought to potentiate with this approach on CL.

We could infer that Critical Literacy helps students to be active agents of information to develop independent perspectives. Our students are going to benefit from this work as participants and the consciousness that this work offers through the implementation of the CL. For instance, offering the students different tools in order to be a competent citizen that

contributes to social participation to generate ideologies coming to their self-criteria in their process as students. In relation to the teaching field, we can rescue positive points that teachers would bring in the teaching classroom; this work can serve as a way of professional improvement for them as is stated in the article 110 from the General Law of education. The managerials of the institution can also take advantage of this research and suggest similar practices in different subjects of the curriculum to create a different reality of conscience inside and out of the institution. In this sense, this work can apport several and important information to the institution regarding the knowledge of the students, new practices and ways to implement and accomplish the exigences from the MEN and of course, a new vision about having critical practices inside the classroom that can also serve as a model for other subjects.

As foreign language teaching students and researchers, we have seen the importance of researching CL practices and its effects inside the English classroom. Those practices could help us in the transformation of the educational background of the students who have already been exposed to the reality of the world. At the same time, it could support us as future teachers in language teaching to adequately implement critical literacy practices according to social problems, paradigms and necessities. We consider the implementation of this practice is relevant for the teaching of English, as a way of promoting a new approach that will benefit the requirements of the educational law, highlighting the prominence of today's students in society as a means to enrich the educational field teaching and why not, the future lives of the students. Also, we contemplate our research as significant to the critical literacy area as we are going to contribute to it with more valid knowledge which will serve to the future generations as a base and example to their research.

In conclusion, this project is going to enrich the educational field with contributions that could serve for the future research works or similar. In this sense, this research can serve as a means to change the view of generating a different conscience in the ELT field, students

and teachers. Also, to accomplish many of the requirements of the laws regarding critical consciousness about real life which can be achieved through the CL and the society. Finally, this research will emerge some agents that will have a new critical view and will be able to start changing their own realities and will serve as an example to partners, family and friends.

OBJECTIVES

General

To analyse the effects of the implementation of Critical Literacy practices in tenth graders at a public institution in El Carmen de Viboral.

Specific

1.   To describe the effects of the critical literacy practices in an English classroom with 10th graders.

2.   To identify the challenges that the students and the teacher faced during the critical literacy practices.

3.   To design appropriate materials and lesson plans based on the Critical Literacy practices

CONCEPTUAL REFERENCES

Literacy

There are many definitions of literacy as the ability to read and write at an appropriate level. According to the Program for the international assessment of adult competencies

(PIAAC) defined as Literacy is coming to understand, evaluate, use and commit to the written text to participate and interact in society, achieve goals and develop knowledge and potential as a person. According to Janks (2010), she expresses that literacy is a set of cognitive skills that leads to the ability to synthesize, comprehend and evaluate from the perspective of social reading practices.

At this point we find that the definition of the term literacy has common relationships between different authors, as for example; The United Nations Educational, Scientific and Cultural Organization (2004-2017) claimed that literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts and also involves continuous learning that enables people to achieve their goals, develop their knowledge and potential, and participate fully in their community and in society at large. We considered it as an ability that every person has and that it necessary to improve specially at school; the literacy ability is the one that help the student analyse the text and the image, and taking a critical posture.

Critical Literacy

As Cassany & Castella claim (2011) "Critical literacy is a dynamic social practice through which the readers and writers understand their contexts and the relations of power and justice or injustice which shape their personal lives." (Pag.354). From a critical perspective, the Literacy according to Freire(1970), is a "critical and liberating dialogue, which presupposes action, must be carried on with the oppressed at whatever the stage of their struggle for liberation"(Pag. 66).

At this point of definition of critical literacy we find a variety of definitions in different authors, for example Comber (2013) defined critical literacy as "an evolving repertoire of practices of analysis and interrogation which move between the micro features of texts and the

macro conditions of institutions, focusing on how relations of power work through these practices" (p. 589). As well there are growing meanings of critical literacy work in education focused on critically reading and deconstructing texts as a way to help students question versions of reality in the world around them in which Janks and Vasquez defined the term critical literacy as "understanding the relationship between texts, the creation of meaning and the power to undertake a transformative social action that contributes to the achievement of a more equitable social order" (Janks & Vasquez, 2011, p. 1).

After selecting the theoretical framework in Hilary Janks' Literacy and Power (2013). We selected this model of Hilary Janks as a bridge to answer our research question from the seeds of the five ideas: Power as the struggle for prevailing meanings, Identity as values and culture; Diversity as Differences in race, speech, values, and history are used to explain and target student responses; Access such as the identification of who has access to speeches and what identity positions affect the controversy and the positions that students can occupy. What knowledge is valued in our societies and whose knowledge this is. Design, allows the way to select and organize the full field of signs that create meaning included in the texts: words, design, images, colour, font, movement, sound, etc. Redesign as an act of transformation and a power of reconstruction in favour of improving the way in which one lives and relates to the other. We decided to use some of these ideas for the elaboration of our methodology and activities. We considered it useful to work on with the Janks model because it offered a more open vision of the critical literacy and facilitated our work; it was possible for us to work on different characteristics of the CL and also of the context, such as power, diversity and access as a means to re-discover the social reality and change the students vision about the phenomena that surrounded them.

Didactic Sequence

As Soler and Pinch (2013) affirm that didactic sequences are a group of learning activities established in a specific order in which the importance of the student's progress is highlighted. Besides, they divide this didactic into 3 parts as an initial production; it is followed by a series of workshops, and ends with a final production. According to Bronckart (2003) "Didactic sequence refers to a set of activities planned in the classroom that aims to build oral and written knowledge and focuses on a specific genre".

Dolz and Schneuwly defined didactic sequences as (2004) "A sequence of teaching modules, organized together to improve a given language practice and establish the relationship between a project of appropriation of a linguistic practice and the instruments that facilitate it". According to Carandell, (2013) Didactic sequences are related to the genre of discourse that consists of a communication project (from a social and cultural practice) introduced to the context of communication. The stages of the sequences in favor of reflection serve as the basis for obtaining the overall goal of communication, fully integrated into the whole.

EFL

EFL (English as a foreign language) is a term that has been used and employed as a fundamental component in different studies of this type in academic-type environments, the term has been defined in varieties of perspectives in which Mr. Gunderson (2009) stands out, referring to the fact that the EFL is learned by school environments in which individuals do not speak the language of English (pag. 1). According to Fleischer (2017), "Refers to non-native English-speaking students who are learning English in a country where English is not the primary language"

English as a Foreign Language in a general way corresponds with the Expanding Circle theory of language described by linguist Kachru (1985), "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle." According to the theory,

there are three concentric circles of World English that are used to categorize the places where English is studied and spoken and to prepare for the dissemination of English. Native English speakers are in the inner circle, English-speaking countries that have historically adopted English as a second or lingua franca are in the outer circle, and countries where some English is used but not widely spoken are in the expanding circle. In this sense, it was useful to take the English as a foreign language as in that way we could also relate the worked topic with the power figures and discrimination because of language, culture, raze and others.

It was necessary to give a clear definition of these terms given by the experts to have a better understanding of the subject of the project, the way in which we decided to start in elaboration of our methodology, on which author we decided to use as a model to follow it. All this, with the best intentions of having given a better understanding of the importance of critical literacy in the teaching of English, and how it arose in individual and collective behaviour between students and teachers.

METHODOLOGY

This part of the research defines the methodological principles that we implemented to the frame of this work as a means to answer the proposed research question. In this chapter you will find as follows: the type of study, the context of the participants, the data collection instruments and the ethical considerations.

This research aimed to analyse the impact of the CL in an English class, thoughts and behaviour inside a 10th graders students. We considered it very appropriate to implement qualitative research because it allowed better comprehension and analysis of the data, taking into account that our data was not measurable with any quantitative concept. In this sense, we

can say as Given (2009), the first reason to use qualitative research to identify, analyse, and understand patterned behaviours and social processes. Additionally, Merriam and Tisdell (2016) claimed that qualitative research is based on the belief that people continually build knowledge as they engage in an activity, experience, or phenomenon and make sense of it. Qualitative researchers conducting a basic qualitative study would be interested in how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. The overall purpose is to understand how people make sense of their lives and experiences. Therefore, according to Merriam (2016) the qualitative methods offer researchers ways to explain and understand findings within a social environment being respectful of the people and their life experiences. This study also used other qualitative methods as analysis of the students' way of thinking, dialogues between participants and researchers to catch the participants' perceptions about the society, family and academic realities and their critical sense and position in general.

The previous explanation allowed us to think of an appropriate paradigm to guide us in this research, and taking into account the approach in which we were focusing on, we considered it as most adequate to implement the socio-critical paradigm. Orozco (2016) said that this paradigm allows the social transformations based on the social critique with an important contribution from the reflection. Habermas (1981) said that this critical paradigm allows the subjects to go beyond simply comprehending their realities, but proposing solutions to their social problems and in this way contributing to the necessary changes to face the adversity. In this sense, we considered it very appropriate to base our research on this paradigm as it contributed with enough guides such as theory, training of the subjects, and procedures to make possible the personal reflection for comprehending reality, proposing solutions that in the end is our main objective.

We contemplated the most appropriate method to develop this research is the action research method. According to Kemmis and Carr (1980s), they established a new direction for action research by reformulating it according to the critical theory of Habermas as a means of empowerment for professionals and as an instrument to promote social justice in systems and educational organizations. Since it offered immediate application, it was easily connected to the socio-critical paradigm, and allowed us to base our research on an observable and participant approach, also in the empirical evidence without the necessity of proving hypotheses but analysing them to develop the possible solution of a specific problem. On the other hand, Grundy (1990s) focused on critical action research as a means to emancipate participants by giving them access to knowledge and the power to resist oppressive institutional practices.

Selecting a Focus

In this step we focused on researching the impact that the implementation of the Critical Literacy practices have in the participants' minds and what is the evolution of their critical views and their written production from the beginning to the end of the research. The implementation of the CL practices were taken focus on the most common social phenomena and realities that involve the participants such us gender ideologies, technology and sciences, racism, national situations and of course the analysis of diverse texts in which the participants had to discover and take position in relation to the established social order, dominance relations, injustice and oppression.

Participants

The participants of this research were tenth graders of a public institution. They were chosen randomly and depending on their own desire of participating in the project. The result we wanted to obtain was that they were interested in being critical agents to ensure if they wanted or not to be part of the research, letting them know that they had to read, to analyse texts, to discuss and to change in some way their way of thinking and see the reality. We simply decided to let the students decide on their own if participating or not and in the end we chose the results we considered most interesting, or simply, as Marshall (1996) said, "it is the most common sampling technique. The researcher actively selects the most productive sample to answer the research question" (Marshall, 1996 p. 523).

Collecting Data

We aim at collecting reliable and valid data to ensure and justify our research. Taking the previous aim into account, we considered that the best means of collecting data was an initial survey about the students previous knowledge, likes, opinions and thoughts; the class discussions with the participants, the non participant's observation during all the implementation, and finally the focus groups in which both, the participants' and researchers' could opine about the process and the implementation of the CL practices during the classes.

It is also important to mention that during the process of implementation of the research we also conducted our approach as an opportunity to identify the best practices and techniques to ensure that the practices that do not favour the research and the process are omitted.

As important as the previous mentioned is the materials that we used as means of collection of data, which were designed on our own, proposed and developed in the classroom and outside, depending on the planned activity. First, the initial survey was designed taking into account that it was the initial choosing element for the selection of the participants, and

that we were looking for participants that were interested in being part of the process, independently of their capacity of taking a critical position. Second, the texts to be implemented during the research process were taken from specific sources or created on our own depending the activity planned, the images or recording or videos were taken from specific sources also depending on the activity; all the activities were designed on our own considering the specific characteristics of the participants and oriented to answer the research question. Third, the discussions were designed and oriented to answer the research question and to ensure the evolution of the participants. Fourth, the focus group was also designed and oriented to identify the evolution, perception, and opinions of the participants. As we collected data, we were made sure of organizing it correctly to make it easy to analyse, and not sharing it with anyone.

Data-Collection Instruments

Regarding the data-collection instruments, we decided to implement the ones that could help us in a better way to let the participants act as much naturally as possible and through which we could obtain the best results and the ones that were more related to our focus and the action research approach. In this sense, we considered as most appropriate the surveys, the non participant observations, and focus groups.

We decided to start implementing an initial survey as a tool to put ourselves in context when we started the implementation. This was guided by the author Merriam (2016) who expresses that it is helpful to start developing a quantitative survey that explores the attitudes and interests of the participants, and their participation in community problems. Survey supported by Given (2009) Survey refers to the set of methods to gather data from a range of individuals. Survey is related to questionnaires, interviews, focus groups or observation.

Focus groups, supported by Given (2009), is a qualitative tool, implemented in the form of an interview. Its function is to generate a group discussion led by a researcher to generate

data. We considered that the focus group is a tool that favors us for our research project since it is a method in which it can be developed with multiple purposes. Therefore, we consider having this exploration with our participants to discuss the issue with a more structured management from us as researchers, controlling the method in a more active way for a better performance of the interview and the participants.

Given (2009) contributed that nonparticipation observation is a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants (pag. 561). In this sense, non participant observations as they are often used to level out researcher biases in other methods and to reveal differences between what people say and what they actually do, and allowed us as researchers to obtain more and different information that can be comparable with the one obtained through the focus group; the observator was able to obtain a better comprehension of the participants natural process and behaviour during the research.

We considered these instruments as a correct way to obtain data, mostly when talking about the implementation of Critical Literacy. Nevertheless, we considered as the main data-collection method the notes and written life stories of the participants as those allow the research to collect relevant and valuable information for answering the research question and build the analysis about the participants' achievements.

During each cycle of the process the researchers implemented the instruments and after each cycle finalises the researchers also collected all the data for analysing, triangulating and classifying it.

Taking Action

In this step, we proposed to create an alternative for the intervention of the researcher regarding the solution of the problem, instead of taking action and intervening to modify or solve the problem we proposed that the participants themselves could take action but in their own lives and act as social agents of change. We were conscious that we were constantly observing, reflecting and taking action during the process, but at this final point we considered that the best option, taking into account the critical literacy practices to be implemented, was after knowing, being conscious and having taken a critical posture about the phenomena in which we focused on during the research process, the participants could also take action and solve the problems that they think needed to be solved in their lives, families, school and social reality near them.

Role of the Researcher

We were part of the class but we were not at the same time as participants, it was depending on the activity we implemented to enrich the participants' perceptions that we both were participants-observer or just one participant-observer and the other observer only. As Cohen, Manion & Morrison claims (2000), this role helps the researcher "discern the ongoing behaviour as it occurs […] develop a more intimate and informal relationship with those who are being observed and provide a superior grade of naturalness to the data gathering" (p. 188).

We designed pedagogical activities for each intervention to encourage the participants on thinking critically about their social, academic and family reality, using movies, tales, reflections, real life stories, guiding each the oral and written process to a more critical perspective.

Ethical Considerations

Being completely conscious about the responsibility of being researchers, as Burns (1999) states, needs rules which provide a sense of respect towards the agents involved in the study. For that reason, the needs analysis applied confirmed that the project was viable. Thus, we proposed and base this research on the findings that emerged, we also informed each participant about the purpose, approach and methods of the study to give them the possibility to decide if involve or not in this research; we also informed the participants and parents about the possible effects of participating in the research as well as the responsibilities they had to take if accepting, and of course our responsibility to keep the confidentiality of their names and their stories to be used only for academic purposes. For ensuring a relationship of mutual respect, it was constant negotiation.

We asked the institution for the opportunity and the permission to conduct a research project there, and after that we informed the coordinator and teachers about it. After meeting the students and having clear who the participants were going to be, we programed a meeting with all the academic community and the parents to communicate them about the research and let them know about the conditions in which we conducted it and the characteristics of this type of project presenting them the instructional design and the consent forms.

The main objective of this project was to implement the critical literacy practices in an educational classroom as a means of emancipation, liberation, comprehension of the social realities and phenomena, and as a strengthening strategy of the critical skills of the participants giving it a linguistic focus, in order to obtain the information that offers investigative and innovative research. This project also aimed to strengthen the teaching of English favouring the four skills of the language. Additionally, a key to identify thoughts and opinions about critical literacy, and provide this approach with new knowledge in favour of the teaching of

English as a second language in the 21st century. In that sense, making it independent of the subjectivity linked to judgment and researcher experience.

Data Analysis

Since the data was organized into individual and subgroups data and as the information obtained was not quantifiable, we designed specific tables to summarize it during the implementation of the research. The analysis of the data started at the end of the implementation of our research through our instruments of data collection that we decided to use (surveys, then focus groups and finally the nonparticipant observation).

After the implementation, All the information that we obtained through the instruments was transcribed by computerized manual. We coded the information through color labels, highlighting positive aspects, for improvement, negatives, and neutral findings to discuss. This process for a better understanding and creationing of categorization of findings-results. Later, we proceeded to generate comments and analyze what emerged after re-reading the transcripts. This analysis of data was taken from deductive reasoning as it allowed us to examine the data from an open mind, develop hypotheses and move to theory and that way we can ensure a better interpretation of the data. During the time of analysis and sort of data we answered the two generic questions: What is the story told by these data? And, why did the story play itself out this way? To acquire a better understanding of the phenomenon under the investigation and going after that to the theory.

Diagnosis Stage

At the beginning of the implementation of our research, we carried out a short survey. Our exploration began with a question related to the students' previous participation in any Universitary project. The result of this question indicated that eighty per cent of the students

had not participated in a research project and only twenty per cent of the students claimed to have participated. The graph 1: *Previous students' experiences* shows the answers as follows:

Question 2
- Option 1
- Option 2
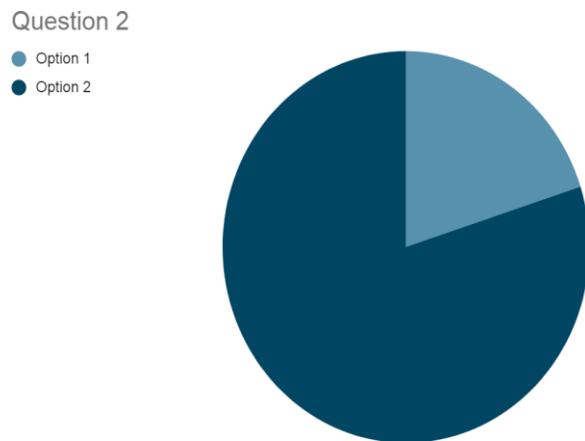
Graph 1.

In another section, we wanted to know about the students' participation in class, so we could have an idea about the resources or strategies to be used in favour of the students' participation. We found that twenty per cent of students chose not to participate in class when asked about how they felt about giving their opinion in class; thirty percent of students liked to be participatory, and fifty per cent answered that they felt comfortable when speaking and giving their opinion. Graph 2: *Students' participation in class.*

Question 4
- Option 1
- Option 2
- Option 3
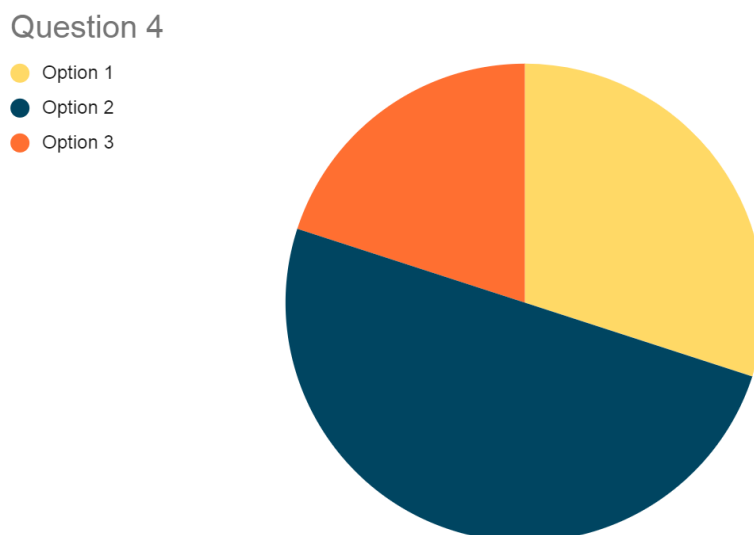
Graph 2.

We also wanted to know if the participants could have a discussion with their classmates without disrespecting each other. In this sense, we found that thirty percent of students enjoyed listening to mates' opinions, to learn from their beliefs and opinions about specific topics. Fifty per cent of them recognized the importance of listening to others' opinions and thus sharing ideas. Ten per cent claimed to listen to them just out of respect and finally 10 per cent concluded that they were not at all interested in hearing them. Graph 3: *Students' position in relation to classmates' opinions.*

Graph 3.

In the last question, we wanted to know whether the institution cared about the phenomena that occurs currently in its context; therefore, we asked the participants if they had discussed social issues or phenomena in a classroom. We found that ten percent responded that it was very frequent to discuss it. Another ten per cent claimed that they frequently talked about it. Finally thirty percent said that occasionally they discussed social issues and fifty per cent said that they rarely discussed the phenomenon in class. Graph 4: *Students' previous studies about social phenomena in class.*

Question 7

- ● Option 1
- ● Option 2
- ● Option 3
- ● Option 4
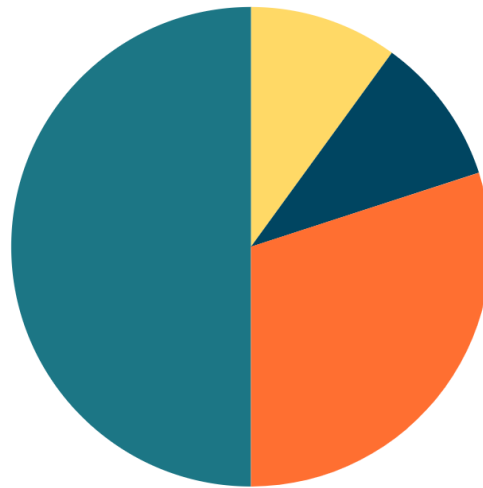
Graph 4.

With this previous information we wanted to give evidence of how willing and what attitudes the students had to start our implementation of critical literacy practices. We also considered it important to have good information from the context of the students and how involved the institution was with them about the phenomena of their context. In this sense, we are going to introduce the final results, discussions and the limitations we faced in our research about critical literacies.

This diagnosis stage allowed us to have a clearer vision about how to proceed with the students and the type of activities that could serve more during the classes. Moreover, the analysis of the information offered a deep understanding of the students' perceptions of the social phenomena and helped us conduct the implementations in a more natural way that favoured the students' participation and critical postures.

RESULTS AND DISCUSSION

Taking into account that the intention of this project was to analyse and understand what are the effects of the implementation of the critical literacy practices in tenth graders, recognize the learnings and describe the reflections that appeared while we implemented it to the students. Also, identify the challenges that emerged in the development of the research during the classes. This chapter is focused on presenting the findings of our research, its implications, limitations and possible future research.

As a means to answer our research question, we designed our didactics sequences (See appendices B,C,D) based on the model of the theoretical framework of Janks (2013). During our pedagogical interventions (See appendix A); we considered it as very important to start focusing on the *Access* of our participants. For example: the social phenomena and realities that the students are involved in. Also, we focused on *Diversity* specifically on three phenomena: gender role ideology, gender stereotypes and racism; with these three we could also work and analyse on other two phenomena which are influenceability and national realities like chauvinism. In this sense, we were allowed the facility to work with our participants on *Power*. We wanted to associate the student with autonomy and faculties to make their thoughts known properly, defend their ideas for themselves, and resist against the adversities that others and society impose. For these reasons we decided to choose the last model's idea of Janks to create didactic sequences with their respective lesson plans (See appendix E), two activities related to these phenomena described above, to implement them in the spaces that favoured us for the execution of our project.

This chapter is divided into four categories in which will be explained in categories, first of all the students' attitudes and perceptions in critical literacy, the students' learnings

regarding critical literacy, teacher's challenges during the implementation of the project in order to respond to our research question about effects of implementing critical literacy in a public school. As the ongoing process of this investigation was conducted by surveys, non-participant observations and two focus groups in a public institution. The context and facilities to research were a challenge. We dedicated a space to talk about the situations and challenges that we faced during the research process, with the participants, the teacher in charge, the time and the modality of the school due to the pandemic situation.

<div align="center">The students' Attitudes and Perceptions Regarding the Process</div>

As one of the main aspects that were thought for this project it was the attitudes and perceptions regarding the process in the students. During all the research process it emerged a great variety of attitudes, opinions and perception regarding the different analized phenomena. During our educational interventions the students had the opportunity to have a dialogue and interaction with their own perceptions and also with their classmates' perceptions and confront the different phenomena with their real life experiences and thoughts. As we can testify from the non-participant observation, (2021) *"On certain occasions it can be observed how there was interaction between the students and mutual support when expressing ideas or perceptions of the phenomenon, because some students when they could not find the words, their classmates contributed the idea."*

According to Cipagauta (2018) obtained that the students generated alternative options for personal change, even when not all of the students participated, most of them were involved, all of them manifested some changes in their behavior. Students de-constructed, constructed, and co-constructed their identity with each other and established concrete actions to fight the acts of inequality they suffered. For example, we can observe when Coolman said that: *"sirve mucho para concientizar a las personas, a la nueva generación más que todo"* (Focus group, 2021).

That is why in this section we decided to present what the students perceived, the opinions they had during all the research process and their attitudes regarding the different activities proposed in the context of an EFL classroom.

At the beginning of the research the students showed great interest on the project because it was something new for them, and also an opportunity to leave the routine, however, when starting the activities, most of the students were *"ruidosos, habladores, no dejaban dar la clase, no tenían disposición para la actividad y conversaban de temas ajenos a la actividad "* (First non participant observation, group one) . On the other hand, a second group of students allowed a completely different scenario and environment; they were *"Active to participate in the implementation of activities. The desire to speak and participate sometimes did not allow the teacher to explain" (First non participant observation, group two, 2021).*

Taking into account the previous excerpts taken from the non participant's observation during the first activity's implementation, we could note the different attitudes that the students showed, and that were influenced by preconceptions and ideas they had. This can be also proved when we observe the second implementation and the change in attitude that both groups had. The non-participant observant (2021) wrote *"The students were very active and energetic to start the activity. They pay attention to the instructions given by the teacher and have a good disposition to carry out the activity ".* It is possible to remark that the students' change emerged as a result of the phenomenon proposed for the class, which was the gender stereotypes. The conversation and interaction among students and between students and teacher were possible because the phenomenon was of the students' interest. It was possible to create a discussion around the phenomenon after finishing the Alibi Game, which was the activity proposed to present the phenomenon. The discussion allowed the students to reconsider their positions and thoughts

regarding the phenomenon, and thanks to their active and critical participation it was also possible to work on the other phenomenon, the "influenceability" of our minds.

It is also important and necessary to note that as Janks (2013) said: Power as the struggle for prevailing meanings, identity as values and culture; Diversity as Differences in race, speech, values, and history are used to explain and target student responses; Access such as the identification of who has access to speeches and what identity positions affect the controversy and the positions that students can occupy. This is mentioned because we could observe how the students took the power of their voices to express their feelings and thoughts and took advantage of the diversity of opinions to create an appropriate environment for dialogue and explain their postures with critical arguments, identifying in this sense which position they could occupy, providing an access for a new understanding of reality.

In the same sense, the second group showed similar attitudes when working on the gender role ideology phenomenon. The non-participant observation (2021) wrote:

"*Credit must be given that this class performed very positively; the students participated very respectfully, respecting each other's opinion. The girls show the importance of giving their opinion as far as they are concerned, and the boys were intimidated by them. At the end of the implementation, it was possible to leave the concern in the students about the gender ideology and the current world. The students were motivated to constantly reflect on reality and society ".*

In this sense, the previous excerpt, we can confirm that the students' attitudes changed depending on the topic proposed to work on. An it is also evidenced in this excerpt for Nucita (2021) said: *"Algo que deja experiencias . ósea que la idea, lo cambia de pensamiento a uno de algo que uno tenía ya pensado, pasa esa clase uno cambia de pensamiento en algunos aspectos". (focus group)*

This student, for example, explains in a very clear mode how she and her partners stayed thinking about the gender role ideology and stereotypes and the actual world phenomena, which in the end is one of the main purposes of critical literacy practices, to empower and emancipate the students, helping them to be an active part of the social change, in constant reflection regarding the reality that surround them

<div align="center">The Students' Learning under Critical Literacy Approach</div>

This second category was thought for this project, it was the learnings that the students may have in relation to the critical literacy and the learnings they had acquired during the development of the lesson plan. This category is dedicated to show what the students learnt from this research project, and will be divided into two sub-categories that are learning in relation to the second language and learning in relation to the critical literacies in the class.

<div align="center">*Learnings in relation to the second language*</div>

In relation to the second language we found very interesting opinions and the students had diverse perspectives. In this sense, one of the students when being asked for the effects in the second language learning a student said "para los que sí entendieron, pues muchos pudimos ver cómo se estructuran las frases con sus respectivos tiempos y la forma correcta de hacerlo" (CoolMan, focus group, 2021). In the same way, Tilín (2021) said:

"Yo diría que sí fue un avance, pero para el que sí logró, como ustedes dijeron, que sí logró no pensar tanto las cosas en español sino en Inglés en el momento de las actividades. Si fue como un avance para los que tuvieron tiempo de pensar y todo eso, al menos de tratar como en las actividades de decir las cosas en Inglés, osea, decir las críticas en Inglés, las opiniones en Inglés. Yo diría que sí fue un avance para los que sí trataron de hacer eso" (Focus group).

Another interesting opinion was given by Nucita, 2021: *"lo que yo aprendí fue varias palabras en Inglés, logré entender temas que no los tenía tan claros y ganar una evaluación".* And David, 2021, said: *"pues a uno le interesan esos temas, y como están en Inglés uno se interesa" (Focus group, 2021).*

On the other hand, one of the students when being asked for the effects in the second language learning they achieved, he answered: *"Yo no aprendí nada en inglés" (Mr. Arequipe, focus group, 2021).* Other student said that *"pues yo si digo que a mi me retrocedió, no me favoreció nada, no entendí nada" (Julieta, focus group, 2021).*

The previous excerpts are proof of how students are open to new ways of teaching the second language and how they enjoy being outside the routine of the normal classes and the adaptability they can have when they are taught the second language in a matter of their interest. We observe very few "negative" opinions in relation to the big majority of positive opinions and good comments. However, in this sense, some of the students as Tilin (2021) also said as a critique:

"No se, pues yo diría que en el Inglés, de pronto por la falta de apoyo que tiene la comunidad educativa por enseñar a los jóvenes Inglés, sabiendo que ellos mismos dicen que el inglés le abre muchas puertas a uno. Porque ... yo sí he dicho muchas veces que el Inglés se debería dar más en las clases, porque en este momento ¿cuánto la estamos viendo por semana?, muy poquito"

(Focus group)

And in these excerpts, which were intended to complement the previous one, we can observe how the student critiques the way in which the methodology of the course has been working on the English classes with the students. David (2021) declared: *"No solo eso, sino que de resto ... puras fotocopias"* and another classmate Jatoe (2021) added: *"Puras fotocopias, pintar, recortar y listo"* and their other classmate Tilin concluded: *"Sí, como la falta de*

preparación que tienen los jóvenes de hoy en día del inglés por parte de las escuelas" (Focus group).
With the previous excerpt, it is possible and easy to infer that the students are trying to make a critique or raise their voices as a way of empowerment; since an attitude that we wanted it cause to the participants as an objective from Janks's ideas (2010) related to *Power,* regarding the way the second language is taught and the knowledge and abilities they are acquiring during the learning process. Concluding that with this finding we identify that students feel connected and motivated to learn English through this approach in a classroom.

Learnings in relation to the critical literacy concept and practice

Talking about these learnings about the concept of critical literacy, we found different understandings and constructions that the students made when we asked for what they interpreted at the end of the research, based on the implementations of the CL lesson plans and that respond to the way of conception of the different presented phenomena.These findings and opinions are presented as follows, for example; one of the students interpreted that CL *"es como un debate, sí como una discusión sobre algún tema de fenómenos sociales o algo así" (Tilín, focus group, 2021).* As Cassany & Castella claim (2011) "Critical literacy is a dynamic social practice through which the readers and writers understand their contexts and the relations of power and justice or injustice which shape their personal lives." (Pag.354). It is possible to say that even if all the students could not have a complete or very structured comprehension of the concept of critical literacy, at least the majority of the students understood that the main focus of critical literacy is the understanding of social phenomena. Even if the students are not able to use the appropriate terminology related to the concept of critical literacy, they are able to reflect around the social phenomena that surround them, as Nucita said in relation to the critical literacy and the implementation of the project: *"Algo que deja experiencias, osea ... que la idea lo cambia de pensamiento a uno en algo que ya tenía pensado ... pasa esa clase y uno cambia de pensamiento en algunos aspectos" (Focus group, 2021).* With this student, we prove that even if

the students are not able to express their ideas in a very high or very structured way, they can express their thoughts about the concept and the critical literacy practices themselves. In the end, they understood the concept and practices of critical literacy in a good and most valuable way.

Taking the previous excerpts into account, we can observe how "language has the power to shape our consciousness; and it does so for each human child, by providing the theory that he or she uses to interpret and manipulate their environment" (Halliday, 1993, p. 107), and inside these opposite opinions, there are common characteristics among the students that emerged when talking about their learnings and thoughts, and as it is described in the next sections.

Teacher's Challenges during the Implementation of the Project

In this third category is described the different challenges that we faced during the implementation of this research project. In this sense, there are descriptions of challenges such as the choosing of the topics to develop the activities of the implementation, the modality of the institution due of the pandemic situation, the students' low level of English and their preference to use their mother tongue to participate, the institution's methodology according to the few use of English during the implementations of the project's activities and the challenges regarding the observations.

Selection of the topics

In this section, we faced some challenges because of the wish that we had to select interesting and appropriate topics to implement the critical literacy strategies. As the topics had to be relevant for the students, we had to choose carefully and take into account aspects such as the student's level of language, their nationality, their possible attitudes when presenting the

activities and also the possible attitude, approval or disapproval of the topic. We also had to think of the possible didactic sequences that we could develop with the students, that they were engaged with and that could offer meaningful learning to students.

In the end, we selected gender role ideology and the gender stereotypes as main topics to develop as they were interesting to work on, actual social issues and could have more relevance for the students. *"In this implementation, the group of girls are interested in giving their opinion on the issue of gender ideologies, which generates participation in the group of boys because they came to feel intimidated by them, which generates a discussion among themselves " (Non participant observation, 2021).*

The previous excerpt presents the view of the class from the non-participant observer, and demonstrates that in some cases the sensibilities of the students were touched to the point that the girls were excited and the boys were scared to speak and finally they discussed about the phenomena and their feelings regarding their own experiences or thoughts. With these two topics, we thought it was also possible to work on other two subtopics which were national realities, and other that emerged during one of the implementations, and that was not planned, which was the influenciable that our minds are.

Development of topics and activities

When developing the topics and presenting the didactic sequences to the students, we faced the challenges of the lack of knowledge in relation to the topics (gender ideology and gender stereotypes), also the low English level of the students and the argue for the cooperative teacher that the students have enough level; As for example in this following excerpt that non-participant declared: *"At certain times it was noticed students who did not participate during the implementation because it had to use the English language, although a percentage tried, the vast majority chose to participate in their mother tongue." (Non participant observation)*

For this reason, it was confusing for the students when being asked to try to participate in English because some answers were; *"Es que había que decirlo en inglés" (Julieta, focus group, 2021).* As a solution, we decided to give the students two options, if they prefered or felt more comfortable speaking in Spanish they could, or if on the contrary they wanted to try participating in English, it was also valid. In the end, some of the students decided to participate in English and their partners congratulated them because of their boldness.

With the problem of the lack of knowledge from the student's side also came the lack of participation when having to provide opinions regarding the proposed topic. Besides, we could evidence the participation of the same students during all the implementations. Since we can notice this with the non-participant observation (2021) :*"Everyone showed interest, they even asked for words and expressions in English to integrate them into the speech they had prepared for socialization, but the students chose a person who had a more advanced level of English".* Another challenge when developing the activities was that as the students did not have knowledge about the gender role ideology and stereotypes, we had to take time from the activity to offer a small explanation of the topic and then present the activity, and for that reason, it was complicated to manage the time. However, the explanations we offered to the students were completely necessary and helpful when working the activities and also after the activities, as they showed more interest and understanding of the social phenomena.

External Issues

The first challenge that we faced, and that affected the planned development of this project, was the constant disagreement between the institution's methodology regarding the lesson plans and materials that we proposed. At first, we had planned the activities and designed

them in both English and Spanish languages, but when we presented them to the institution, they argued that they had to be written and presented to the students in English only, because from their perspective, the students had the level to understand and participate. This situation made us reconsider the way of presenting the materials, and we had to adapt everything to the request of the institution. We decided that during the implementations we could present the materials in the second language but help the students with the translation of it to ensure comprehension and facilitate participation. The institution was not content with this, but they accepted it with the condition that we presented all the vocabulary to the students in the next or previous English class. Despite these complications, we could make the implementation of the activities possible.

The second external challenge that we faced was the changes that the Institution adopted for in-person classes. At the beginning, the institution worked with a modality of alternation in which we could work comfortably; and that was also written in the non-participant observation:

"The interventions on CL with the groups were made on different dates. The complexity of the alternation model that the institution had due to the pandemic event that began in March 2020 limited us to make the interventions; since we had to wait 15 days for the groups to return to class in person to continue with the development of the investigation and with the students that we started from the beginning. " (2021).

However, this modality changed just some days before we started the implementation of the research, a situation that made us restructure all that we had planned, and of course, the new alternation delayed our work. As we can observe from these students, their concerns after finishing the implementation of critical literacies were: *"Que sea mas amenudo" Tilin (Focus group, 2021), "Ser más constantes" Pepita roja (Focus group, 2021).* Here the students were referring to the desire they had of taking more English classes, or at least that the institution

offered them more hours of English classes during the week because they considered it as a very important course in the present.

The third issue that we faced, which was produced because of the changes in the alternation model, was the few times that we had to implement the research. The new alternation modality allowed each group to go to the institution only twice a month, and obligated us to wait fifteen days to have the possibility of implementation. This challenge is the main reason because we could have only three implementations of the two different topics we selected.

We could continue talking about the challenges we faced during our implementation, however and no matter how, it was possible for us to work with the students and obtain good results and learnings for them and from them. It is true that we faced some situations that complicated a little our work, but over that, the students' attitudes and disposition made it possible to accomplish this project; that is why, more than challenges, we considered these situations as opportunities to improve ourselves and gain experience.

Students' Reflections about Everyday Social Issues.

As Freire (1970) stated, if the individual reflects on society he or she [will have] opportunities to change it. In this sense, we remark the importance of the reflective orientation that we had during all the research project's implementation. It helped us to have a better understanding of the studied phenomenon through the critical literacy practices. Rogers (2014) said that using critical literacy practices in the classroom addresses students' needs of different levels to engage them in the use of literacy as a meaningful tool that empowers learners to read critically their own world. This category is about the effects of the critical literacy practices in the students which demonstrated the results that arose from students due to the implementation

of critical literacy practices in the classroom and the materials proposed which, in our case, helped us as a way of empowerment from the students.

We can start showing that the students already had some knowledge from the phenomena we proposed; however, the development of the project helped the students open more their ideas, conceptions and perceptions of these phenomena. *"Si, como lo dije ahorita. Uno cambia ya de perspectiva de algo que pensaba que sabía pero trataba de muchas más cosas. Entonces eso, si". (Nucita, focus group, 2021).* This excerpt expresses the reflective feeling that the student had regarding the process and shows one of the most interesting effects that we can remark on, which is the sense of reflection that we could achieve with this implementation. Moreover, if we analyze other students' opinions, we can confirm that they could change or re-order the way of conception of phenomena and reality: *"Que por ejemplo en el racismo, están acostumbrados a que una persona negra es una persona mala y no significan que sean malas sino que, pues ... Es el color de esa persona" (David, focus group, 2021).* With these two students' reflections it is possible to illustrate how they look for a new way to re-conceive what they have been culturally taught to believe, and the new empowerment they showed in relation to the process that they were now able to express their real ideas, feelings and even sensible aspects of their own lifes.

Of course, not all of the students decided to take advantage of this implementation to reconsider their postures, and that is the case of Jatoe when he was asked about the effects this project had in his way of thinking, he claimed: *"No, yo sigo pensando lo mismo" (Jatoe, focus group, 2021).* As Gomez and Gutierrez (2018) advised in their article about the implementation of CL in a classroom, they found that some students may resist critical components of the lessons, that it may be difficult to change ingrained beliefs exercised in their social action. They advised future teachers not to expect success from the first session of implementing CL in their classrooms and to understand that this is a process that requires time and effort. Each student

is able to express his or her position regarding the implementation and confronting himself and with his similars and emit an opinion or posture, and that was what this student did.

On the other hand, Lock and Cleary (2011) stated that through the implementation of CL during the readings, the students were trained to take positions in front of the phenomenon, they argued and resisted before the phenomenon. In this sense, we found an interesting effect inside another student's thinking, and it is the impotence in relation to social phenomena. In this case, the students were too excited about the phenomena we worked on, and expressed the feeling when being asked the same question proposed. Each student added what his/her other classmate was expressing; like for example between Jatoe and Julieta (2021), claimed: *"No sé, es cómo en cuestión de que a uno como que le da rabia y a la vez como que…"* and Coolman contributed *"Impotencia" said (Focus group).*

This vision or perception of the phenomena proposed made us think that the student was perhaps near to these situations and that is why it affected the way she reacted. The way this student expressed her feelings and thoughts allowed us to say as Tudor (2001) said that language is a path to self-expression, and it is the best way of having an effective personal expression. Moreover, it is also interesting to remark the interaction that Julieta had with CoolMan when she became silent because of that impotence, and he finished the sentence she did not know how to end; this is a clear example of how the feelings can be connected and how this project helped the students creating new ways of connecting themselves with the feeling of their mates.

We considered it as very interesting the position of another students who showed some discontent, shame or even fear to express his ideas because of the possible critiques that could be presented against him or fearing to offend someone's feelings: *"Mucha presión por decir algo como que los pueda ofender y luego nos agarren a machete a todos jajaj pero si, es como miedo. Si, por decir algo como fuera de lugar y que todo el mundo pues le diga: no" (Tilín, focus group, 2021).*

In this case, we can infer that the student referred to a personal situation that had happened in the past and that was meaningful for him since we can relationated in the non-participant observation:

"During the development of the guides, while the women discussed how the model of wife has changed over time. A student was intimidated to express his thoughts because he agreed with what the guide said. The student felt that the girls were going to be offended by the thought and belief that he has about how a good wife would be supported in the guide. "(Non-participant observation, 2021)

We could understand why this student used to avoid confrontation even when he was very participative. In addition, it was also possible to observe a gesture of confirmation from other students when Tilín gave his opinion, which made us think that this project moved the students and helped us reconsider many ideas; however, the process was affected for many external factors and it could have been very productive if the time had been longer.

Unequivocally, this research project was meaningful for both the students, and us the researchers, as it served as a way to open and reconsider the way of conceiving, perceiving and expressing about the social phenomena that surround us. As well there are growing meanings of critical literacy work in education, focused on critically reading and deconstructing texts as a way to help students question versions of reality in the world around them, in which Janks and Vasquez (2011) defined the term critical literacy as "understanding the relationship between texts, the creation of meaning and the power to undertake a transformative social action that contributes to the achievement of a more equitable social order" (Pag. 1).

Conclusively, the value of this reflective process offered an opportunity, not only to improve their knowledge, but to reconsider their thinking and re-formulate the conceived structures they had, bringing in the same way as Freire (1970) said, a sense of empowerment

that takes the students to liberate from social oppressive conceptions by means of their own experiences and reflections. Doubtlessly, we can ensure that the students now understand how to use the critical literacy practices to transform their realities and be an influential part of the society.

CONCLUSION

In the EFL educational field it is always a challenge to look for adequate strategies or practices to teach in a suitable way depending on the context and its characteristics. That is why we chose the Critical Literacy practices as a medium to approach students, not only regarding the foreign language learning but also approaching their realities, thoughts, ideas and social phenomena that surround them. In this sense, we can say that the intention of this study was to analyze the effects of the implementation of the Critical Literacy practices in tenth graders from a public institution.

We provided the students with enough tools to understand what Critical Literacy practices are. It helps them have a more personal and deep critical process, which we consider as the most important source of knowledge to help us answer the research question. Moreover, the students could learn and practice the foreign language using the four skills (speaking, reading, writing, writing) but also considering the students' own realities and phenomena. Thus, the students gained more knowledge in both the foreign language and the critical literacy practices, creating in this way a new conception and perception of the social phenomena, their ability, responsibility, power to change the social realities and to be an active part of the society.

On the other hand, we made connections between the activities proposed in the English class and the students' own personal experiences and real life situations (such as their families' experiences, roles of their relatives and themselves inside the family, role of their mothers and

fathers, role of the woman in the Paisa and Colombian Society, chauvinism and others), to favour their interventions during the class and the interactions among them and also as a vehicle to have a deeper contact with the foreign language. These strategies were effective, we could see their desire to continue participating and enriching themselves with the content we brought. Even if all the students were not able to participate in English or they just did not want to use it as a vehicle to reflect, the great majority tended to try and use it, allowing themselves to open their visions and inspiring themselves to become more empowered and exemplary people, conscious of their dignity and rights.

If well, most English classes are thought for teaching grammar structures or parts of the formation of the language, we proved with this project that it is possible to teach the target language different and integrate to subjects that are close to students' real lives and are of their interest, that way it becomes easy to enhance the English classes.

It has been a real enriching process the implementation of this project in a public institution, which has brought us with real meaningful experiences and tools for our future teaching process and also has enriched the students with a new perception of the reality, despite limitations of time or language, we as researcher and the students knew how to find the way to take advantage and surpass them and make the implementations and complete goal.

As researchers, we lived this experience from a reflective and analytical perspective. The students encouraged and inspired us for our teaching process, making even us be in a constant reflective process, not only about the project itself but on our own perception of teaching and classes. It is possible to say that this project allowed us, the students, and the institution, by breaking the walls that existed in the institution, to enrich and empower the students with enough tools for transforming their realities.

As the implementation of this project was oriented to the constant reflection, and as a project like this had not been implemented inside a public institution before, it is possible to say that the results obtained can enrich the academic community with examples, and different views about how to work the different subjects, required to be taught in an institution, from a different posture or with a different practice that can favour both the students and the teacher, addressing the topics and joining them with the current reality. Moreover, our research can contribute to the literature providing more information about the Critical Literacy practices, which as we mentioned in the literature review, it was almost a challenge to find enough information about this topic due to the poor implementation of projects related to the critical literacy practices in public institutions.

Our work can also contribute to the existing literature serving as a route or guide for future projects related to our topic and giving some light for future researchers. In this sense, our work details the limitations that as researchers we faced when implementing, such as the students language, the adaptations of the curriculum that we had to make and the students attitudes in relation to the social phenomena and more when the students were involved in similar situations to the ones addressed during the sessions; these details will serve for the future researchers as a guide to know what type of situations they could face and will help them be prepared. As a suggestion for the future researchers that would like to implement with the critical literacy approach, we recommend first, to design a well structured schedule based on the type of the project they would like to implement, second choose well the phenomena to address so it becomes easy to join them with the curriculum, or even to study a phenomenon that i present inside a classroom, third, offer always a dynamic presentation of the topics when implementing to engage the students and ensure their comprehension and easy work because in this way it the foreign language could be easily enriched, fourth, be open to change showing capacity of transformation and generating opportunities to the students of constant reflections,

fifth, be conscious that the critical literacy practices are a tool that empowers the subject to help him/her transform the reality. In this sense, it is necessary to be careful with every word, attitude and comment done. Sixth, do not repeat a lesson that has been implemented before, try to give your own focus and work depending on the particular context and its characteristics.

Finally, if well there is not a written model, strategy or practice that may serve as adequate tool for teaching, and that it will always depend on the educational context, we have prove that there is a way in which the educational process can be conceived from a different perspective coexisting in perfect harmony with the educational teaching practice. Preparing the students for assuming their roles in the society and empowering them to take actions of change inside their lives and their families will always be the most important role of education as it is the role of critical literacy inside the education itself and the students' lives. Critical literacy should be considered in all the institutions as one of the most valuable tools for teaching the students the value of power and emancipation, that has become a necessity in the present times and to help them face the real-life challenges. Conclusively, the critical literacy practices have proved to be fascinating tools for discovering the connections between the identity and the power inside the subjects and the processes and relations that can emerge from their interaction inside the academic field and their social realities.

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APPENDIXES

Appendix A: Pedagogical interventions

Cycle and Date	Instruments	Model of literacy and phenomenon	Language focus
09-09-21	Survey	Served as a guide to know how to proceed with the students. We asked questions about their previous participation in similar projects, their attitude regarding the class' participation and so on. Thank to the initial survey it was possible to have a most clear vision about the context and the type of activities that were better to carry on with the sample	No language focus
21-09-21/ 23-09-21	First implementation: Good wife's and Good husband's guides	We worked on gender role ideology. Power was the model of literacy we decided to work on, as both guides presented some chauvenism we considered very interesting to discover the effects of working with guides like these that were created in the 50's and discuss with the students about their thoughts.	Imperatives and continuous tenses were included in the lesson plans. We took some minutes from the class' time to explain the language topic and the rest was dedicated to the implementation.
07-10-21	Second implementation: Alibi Game	We worked on gender stereotypes. Diversity, and more	Perfect tenses and guessings were included in the lesson

		specifically the race was worked here. We carried out the "Alibi game". The students felt real involved and tried to guess who was the murderer. The intention of working with this alibi game was that the students could understand the phenomenon that having a specific race brings with it.	plans.
22-10-21	Focus group	During the focus group we discussed the implementations that were accomplished and we worked on access. Access was thought to be addressed at the end because it would be easy for the students to emit an opinion about it. The sample showed a good understanding about the phenomena worked in class and also about similar phenomena related to their own personal realities and the institutional reality; in the end, the students could take a clear posture, letting the controversy aside and creating a similar and dynamic speech regarding their responsibilities and necessities.	No language focus, but a general discussion

Appendix B: One of the materials implemented: Good wife's guide

Activity 1

GUIDE OF THE GOOD WIFE / GUÍA DE LA BUENA ESPOSA

Social and genre invisibility / Invisibilidad social y de género

OBJECTIVES:

1.   Students are able to express new vocabulary and use of continuous tenses. Also, able to express themselves and their own opinion.

2.   Students are able to recognize the critical literacy orientation - able to take a critical posture in relation to the activities proposed - able to take a critical posture about the Gender role ideology phenomenon.

1.   Have dinner ready. Have a delicious meal ready on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs.

2.   Prepare yourself. Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking.

3.   Be a little gentle and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.

4.   Clear away the clutter. Make one last trip through the main part of the house just before your husband arrives.

5.   Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair and change their clothes. At the time of his arrival, eliminate all noise of the washer, dryer, or vacuum. Try to encourage the children to be quiet.

6.   Be happy to see him.

7.   Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first – remember, his topics of conversation are more important than yours.

8.   Don't greet him with complaints and problems. Don't complain if he's late for dinner or even if he stays out all night.

Taking into account the previous images, write a short text in your diary in which you answer the following questions.

1.   How were you feeling when you read the texts?

2.   Are you considering it appropriate to buy a book like that one?

3.   Are you agreeing with the rules that are proposed in the second image?

4.   How would you change this book?

After you finish writing we will have a discussion about this. Get ready and remember that no one is going to judge you!

RETRIEVED FROM THE GOOD WIFE'S GUIDE: ORIGINAL.

Appendix C: material implemented: good husband's guide

GUIDE OF THE GOOD HUSBAND / GUÍA DEL BUEN ESPOSO

Social and genre invisibility / Invisibilidad social y de género

OBJECTIVES:

3.   Students are able to express new vocabulary and use of continuous tenses. Also, able to express themselves and their own opinion.

4.   Students are able to recognize the critical literacy orientation - able to take a critical posture in relation to the activities proposed - able to take a critical posture about the Gender role ideology phenomenon.
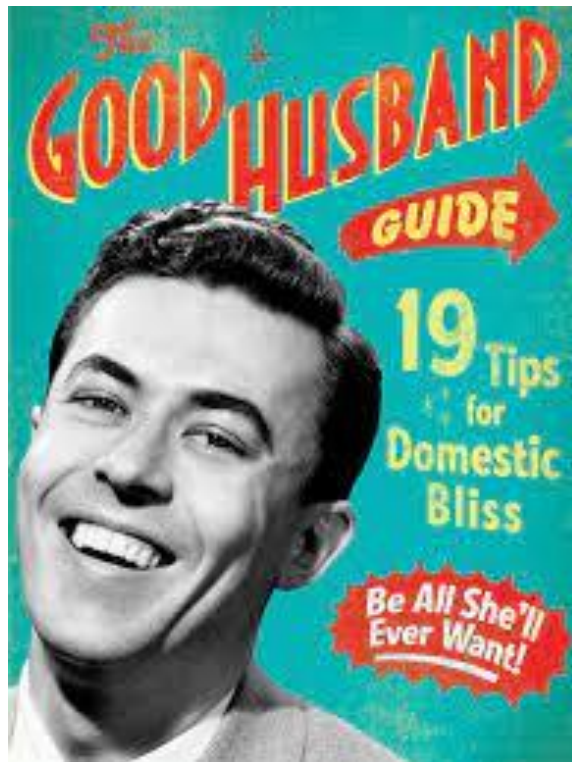
RULE #1: A prince among men, a man will always make his wife feel like a queen,

thoughtful gestures like serving her breakfast and drawing her bubble bath every night.

RULE # 2 Isn't he dreamy? Be a handsome men just for her, with the rugged swagger of john wayne, and the boyish charm of troy donahue you will be deemed "the bees knees"

RULE #3 KNIGHT IN SHINING ARMOR, A husband will help his wife with simple duties such as disposal of household rubbish, cleaning up after family pet, and extermination of errant insects

RULE #4 NO FUSS, NO MUSS! A good spouse will
consider special care of his clothes, placing his clothes in the laundry hamper and cleaning the dishes after meals. He will always be ready to fix the machines in the house

RULE #5 Provide for your wife and family financially, Having a good job that provides health benefits and enough income to keep your family comfortable should be one of the top priorities

RULE #6 Keep the romance alive. Compliment her on how nice she looks. Take her out for a nice dinner every so often and let her know how special she is to you.

RULE #7 Check in with your children. When Junior got into trouble at school, the wife would likely wait until the husband got home from work to have a talk with him. Be sure to

balance out your parenting skills and fulfill the duties that your wife cannot. Take time out of your busy schedule to spend with your family.

RULE #8 Be happy to see her. We all have bad days but try to leave those out of the home. If work was stressful, leave those negative feelings at the office. This doesn't mean you cannot communicate about worries or troubles, just try to enjoy each other's company and focus on a happy household.

Taking into account the previous images, write a short text in your diary in which you answer the following questions.

5.   How were you feeling when you read the texts?

6.   Are you considering it appropriate to buy a book like that one?

7.   Are you agreeing with the rules that are proposed in the second image?

8.   How would you change this book?

After you finish writing we will have a discussion about this. Get ready and remember that no one is going to judge you!

RETRIEVED FROM THE GOOD HUSBAND'S GUIDE: ORIGINAL

Appendix D: material implemented: Alibi Game

Activity 2

ALIBI GAME/JUEGO DE COARTADAS

Gender role ideology/Ideología de género

OBJECTIVES:

1.   The students are able to de-construct the gender stereotypes of people, based on evidence.

2.   The students are able to break prejudices.

3.   The students are able to communicate and express their feelings, thoughts and opinions to solve social issues.

PHOTO FROM COLLEGE

THERE HAS BEEN A MURDER

On the Medellin Bogota highway, there is a farm that was rented for a weekend. There were 5 friends and one of them died in mysterious situations. They were on a

10-year college graduate integration, many ex-college mates were invited but only Daniela, Laura, Arturo, Gustavo and Antonio attended. It was expected as they were super friends in college, they did everything together which made them become very united.

Daniela had married Antonio but she had previously been with Gustavo before graduation. Laura was Daniela's best friend, and she knew Daniela's secrets. Antonio was always in love with Laura; But Laura decided to live in France after graduation and she did not accept Antonio. Daniela was also with Antonio during college. Everyone knew the scope of Daniela but even so, they maintained their friendship.

5 years later Daniela took the phone to contact her old friends. She had the idea of creating a meeting with all of them and celebrating their graduation anniversary together, having a nice party, knowing about each other's lives and enjoying the night. The surprise came when a few hours later, Daniela appeared dead in the kitchen.

In this case, you have to find out who of the four suspected of having committed the crime is lying and thus find out who is guilty.

You do not have to do accounts, just reflect and you will find the solution.

Four people, one of whom committed a crime, made the following statements when questioned by the police:

ARTURO: Laura had done it.

LAURA: Antonio did.

GUSTAVO: I didn't.

ANTONIO: Laura had lied when she said I did.

If only one of these statements were true, who is to blame?

ARTURO

Arturo was trying to have some fun with with video games while the others were drinking and making jokes.
He had never been very interested in drinking but in taking care of his body and health and physical appearance.
He was sometimes aggressive, specially when someone did not let him play his

video games.At the moment of the interrogatory, he said He had been playing video games and he had been trying to think on how to flirt with Laura because he liked her, but, as Laura did not like him, and she was with Daniela all the time with Daniela, he said Laura was the murderer. At the moment of the interrogatory, he said he had been playing video games and he had been trying to think on how to flirt with Laura because he liked her, But, as Laura did not like him, and she was all the time with Daniela, he said Laura was the murderer.

GUSTAVO:

Daniela's ex-lover. He is a joker, always having fun and enjoying the party. He is the soul

of the party. He had been with Daniela, in secret, but they decided to break up because of interests so Daniela married Antonio. He had always envied Gustavo. At the moment of the interrogation, he told

The police, he was dancing with Laura in the garden, while Daniela and her husband were in the kitchen, so he claimed he didn't do it.

LAURA

Daniela's best friend. She knew her deeper secrets and had always been her alibi. She was in love with Antonio but she respected the marriage. She said to police, that at the moment of the murder she was not with Daniela, but in the pool drinking, so she suspected Antonio.

ANTONIO
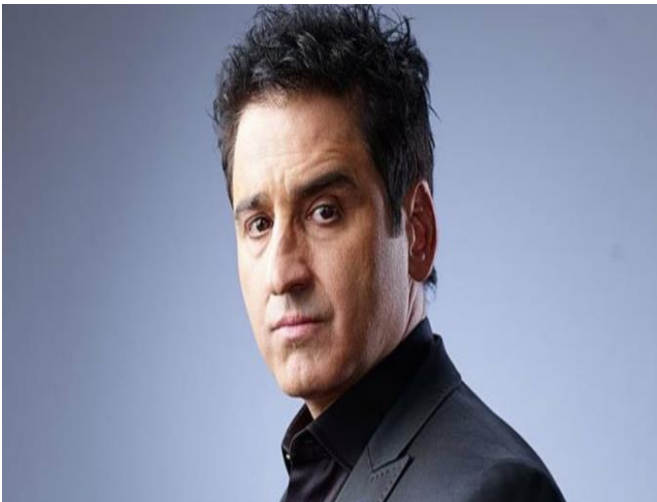
Daniela's husband. She loved her with his life and he had always protected her from everything. He was arguing with Daniela because he realised the relationship she had with Gustavo. He was so deceptioned but he was trying to let things clear.

He told the police, at the moment of the murder he was going to the garden to have some fresh air, but he suspected from Arturo or Laura.

DANIELA

The victim. She had been a good wife, she left it all when she married Antonio. Her deeper secrets died with her. She was in love with her husband so she rejected Gustavo's propositions all the time. She was trying to explain to her husband that she was faithful and loyal to him when he went to the garden to take fresh air. In that moment, the murderer appeared and with a knife from the kitchen he cuted her throat so she couldn't scream and he stabbed her twice in the chest

WHO DO YOU THINK THE MURDERER IS?

Appendix E: Lesson plans

Class #1 Day(s):

Student-teacher: Cristian Ospina, Manuela García	Institution: El Progreso	Grade: 10th-2-A
Date: 21-09-21	Time: 90 min	N° of students: 20
Topic: Good wife's and husband's guide	Language focus: vocabulary, present and past continuous, imperatives	Skills: Listening, writing, speaking, reading

Objective:

1. Students are able to recognise new vocabulary about house activities and routines - able to describe activities at a specific moment - Able to express their own opinion about a social issue or phenomenon.

2. Students are able to recognize the critical literacy orientation - able to take a critical posture about the Gender role ideology phenomenon.

Anticipated problems & extra activities:

If the students get confused with the vocabulary or the topic of the class, the teacher will have to spend more time in the explanation

If there is a constant handraiser student, the teacher will have to take immediate action and encourage the students for the own dependence and let the class continue

Probably lack of time to finish the activities programmed, in this case the teacher will ask the students to create the artifacts at home and to bring them in the next sesion.

Homework/further work:

Time	Stage	Aim	Procedures	Resources
10 min	Greeting, explanation of the agenda and call the attendance	let the students know the finality or aim of each activity and to clarify any doubt that	The teacher will greet the students and will prepare them for the first session of the implementation of the project. After that, the teacher will call the attendance as that is a requirement during every class. Finally, the teacher will explain to the students how the class is going to be divided and what type of activities	list of attendance

		the students may have.	are going to be developed, by showing them the papers of the activity, and the time to implement each one. The teacher will also explain the artifacts that are going to be created by the students and the finality.	Pen Good wife's and husband's guide
10 min	Explanation of the main activity	Explain the material completely and the main activity. Let the students know what the main activity is and the purpose of it, additionally, to explain the artifacts the students will have to create.	The teacher will expend a maximum of 5 minutes of the class to explain the activity and the copies. The teacher will divide the class into the groups that were prepared during the previous classes, and will give each group the copies already prepared. The teacher will explain what they are about and what they will have to do with them.	Good wife's and husband's guide
30 min	Teams' group, development of the main activity	Let the students analyse the papers, take a critical posture and create a new version.	The students will have to read the papers and analyse them. They will also have to take a critical posture of what they saw and read in the copies. After they do it, they will have to start creating (in the groups) a new version of the copie they read, taking into account the critical posture they took.	Good wife's and husband's guide Notebook
30 & 10 min	conversatory and explanation of the	Exchange opinions, let the students know what the rest of	The students will organize in a horse-shoe and with the help of the teacher they will start a conversation, a respectful discussion in which all of them are asked to	Notes from students

| students creations | the class think about the topic worked and the papers and expose the ideas and critical postures they have taken | participate, preferably in the L2, but if they can't they can use the L1.

The discussion will be focused on the copies that the students worked on before, and the intention is that they explain what they think about it, with arguments and that they discuss and try to achieve a middle point in the opinions.

Finally, the teacher will have some conclusions based on the discussion and will present them to the students.

The class will finish with a recommendation from the teacher and the agreement of presenting the new design of the copie for the next class if there is not enough time. | Notes from teacher |

Class #2 Day(s):

Student-teacher: Cristian Ospina Manuela Garcia	Institution: I.E. El Progreso	Grade: 10th-2-B
Date: 05-10-21	Time: 90 minutes	N° of students: 20
Topic: Gender role Ideology	Language focus: Vocabulary, discourse, language ideology, social issues	Skills: listening, writing, reading.

Objective:

The students are able to de-construct the gender stereotypes of people, based on evidence

The students are able to break prejudices

The students are able to communicate and express their feelings, thoughts and opinions to solve social issues

Anticipated problems & extra activities:

If the students do not understand what the topic is about, the teacher would take some minutes to explain it.

if the students are not paying attention, the teacher will encourage them

If the students are constantly raising hands, the teacher would look for a new strategy to manage the crowd

Homework/further work:
No homework

Time	Stage	Aim	Procedures	Resources
10 min	Greeting, assistance and agenda	Say hi to the students, know who is missing and explain the agenda	I will say Hi to the students, I will ask them about their weekend and the things they did, parties, family trip, house works or sloth After that I will call the attendance and I will write in the board the main topic I will also clarify to them that this class is not a normal class as it is the second implementation of the grades project and we will have a new activity	Attendance list Board Markers
15 min	presentation of the topic and the main activity	Present the main topic and explain it and the main activity that we will conduct	I will present a series of images to the students, from different people, some colored people, some white and each one from different nationalities and with different characteristics. The students will have to guess things about each person. After that, I will explain the main activity, which is the Alibi game. The students will have to discover who among the images I presented is the murderer and who is the Alibi. Each image will have a description and some clues to help the students identify who is the murderer.	
30	Main activity development	Conduct the main activity	I will ask the students to form 4 small groups, in their own choices, and each group will have to work cooperatively to discover the murderer among the people I presented before. The students' role will be the one of police agents. They will have no more than 30 minutes to discover the murderer taking into account the clues given in each image, so they will have to recreate a story that gives them the answer. After the time is over, I will ask them to write down in their diaries, how they felt	

			when looking for the murderer and when looking at each image	
20 min	Final reflection	Reflect on what the students did and define the gender role ideology stereotype and social issues	The final reflection will be based on gender stereotypes and prejudices The final reflection will be based on the following questions: what was your first impression when looking at the	