GIVING THE TEXTBOOK MEANINGFUL LIFE IN THE EFL CLASSROOM: A CRITICAL APPROACH.

DIANA MARCELA MONTENEGRO GÓMEZ

THESIS DIRECTOR:
JAIR AYALA ZÁRATE, MA.

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS
ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA
BOGOTÁ D.C., COLOMBIA
2021

GIVING THE TEXTBOOK MEANINGFUL LIFE IN THE EFL CLASSROOM: A CRITICAL APPROACH.

DIANA MARCELA MONTENEGRO GÓMEZ

THESIS DIRECTOR:
JAIR AYALA ZÁRATE, MA.

"A thesis submitted as a requirement to obtain the degree of Magister in Teaching Foreign Languages"

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS
ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA
BOGOTÁ D.C., COLOMBIA
2021

Note of acceptance

Jair Ayala Zárate, MA.
Thesis Director

_____

Juror

_____

Juror

_____

Derechos de Autor

"Para todos los efectos, declaro que el presente trabajo es   original   y   de   mi   total autoría; en aquellos casos en los cuales he requerido del trabajo de otros autores o investigad ores,   he   dado   los respectivos créditos".   (Artículo 42, parágrafo 2,   del Acuerdo 031   del   4 de diciembre de 2007 del Consejo Superior de la Universidad Pedagógica Nacional)

Este trabajo de grado se encuentra bajo   una Licencia Creative   Commons   de Reconocimiento – No comercial – Compartir igual,   por   lo que puede ser distribuido, copiado y exhibido por terceros si se muestra en los créditos.   No se puede obtener ningún beneficio comercial y   las obras derivadas tienen que estar bajo los mismos términos de licencia que el trabajo original.

Abstract

This research study is delimited within the qualitative paradigm which aims to explore a concrete theme within a specific group of people, in order to deeply understand the problematic issue to be observed. It describes and explains an actual problematic issue related to the use of L2 textbooks in a sixth grade EFL classroom at Trinidad del Monte School. Qualitative data was collected in order to identify, describe and analyze the impact of problematizing the L2 textbooks contents from a critical perspective in a sixth grade EFL classroom at Trinidad del Monte School.

This study intends to increase the researcher and the students´ knowledge, based on a pedagogical proposal which will allow to problematize the L2 Textbook content, in order to build new possibilities regarding Critical Literacy and female students' perception of their world and their gender.

Key words: Critical Literacy, Textbooks, Social Situated Literacy Practice.

Resumen

Este trabajo de investigación está delimitado dentro del paradigma cualitativo el cual busca explorar un tema concreto con un grupo específico de estudiantes para entender de manera profunda el problema a observar. Esta tesis describe y analiza el impacto de problematizar los contenidos del libro de texto de inglés en un grupo de sexto grado en el colegio Trinidad del Monte. Información cualitativa fue recogida para develar como las estudiantes dan sentido a la problematización de la información ofrecida en el libro de texto.

Este estudio pretende incrementar el conocimiento de la investigadora y sus estudiantes, basado en una propuesta pedagógica en la cual será posible problematizar los contenidos del libro de texto de inglés como lengua extranjera y construir nuevas posibilidades relacionadas con el desarrollo de habilidades de Literacidad Crítica y su percepción del mundo y su propio género.

Palabras clave: Literacidad Crítica, Libros de texto, Literacidad como Práctica Social Situada.

Dedicatoria:

Dedico este documento a todas y todos mis estudiantes, especialmente a la promoción 2020-2021 del Colegio Trinidad del Monte.

Agradecimientos:

Agradezco a mis hermanas y mis papás quienes me han acompañado y motivado en este largo proceso y de alguna forma son los responsables de que hoy haya llegado a su fin.

Gracias a todas mis amigas y colegas que me acompañan, me escuchan y me inspiran todos los días.

Extiendo un agradecimiento especial a mis estudiantes de la promoción 2020-2021 y a las directivas del Colegio Trinidad el Monte por quienes fue posible llevar a cabo este trabajo de investigación.

Mi agradecimiento más grande y sincero a mi director de Tesis, el profesor Jair Ayala, quien me adoptó a mitad de camino, creyó en el alcance de mi proyecto y en mis habilidades para llevar a su fin esta investigación.

Por último, a la Universidad Pedagógica Nacional en donde sufrí una transformación profesional y personal que me ha permitido ver el mundo desde una perspectiva más crítica, política y humana.

Table of contents:

Chapter 1

In this chapter I introduce generalities of the research study, including a brief introduction about the problem presented throughout the project. I also state the rationale and the statement of the problem, including a research question as well as general and specific objectives.

1.1. **Introduction**

Being a female, Colombian teacher with over 15 years of experience from which 11 of them have been devoted to feminine education, it has been a determinant factor for me as a researcher to dig into the concept of teaching English as a Foreign Language from a Critical approach, regarding gender issues and the development of Critical Literacy skills of female students.

This research study pretends to unveil the relevance of using the Speak Out English Textbook in this specific context, considering English class as a Social Situated Literacy practice, stated by Chapetón (2013) as a way to consider classroom a place where students go beyond linguistic and textual matters to find themselves living a specific and special reality with their particular characteristics and needs.

This project started with the great opportunity of analyzing an English Textbook and ended up as an enhanced opportunity to lead students develop their potential in becoming Critical Thinkers. I wanted my students to realize how some biased information can actually take place in their Textbooks, however and during the research process the students ended up surprising me as both the researcher educator and the woman I am.

This research study takes place at Trinidad del Monte, a bilingual school located in Chía – Colombia where 16 female students from 11 to 13 years old in an EFL classroom were involved in the project.

1.2. **Statement of the problem**

Being an English teacher at Trinidad del Monte School, has led me to deeply observe and realize the need of bringing the textbook alive by problematizing its contents from a critical and sociocultural perspective. A variety of factual issues that will be stated below come up with the idea to allow Tudor's vision of Language upsurge, based on the concept of the classroom as an autonomy academy where self-access to learning

and human potential can empower students as both language learners and language users, allowing them to assume an active and participative role in their language acquisition process.

Some of the issues affecting the English class are directly related to the use of textbooks because they are mandatory for every grade and English class, but students do not commonly like or enjoy working with them as it will be shown later in the students' interviews. Moreover, they are expensive, and parents, as well as school directives, demand to fill them in completely every school year.

The textbook has shown to be created based on a grammatical perspective which restricts the possibility to be coherent with a different vision of language and mostly important: The contents of the book are mainly based on topics that propagate a narrow and short understanding of L2 as native language is proper of countries like USA and United Kingdom, neglecting the importance of the diversity of English and the didactics of the cultures surrounding it, using icons and prototypes to show a standardized L2 point of view; It keeps generating attitudes that reinforce ideologies of beauty and social stereotypes; and therefore expands the appropriation of roles of gender from an heteronormative approach.

Even when students do not like the textbooks, nor even the teachers, the school continues demanding their use as a main resource for L2 classes.

Therefore, there is a lack of a concrete time to think and develop ideas and opinions from a social perspective in the English class, which could be conducted as Chala & Chapetón (2013) suggested, as an act in which the students empower themselves to access to their situated, social, and cultural contexts and go beyond linguistic issues, allowing their literacy routine to become a meaningful dialogical practice.

1.3. **Research question**

How does a group of 6th graders in an ELT class make sense of a critical, socially situated literacy practice, when using an EFL textbook?

1.4. **Research objectives**

General:

To unveil how a group of 6th graders in an ELT class makes sense of a critical, socially situated literacy practice, when using an EFL textbook.

Specific:

- To analyze the impact of problematizing the L2 textbooks contents from a critical perspective.
- To develop a pedagogical proposal in order to problematize the L2 Textbooks in an EFL classroom from a Critical perspective.

Chapter 2: Theoretical framework and literature review

In this chapter, I present the theoretical foundations of my study, which are directly linked to the ideas presented in Chapter 1. First, I provide a critical overview of sociocultural perspectives, then the constructs of Critical Literacy, Textbooks and Social Situated Literacy Practice will take place.

2.1. A critical overview of sociocultural perspectives

Sociocultural perspectives on literacy include various theories focused on the myriad ways in which people use literacy in context, which include a strong emphasis on power relations. Yet, these theories also have important differences, and many people in the literacy field do not clearly differentiate among them. I provide a critical overview of influential sociocultural perspectives on literacy, focusing on three major perspectives: (1) literacy as a social practice, (2) multiliteracies, and (3) critical literacy. In an effort to support researchers in framing their scholarly work and to support practitioners and other consumers of research to make sense of research, I discuss the ways in which each theory would answer the question: "What is literacy?" as well as the affordances and limitations of these theories in terms of literacy development, literacy use, and literacy instruction (Perry, 2012).

From childhood, human beings acquire and develop a capacity related to knowing when they can talk or when they should be silent, and also about what to do, with whom, where, for what and in which form. That is to say, from childhood individuals acquire some knowledge not only of grammar but also of their mother tongue, however they do also learn its different registers and its relevance; being able to take part in communicative events and to evaluate their own participation and that of others. Moreover, we can affirm that this competence is integrative, since it also

involves attitudes, values and motivations related to the language, with its characteristics and its uses, and with other communication systems in general. Naturally, the acquisition of such capacity must be linked to a social experience, in terms of needs, motivations and action.

The language model underlying this concept of competence implies, of course, that the only function of languages is not to name, but that it is also organized to perform various tasks which include lamenting, rejoicing, praying, preventing, defending, attacking; all related to different forms of persuasion, direction, expression and execution of symbolic games. The true meaning of human languages can only be understood in the natural sphere of their use to allow conversation, communicative interaction, daily verbal treatment, social life. Thus understood, languages cease to be mere abstract semiotic systems, immanent, alienated to the intentions and needs of the speakers, and become theaters, as spaces for representation; repertoires of cultural codes whose significance is built and renewed permanently through strategies of participation, cooperation and conviction. In the decade of the seventies, the first ethnographers in communication postulated the existence of a competence for communication or communicative competence, which understands what a real speaker-listener, endowed with certain social roles and member of a certain linguistic community, must know to establish effective communication in culturally significant situations, and to issue verbal messages congruent with the situation. For these theorists, communicative competence is a set of norms that is acquired throughout the process of socialization and, therefore, is socioculturally conditioned.

Secondary systems are more elaborate and complex. They require more cognitive capacity of the real speaker-listener in their work of coding and decoding texts, since these communications occur in more culturally ellaborated areas. "Communication in these systems is basically written, but also includes oral forms such as conferences, forums, seminars, etc.it is literary, scientific, technical, socio-political, legal communication, and non-verbal communications, such as visual arts; or mixed, such as theater" (Girón & Vallejo, 1992, p. 14).

It is clear, then, that communicative competence is not limited to a grammatical competence or knowledge of a language's semiotic system. Therefore, the communicative competence is configured by the acquisition and development of a series of competences.

2.2. Literacy as a social situated practice

Rico Troncoso (2011) has determined how some adapted materials, selected from textbooks and based on principles, can develop the Intercultural Communicative Competence (ICC) in students whose predominant tongue is Spanish, in a university in the UK. His objectives have been evaluating books in the context of ICC, identifying some principles to adapt materials that develop ICC, and presenting some indicators of observation and a description of this competence in the development of materials. The study has been conducted in three cycles: an identification of the problem by administering a students' questionnaire, a culture bump activity, and an evaluation of textbooks; in second place a design of an intervention strategy, and a strategy of evaluation with adapted materials; and finally an evaluation of the materials in use through students' observations, a review of a checklist and of their portfolios. The researcher has relied on Byram, Nichol and Stevens (2001) ICC theory, which has been defined as the set of social and psychological abilities of individuals to interact appropriately with people from other cultural backgrounds, which implies developing their knowledge, skills as well as their epistemological and ethical postures. The researcher has also relied on Bennett's (1998) Development Model of Intercultural Sensitivity (DMIS), which is focused on the process of adaptation to a new culture (denial, defense, minimization, acceptance, adaptation, and integration); and on Tomlinson's (2003) Text-Driven Approach (TDA) for developing experiential materials that promote reflection and communication – two essential abilities for developing the ICC.

Social reconstructionists such as Rugg (1929) and Counts (1934) sought to construct the concepts of curriculum and pedagogy around issues of social justice, which enable students to examine social problems such as racism, sexism, poverty, and worker exploitation, in American society. Social reconstructionist educators argue that the root of the current focus on standardized curriculum, instruction, and testing in K-12 public schooling is based in essentialism (Spring, 2015). Counts (1934), on the other hand, argued that the school should get involved in educating students about racial and class discrimination, poverty and unemployment issues. The social issues today are similar, although the list is even more expansive and issues such as computers and technology; political oppression and war; environmental pollution; disease; world hunger; and depletion of the earth's resources are explored as well (Ornstein & Hunkins, 2004).

Carrying out a project in which argumentative writing is approached as a situated social practice and framed within a genre-based perspective, implies promoting teaching and learning processes that respond to local needs. Writing assertions more meaningful when it is approached from a situated perspective, and when students can identify themselves with their texts, either because the issues affect them directly as world citizens or just because they feel interested in the topics. By experiencing this, students may be able to focus on their sociocultural and personal context in a more direct way; they may be able to name, create and re-create personal experiences which allow them, as Chapetón (2007) states, to understand the social nature of the realities that surround them, approach issues from a critical perspective, and start a meaningful process of transforming their reality.

The dialogic interaction that emerged during the different stages of the research project, among the students and also between them and the teacher, provided scaffolding opportunities for the students to construct or refine their arguments. Given this type of interaction, as stated by Chapetón (2007), the activities allowed the participants to become active subjects in both supporting their peers and enriching the assertions they wrote as a part of a campaign that looked for breaking gender stereotypes. Second, the possibility of describing and discussing the Textbook content was shown to be an innovative activity in the study which aided the students to start looking for the way to raise their voices up.

In addition to criticizing "teaching to the test," critical educational theorists have highlighted many of the other reasons why teachers may not employ critical pedagogy or social justice related curricula. These reasons include factors such as fear generated within the hierarchical confines of the school institution (Apple, 2013; Giroux H. A., 1978; 1984; 1990; Kincheloe & McLaren, 2002). Multicultural education scholars also argue that the lack of pre-service teacher preparation does not prepare white female middle class teachers to teach children of color or white children about controversial or multicultural topics (Banks, 2003; Lewis-Charp, 2008; Nieto, 2010). Additionally, many educators steer away from social justice curricula to avoid opposition from other staff and parents (Lewis-Charp, 2008). On the other hand, educators who embrace a social reconstructionist philosophy strive to find successful pedagogy and curricula that can be utilized to teach for social justice (McLaren, 2007).

Social reconstructionist or critical education theorists (Freire, 1971; Apple, 2013; Giroux H. A., 1984; Kincheloe & McLaren, 2002; Lankshear & McLaren, 1993; McLaren & Giarelli, 1995) have continued to build upon the body of knowledge of Counts (1934) and Rugg (1929) further developing the field of critical pedagogy. Through critical pedagogy, educators seek to challenge the unfair existing sociopolitical factors that govern their world and nation while creating a language of hope, resistance, and possibility through theory, practice, reflection, and action (Quantz, 1992).

One type of critical pedagogy, critical literacy, is frequently cited throughout the educational literature as a viable way to teach students about social justice issues (Comber, 1994; Lankshear & McLaren, 1993; Lewison, Flint, & Van Sluys, 2002; Luke & Freebody, 1997; Shor & Pari, 1999). Critical Literacy has many definitions. According to Luke & Freebody, (1997), "The term critical literacy has come to refer to such a wide range of educational philosophies and curriculum interventions that their family resemblances and shared characteristics would be hard to pick" (p.1.) However, the definition I am drawing from is grounded in the idea that students should learn simultaneously how to 'read' texts as they learn to question text and images for unfair and harmful representation and ideas (Freire & Macedo, 1987). As Freire and Macedo (1987) explain, we must be able to read both the "word and the world." This is supported by Multicultural educators (Ladson-Billings, 1992; Nieto, 1994; Banks, 2008) who expound on the fact that literacy development happens in social, historical, and political contexts and needs to include a re-framing on how knowledge and text is constructed.

One of the most common definitions of Critical Literacy includes the act of exploring the sociopolitical implications of texts (Lankshear & McLaren, 1993; Lewison, Flint, & Van Sluys, 2002; Luke & Freebody, 1997; Shor & Pari, 1999). This study focuses on critical literacy specifically through the exploration of text and pictures in children's books. In this sense, critical literacy encourages students to explore multiple viewpoints through different texts and question the sociopolitical implication of texts and pictures rather than taking everything they read at face value (Comber, 1994; Lewison, Flint, & Van Sluys, 2002; Lankshear & McLaren, 1993; Luke & Freebody, 1997; Shor & Pari, 1999). Therefore, students should be able to decipher and question what they read and relate this to larger themes within their everyday lives and society surrounding

them. Specifically, this often includes teaching about diversity (i.e., racism, classism, sexism, heterosexism, ableism, etc.).

2.3. Critical Literacy

Critical Literacy is understood as the experience in which the human being can change the world by touching it through the act of learning how to read and write the word in order to reread and rewrite the world as a result (Freire, 1987). If literacy demonstrates an operation of social procedure which refers to the consequence produced after an action – reflection process, as stated by Baynham (1995), therefore it can be called Critical. Critical literacy, which is related to social practices, goes further than functional literacy, in the way it states various purposes related to all uses of language such as being better understood in its contextualized use, and being positioned in terms of social power. Baynham (1995) presents an additive idea in which literacy must be seen as a relationship of complement between the functional and the critical points of view in which the social and linguistic perspectives can provide an alternative that addresses social purposes in context of use and critical awareness at the same time. Baynham (1995) affirms that even when critical models of literacy also emphasize social purpose and context, it is important not to take them as given but addressing them to critical analysis as part of the educational process.

Literacy for Freire (1987) serves as a group of cultural practices that promotes democratic and emancipatory changes. It is a relationship among all human beings, language, and the world that enables people to build their agency by being self-critical. It means to have the opportunity to choose better, make good decisions that affect the individual and the society in a positive way. Such responsibility to build agency develops a critical perspective to read and interpret the society and the world.

Critical Literacy is, as stated by Cervetti et al. (2001) a theoretical perspective in which knowledge is not neutral or natural, but it is developed in the specific discursive rules of a community, therefore it is ideological. Within this perspective, there is a difference between the idea of a universal reality and the ones that exist in a situated reality. Hence, critical literacy is always multiple, culturally and historically situated, built through different power relationships, fostering critical thinking development.

Critical literacy is relevant in this research study because developing it based on this perspective, it may enable students to re-read the world that surrounds them, describe it, analyze it, and re-write

it being self-critical when producing their posters and assertions to break gender stereotypes, and this way influence their readers creating meaning while expressing their opinions and feelings. Previous research about this theme has been done. Undertaking the Act of Writing as a Situated Social Practice: Going beyond the Linguistic and the Textual (Chapetón Castro & Chala, 2013). This article reports findings of the research project titled: Going beyond the linguistic and the textual in argumentative essay writing: a critical approach carried out at Universidad Pedagógica Nacional in Bogotá, Colombia between August 2010 and December 2011.

This is a qualitative, action research study that looked at EFL argumentative essay writing within a genre-based approach, where writing was understood as a situated social practice.

A group of undergraduate students from a B.Ed. program in Modern Languages participated in the study. Data were gathered through semi-structured interviews, questionnaires, class recordings, and students' artifacts. Findings revealed that participants undertook the writing of argumentative essays by bonding with their audience, establishing personal involvement with their texts, and giving support to their arguments.

The study suggests that it is important to encourage students to focus on their sociocultural and personal context so that EFL writing can be approached in a more purposeful and meaningful way. This is why this study is useful for my own study in the way I will encourage my students to write about their own contexts based on a critical perspective.

Another study by Chapetón is also relevant for this study. Reading the world as a literacy practice: A teacher's reflection. This article attempts to share with the reader a reading club program that was developed for a group of adults in a forced displacement situation in Bogotá, Colombia. The population who participated in the reading club sessions have been forced to flee their homes due to the armed conflicts that take place in rural areas, mainly between paramilitaries and guerrillas. During the reading club sessions, the adult participants engaged in dialogic interactions and felt free to narrate and share their own life experiences.

Even when this study is concerned about reading as a social-situated practice and the principles of critical literacy it is based on, the mentioned issue is really important and relevant for my study since the author interest is to go "far beyond decoding sound/symbol correspondences, for reading

implies not only linguistic knowledge but a set of social processes which bring into play the crucial role of literacy." This statement goes very deeply in agreement with the purpose of my own project.

One approach is developing a transformative and critical pedagogy, where children are informed about their human rights and given the necessary tools to demand them. When literacy is viewed as a critical stance, it becomes a process that precedes words, and stresses the importance of acquiring the skills to decode, encode and recode the world. As Freire and Macedo (1987) propose, literacy is an approach to attain "a critical reading of reality" (p. 36), by reading the world within words, in order to understand it and transform it. Reading the world means to understand how human practices and social, political and economic systems are able to influence and manipulate history, language, culture, and society in order to accentuate privilege for some and take away humanity from many. The written word is a tool that can be used to explore and critically analyze the world. Thus, the act of reading both the word and the world can serve as an instrument to guide students to challenge existing structures of inequality and oppression.

Freire (1971, p. 47) explains that "To surmount the situation of oppression, people must first critically recognize its causes, so that through transforming action they can create a new situation, one which makes it possible the pursuit of a fuller humanity."

Critical literacy goes beyond critically analyzing and understanding texts. It is a process that works with the written language in order to bring to light social injustices and inequities that take place in the world. Besides reading the written word, this approach to literacy focuses on leading students to "recognize various tensions and enable them to deal effectively with them" (Freire & Macedo, 1987, p. 49) by providing them with spaces for dialogue to understand and critically interpret their reading of the world. Within these spaces, students have the opportunity to challenge their reality and explore new alternatives for transforming it.

Critical literacy thus challenges the status quo in an effort to discover alternative paths for social and self-development. This kind of literacy – words rethinking worlds, self-dissenting in society – connects the political and the personal, the public and the private, the global and the local, the economic and the pedagogical, for reinventing our lives and for promoting justice in place of inequity (Shor & Pari, 1999, pág. 01).

A dialogue with Macedo, Freire (1995) explains the need for the oppressed to "develop the necessary critical tools that will enable them to read their world so they can apprehend the globality of their reality and choose what world they want for themselves" (Freire & Macedo, 1995). The purpose of this study is to create a literacy curriculum resource in Spanish for bilingual educators, so that they make use of critical tools that can enable students to read both the word and the world. This curriculum resource promotes dialogue and reflection about selected children's literature in Spanish that portrays issues of social inequity and injustice.

It is impossible to think, however, of overcoming oppression, discrimination, passivity, or pure rebellion without first acquiring a critical comprehension of history in which such intercultural relations take place in a dialectical form. Thus, they are contradictory and part of a historical process. Second, we cannot think of overcoming oppression without political pedagogical projects that point out to transforming a reinvention of the world (Freire & Macedo, 1995, pág. 13).

The goal of this curriculum resource is to create a space for dialogue and reflection in order for students to:

- Critically analyze and understand issues of social, economic and political injustice and inequities.
- Deconstruct internalized sense of worthlessness and oppression.
- Create a space for self-growth alternative paths.
- Promote action, transformation and social justice within a community of learners.

The goals mentioned before, go hand in hand with the interest of my study which wants to promote social transformation related to gender identities and students' perceptions.

2.4. Textbooks

Another relevant construct for the development of this research study is EFL Textbooks.

According to Tayllerand (cited by Choppin (1992)), the elemental Textbook is the very first place in which a pedagogical tool should be clear, precise, methodic, and distributed with profusion. This one, should be in any case capable of making every truth become universally familiar, save any useless effort to acquire them. Scholar manuals are certained to facilitate the learning process, they are, as stated by Talleyrand "the support of the truths", something society believes is absolutely necessary to transmit to younger generations. Nevertheless, Choppin (2001) asserts that this

concept whitewashes notions of different natures that can be vulnerable to change according to the place, political regimes, religious beliefs, historical periods and more. In other words, the scholar Textbooks are presented as the main support in which all the knowledge, methodologies and techniques of a specific historical moment are deposited, and it is socially believed that it is necessary and pertinent for the new generations to inherit its value perpetuation. That is why the official curriculums establish the structure in which the Textbooks must be strictly conformed.

Talleyard (cited by Choppin (1992)) affirms that Textbooks are powerful communication means in which their efficacy is born from their diffusion and the standardization of the discourse they transmit. However, this study will be facing the Textbook also as a tool that can carry the responsibilities mentioned by Talleyard, and furthermore, taking into account some others Choppin (2001) mentioned in his own research such as:

Deeper than the prescriptions of a program, Textbooks are capable of transmitting a system of values, ideologies and cultures. Bearing this in mind, this purpose can be accomplished either directly and explicitly or in an implicit way, which can be as efficient as the first one or even better. Choppin (2001) asserts that one could say within scholar Textbooks there is a whole of manipulation techniques that have been later on reassumed by advertising, in which, throughout the unconscious use of images, examples, tittles and texts, the dominant social class reflects itself and spreads its believes and tries to build this way the identity of an entire nation.

Based on the huge Research fields developed in France at the beginning of the 80's, Choppin suggests they can be a model of reference to follow, due to the multiple perspectives and ideas they reached, which would lead to a global approach capable of knitting diverse linking steps to accomplish the comprehension of certain phenomenon and their evolution. He also affirms that any research tools or methods that will be used in further research, it is absolutely necessary that each country assumes its very own history due to the fact that one of the essential characteristics of the scholar edition is indeed its national dimension.

The history of the school book and publishing cannot therefore be explained only by the juxtaposition of specific investigations that would focus on this or that aspect, but would lead to ignore the others. Only the multiplicity of perspectives and ideas allows, in a globalizing approach, to weave the indispensable ties for the understanding of certain phenomena and their evolution. It is in this direction that research undoubtedly developed in France with the opening, from the

beginning of the Eighties, of vast fields that tended to constitute great instruments of research, whose coherence and exhaustiveness, that is, the will to take into account the integrity of the documents, were its essential objectives.

Thus, if the work carried out in France can serve as a reference model, and if I can say that this is indeed the case, both for research methods and for research tools, it is only for each country to have its own history in this field: one of the essential characteristics of school Publishing is, in fact, its national dimension. Since the formation, in the nineteenth century, of nation-states and the Constitution of educational systems that tend to generalize a popular and uniform teaching system, the manual participates, on the same level as the currency or the flag, of national symbolism, as it represents at the same time a witnessing of a process of social and civic integration.

This has impeded the development of a critical consciousness (Freire, 1971; 1993) that results from individuals' intervention as transformers of the world they inhabit, toward transformative and heterogeneous cultural realities. In this way, the dominant discourse of knowledge, power and ways of being are legitimized, naturalized, and perpetuated. This has been supported by De Sousa Santos (2006; 2010) who has urged for studies to be conducted on the different aspects invisibilized by a hegemonic order. The purpose of the study where this review comes from is to formulate the criteria to set the grounds for the development of a contextualized English textbook, conceived under critical interculturality, to overcome its uncritical development from the voices of Colombian teachers, authors and experts. It also contemplates the critical approaches of the post method, the understanding of the sociocultural local context, and the contextualization and self-construction of pedagogical knowledge rooted in local demands (Kumaravadivelu, 1994; 2001; 2003; 2006).

In addition, Borre (1996) has commented that since the 1950s, systematic research has been carried out about the ideological dimension of textbooks. According to the author, "An ideology is a system of values, stated more or less explicitly, that is constantly being defended and/or attacked" (p. 111) and that is reflected, reproduced and transmitted in textbooks. Finally, the Instituto Internacional de Investigación Educativa para la Integración del Convenio Andrés Bello [International Educational Research Institute for Integration from Andrés Bello Agreement], has been researching over textbooks since 2009, gathering relevant results about the conceptualization of the research in this field, and has developed an instrument to analyze textbooks and other materials used in the development of both teaching and learning processes (Mora, 2009; Mora &

Unzueta, 2012). Based on Moya's (2008) perspective, the textbook as an object of research, "Is given an outstanding place in the set of interests and commitments of educators in the field of educational research both in Europe and Latin América" (p. 137). Also, according to Negrín (2009), textbooks are "revealed as relentless thought-provoking sources and, simultaneously, as objects of multidisciplinary and complex study, which has generated a great diversity of research perspectives" (p. 187).

Reading from a critical stance is a natural part of comprehension. It involves making connections between the text and the world, questioning the author and the text's purpose, and understanding how we are influenced by the text. In this clear, easy-to-use resource, the authors present a sound instructional framework that is based on the latest theory and research and brought to life through a variety of theme-based classroom lessons for all primary, intermediate, and middle school grades (McLaughlin & De Voogd, 2004).

The goal of the fourth edition of Children's Literature: Discovery for a Lifetime is to help teachers, librarians, and parents infuse literature into children's lives and to promote a lifelong interest in books. The theme is "literature for a lifetime." Some of the key elements of this text are to help educators select books that will enhance children's learning and development, implement literature in the classroom that will support the curriculum and meet established standards, identify books children will respond to, share literature that will stimulate their responses, infuse literature into elementary classrooms and homes, and choose appropriate literature for English Language (Stoodt-Hill & Amspaugh-Corson, 2009).

Critical literacy investigates how forms of knowledge, and the power they bring, are created in language and taken up by those who use texts. It asks how language might be put to different, more equitable uses, and how texts might be recreated in a way that would tell a different story (Morgan, 1997). This book is a carefully documented and critically analyzed example of the growing emphasis on critical literacy in syllabuses, government reports and similar elements. It:

- Bridges the gap between academics' theorizing and teachers' work.
- Describes how secondary teachers have planned and implemented critical literacy curricula on a range of topics, from Shakespeare to a workplace.
- Listens to teachers reflecting on their teaching and analyzes classroom talk.

- Extrapolates from present practice to a future critical literacy in a digitized, hypermedia world.

State of the Art

The English Textbook. Tensions from an Intercultural Perspective1

Nuñez-Pardo, Astrid.

Universidad Externado de Colombia.

The author presents, through the publication of a reflection article a report on the tensions, criticisms and latent trends in the profile of research on intercultural aspects within English textbooks, which need to be investigated from the perspective of critical Interculturality in order to resist the instrumental, regulatory, homogenizing and commercial nature of the texts produced by foreign and local publishers. The document, first of all, justifies the textbook as an object of study; secondly, it discusses the Critical Content Analysis of textbooks; and, thirdly, it concludes with the reflection on critical Interculturality, as a decolonial alternative, to enable the construction of criteria of being, knowledge and power that guide the development of the desirable textbook and contextualizing. The article corresponds to the state of the art of an ongoing research on the textbook from the critical intercultural perspective, which is carried out within the framework of the doctorate in education of the pedagogical and Technological University of Colombia (UPTC), with support of the Externado University of Colombia, during the period 2014-2018.

[...] English textbooks are not neutral as they do not only depict and reproduce values, behaviors, cultural patterns, traditions and dominant ideologies, but they also reinforce stereotypes and support the idea that one nationality is superior to others. This supremacy of dominant cultures over dominated ones has been done through their written texts, oral discourses, iconography or activities proposed. It is also important to acknowledge that foreign and local English textbooks have privileged a predetermined static and monolithic vision of culture, marginalizing the diversity of local cultures [...] (Nuñez-Pardo, 2018).

[...] In addition to privileging examples of superficial culture (monastic, static, and admirable such as celebrations, tourist attractions, local gastronomy, etc.) over deep culture (dynamic, multifaceted, and with invisible and intricate definitions), the textbooks have decided on which discourses or ideologies to promote or hide and have hierarchized and poorly represented the

different Western and non-Western ethnicities and cultures with a reductionist homogenized vision [...] (Nuñez-Pardo, 2018).

Being this research study one of the strongest academic references for mine, I will deepen and adopt the vision of the Textbook, this time using it as a social situated practice with a group of sixth graders at Trinidad del Monte School.

The analysis of tasks presented in English Textbook
Mutiara, Ayu.

Indrawati, Rita.

Teknosastik – Jurnal Bahasa Dan Sastra.

The author presents through the publication of a reflection article in a magazine a debate on the use of English textbooks, which not only becomes a guide for teachers when delivering the materials, but also presents the necessary information through various explanations and activities. On the part of students, it also influences their attitudes and performance regarding materials. This phenomenon challenges the writer to conduct a research-based article on textbook evaluation to analyze assignments and the distribution (simple to complex) of assignments presented in English textbooks used in Upper Secondary School. Results show that the English textbook entitled Bahasa Inggris SMA / MA / SMK / Mak Kelas X Semester 1, has interesting tasks that meet the objectives of the 2013 curriculum and a good distribution of tasks between chapters and the whole book.

[...] Teachers' role nowadays is as facilitator, not instructor anymore. As facilitators, teachers should facilitate their students by providing good materials. This textbook also has weaknesses especially in listening tasks. Teachers should bridge the gap by providing unavailable materials that should be taught based on the Standard Curriculum 2013 proposed by the government. Therefore, teachers need to be more critical and creative in overcoming the limitation of textbooks used by making teacher-made hand-out containing additional materials and exercises. Besides fulfilling the materials needed by learners, teacher-made hand-out will also develop teacher's skills [...] (Mutiara & Indrawati, 2018).

[...] The future researchers of textbook evaluation are expected to do some betterment toward the previous study of textbook evaluation. Several criteria of good EFL textbook from many different experts are provided and easily accessed. Therefore, the betterment might be on the careful

adaptation from several criteria of good EFL textbook that should be filtered depending on the Indonesian context [...] (Mutiara & Indrawati, 2018).

This study is pertinent for mine in the way that I will adopt the teacher's role the authors suggest as a facilitator. Besides, it is important to notice that my study will lead the process of problematizing the content of the book from a critical perspective.

An assessment of an English textbook of the vocational school

Merilia, Sarita.

Fajaruddin, Syarief.

Arbain, Arbain.

ARISEN – Assessment and Research on Education.

The authors set out by the publication of an article in education a study that aims to evaluate the quality of English textbook "Bahasa Inggris" for students of vocational school grade XI published by the Ministry of Education and Culture 2014 and written by Bashir (2014) that involves four aspects of the text-book in the study: (1) content, (2) learning activity, (3) language, and (4) graphic design. This is a descriptive qualitative research that uses a content analysis method. The instrument was developed from the adaptation of the good criteria of the textbooks proposed by (Bsnp, 2014; Cunningsworth, 1995; Hutchinson & Waters, 1994). This research shows the following results. First of all, the quality of the content of English textbooks is classified as good. The material covered all the basic skills required for the first semester of vocational school. However, it is found that vocabularies, texts and topics are not relevant to the needs of tourism students. Second, the textbook learning activity is classified as fair. It provides individual, couple and small group homework activities, but the activities are not related to the student's topic. Thirdly, the linguistic quality of the textbook is classified as very good. The language is adapted to the development and level of the students and uses standard English. And the latest textbook graphic design is very good. One of the indications is the consistency of the design (Merilia, Fajaruddin, & Arbain, 2019).

This study carries out a linguistic analysis of the Textbook used for their class with a specific population. Mine will be conducted as a situated practice as well, this time based on a socio-cultural perspective.

Information Literacy as a Situated Practice

Nicholson, Karen.

Proceedings of the Annual Conference of CAIS / Actes du congrès annuel de l'ACSI.

The author presents by publishing an article for an annual education conference in which the Information literacy (IL) emerges within the context of a neoliberal agenda in higher education. This paper uses the Academic Literacies Framework (Lea and Street, 1998, 2006) to critique current LIS approaches to IL, and to reframe IL as a situated practice within the neoliberal university.

[...] The contemporary critiques of IL fail to recognize that approaches to information literacy in higher education are necessarily situated in literacy practices since "engaging with literacy is always a social act even from the outset" (Street, 2003, p. 78), emphasis added). In fact, information literacy practices in higher education—including critical information literacy—map closely to approaches to literacy instruction developed from the area of New Literacy Studies and mapped out by Lea and Street (1998; 2006) in their Academic Literacies Framework. As a result, the Academic Literacies Framework can be used as a lens for reexamining "information skills" training in higher education by positioning bibliographic instruction, information literacy, and critical information literacy as overlapping, situated practices. The "point and click" approach to bibliographic instruction (BI), which emphasizes the superficial features of library research tools and information systems and is typified by behaviourist pedagogical strategies, resembles what is identified in the Academic Literacies Framework as the "study skills" approach to academic literacy instruction [...] (Nicholson, 2016).

This study as explained before, included the Critical Literacy approach and considers itself a Social Situated Practice, mine will also include these two main components and moreover, will be student based. Teacher will only be a facilitator, not an instructor.

Critical Literacy: Changing the World through the Word

Mendoza, Martha S.

McNair Scholar.

This study analyzes the role that children's literature plays in acquiring critical tools and deconstructing the internalized sense of worthlessness and oppression that Latinos living in poverty

conditions might experience. The goal is to provide literacy spaces and critical tools for both teachers and students from marginalized and oppressed backgrounds, as Paulo Freire and Donaldo Macedo suggest, in order to become aware of one's reality and act upon the world. This intends to engage students in dialogue and reflection, in order to critically analyze and understand issues of social, economic and political injustice and inequities; and deconstruct their internalized sense of worthlessness and oppression. The outcome of the study is to provide bilingual educators with literature resources, such as a collection of literature in Spanish and reflection suggestions, aimed to promote action, transformation and social justice within a community of learners.

[...] Some Latino children are susceptible to internalized oppression, which is caused by living under structures of social and political oppression and may lead to a sense of worthlessness and hopelessness. As socially aware educators, we need to attempt to break this cycle of oppression. Critical literacy, the concept of reading the world and the word, is a well-known and respected approach to dealing with social issues in the classroom setting. Using guidelines outlined by critical literacy standards and scholarly research, the purpose of this paper was to evaluate an assortment of children's books in an attempt to offer teachers a list of resources they can use in their classrooms [...] (Mendoza, 2012).

[...] By providing this select reading material, the teacher can encourage dialogue and analysis of these sensitive topics, in an attempt to inform and empower their students. Further considerations for this study will consist of case studies, where the selected critical literacy curriculum resource is used in classroom settings. It would be essential to study Latino students' reactions and interactions with the selected books, and analyze how influential these resources are in acquiring critical consciousness and deconstructing internalized oppression [...] (Mendoza, 2012).

This study is used as a referent of Critical Literacy as a strategy of empowerment for a specific population which in the case of my study will be carried out with a group of female teenagers between 11 and 13 years old at Trinidad del Monte School in Chía – Colombia.

Critical Literacy in Early Childhood Education
Quintero, Elizabeth P.

Amazon Books.

This book documents a qualitative study involving various groups of teacher education students and practicing teachers. The study encompassed learners' multiple languages and recognized ways that multiple knowledge sources, identities, and language forms can contribute to the formation of new relationships, new knowledge, and new meanings. Integrating all the traditional content areas of study, the arts, and new forms of cross-disciplinary ways of knowing, a curriculum is framed around critical literacy, with its underlying elements of participation by all, respect for multiple sources of knowledge, and the responsibility of transformative action. The book uses illustrative case studies to present the research involved, and to identify the aspects of critical theory and the themes and implications that emerged from this participatory, learner-driven curriculum (Quintero, 2009).

This book is pertinent for my study since it shows different case studies that have involved Critical Literacy. My study includes these two relevant perspectives and goes further being applied as a social situated practice with the specific population my study was carried out with.

Teachers' Perceptions and Experiences Implementing Critical Literacy
Weissman, Rebecca.

University of South Carolina.

Through the publication of an unpublished doctoral thesis at the University of South Carolina, the author presents a debate in which she states that critical literacy situated within a critical theoretical and pedagogical paradigm focuses specifically on exploring the sociopolitical implications of texts and challenging information, rather than taking it at face value. The present study constitutes a case study that describes the perceptions and experiences of seven preschool teachers who employ critical literacy in their early childhood classroom and how their pedagogy fits within the existing themes seen in the early childhood literature. Specifically, this case study is an instrumental collective study, consisting of in-depth interviews. Through qualitative analysis of these interviews a variety of specific pedagogical methods for implementing critical literacy are explored. These include critical questioning: (including questions based on children's experiences as culturally relevant pedagogy, bibliotherapy, and the children's interests/questions), critical literacy to explore multiple perspectives (such as within: common children's stories/fairytales, social justice/diversity books, and historical/non-fiction texts), and taking direct social action. Additionally, the participant's responses regarding other methods of teaching for social justice, the developmental

appropriateness of various social justice topics, and the challenges of implementing critical pedagogy with young children are also described and analyzed. Additionally, this research provides insight as to how critical literacy can be progressivist/constructivist based through the role of play and extension activities.

[...] This research has hopefully provided valuable insight for social justice-oriented practitioners and researchers who focus within the realm of early childhood. Specifically, it has explored the perceptions and experiences of social justice minded South Carolina preschool teachers who also hold or are working toward an advanced graduate degree regarding their implementation of critical literacy with preschool children. Through the interviews they have also gathered significant insights lending themselves to more general multicultural education and teaching for social justice implications when working with young children [...] (Weissman, 2018).

This study goes hand in hand with many of the components of mine looking for describing students' reactions and answers to critical questioning, and being social justice-oriented. My study highlights the sociocultural approach on how students perceive the concept of gender and how it influences their own identity construction.

Holistic, diachronic and multimodal analysis of English textbooks as a foreign language
González Romero, Rocio.

Foro de Educación.

Through the publication of a reflection article, the author presents a debate around the Spanish context, and states that one of the most faithful and indisputable allies for the teaching-learning of languages is the textbook. Different studies have been carried out on specific aspects of textbooks (Aguirre Lora, 2001; Escaño, 2013; Jiménez Catalán, 2003; González Romero R. , 2012); but few studies carry out a holistic, diachronic and multimodal analysis. This study verifies the suitability of textbooks for teaching-learning English as a foreign language in the context of language non-immersion and adult education. Specifically, it analyzes the lexical level of the selected samples, the skills demanded in the activities, and the distribution of the elements of the lessons according to their semantics. The analytical tools are the English Vocabulary Profile lexical database, Bloom's taxonomy of information processing (1956), and Kress and van Leeuwen's principles of visual composition (2006). The main conclusions that can be drawn from this work include: the adequacy

of the lexical level, thanks to the creation of official standards, the common practice of skills in order to lower instead of higher, and the distribution of elements around the horizontal axis, which places the information that is already known by the student to the left and the new right.

[...] In a context of non-immersion, where neither teachers nor students have access to the language being studied, the learning needs and preferences of the students have to be prioritized according to the cultural period of the moment. To meet this requirement, publishers renew their educational publications in successive editions of both series of manuals of recognized prestige and emerging materials that arise thanks to new technologies and try to meet these needs. The latter include online activities or exercises of all kinds to practice grammar, vocabulary, prepositions, connectors, listening comprehension, etc.; Open resources such as dictionaries, thesauri or translators, as well as interactive games for didactic or linguistic purposes. Due to these factors, simultaneous edits appear more and more frequently due to the speed and constant change of the environment [...] (González Romero, 2015).

The big difference between this study and mine is the role of the Textbook and of course the approach to analyze it. In my case, the book will be analyzed by students using critical questioning and using a socio-cultural approach.

Analysis of English textbooks through the different curricular transformations
Pochettino, Gilda Noemí.

Universidad Nacional de La Pampa.

This research analyzes English books used during two different curricular transformations: 1997 and 2009. The analysis includes not only aspects specific to the language: grammatical and lexical, for example, but also aspects related to the editorial position regarding diversity, gender, Interculturality and experiential culture. A broader gender vision than the structural and linguistic of the text (Paltridge (2013, in Spada, Ortega and Banegas, 2017). The theoretical framework includes different authors to study different perspectives: ideological, economic, gender, among others, which are then reflected in the development of the thesis as well as in the conclusion. Likewise, the curricular designs proposed by the Ministry of Culture and education of the province of La Pampa for each stage were analyzed, becoming the basis for later evaluating the textbooks. The methodological framework is part of a qualitative approach that allows the use of different

instruments and data collection procedures useful for this research; among these are interviews, which is why ten teachers who worked during both curricular transformations and in different public management colleges of Santa Rosa La Pampa were interviewed. Each curricular transformation was analyzed separately. At each stage we worked on the corresponding law-Federal law and National Education Law N° 26206-curricular designs, textbook in relation to language and teaching voices, in addition to the vision of diversity, gender, Interculturality and experiential culture. In order to address the editorial position regarding diversity, gender, Interculturality and experiential culture, the analysis of the images that the publishing company shows in the textbooks was considered fundamental. Finally, the conclusion triangulates both curricular transformations, pointing out similarities and differences not only between them but also between the two English textbooks used in each case: let's go for EGB! (1976) and Whats up?(2007), respectively. In addition, results are linked to the objectives and hypothesis of this thesis. In recent decades, the Argentine Republic has prescribed reforms in its education policy, including Federal Law No. 24195 and National Education Law No. 26206. Based on these, changes are defined in the conception of education, structure of the education system, Professional Teaching, rights and duties of the subjects of Education, curricular contents, among others. The 1997 Framework Agreement and the 2009 curriculum materials define the meanings and scope of the state & apos; s actions with regard to its educational policy in order to guarantee inclusion and equal opportunities for all persons. In particular in English-the subject of this thesis-the importance of its inclusion as a language of international communication is defined. Our province and therefore Santa Rosa do not escape the changes proposed for educational transformation. The commission curriculum in charge of the development of curriculum materials for the third cycle of the GBS, considers that the GBS is the right venue to start the process of teaching and learning of the English language, "to help students to develop strategies of thinking, conceptualization and categorization of the world through its own structure, so understand that the reality is not one, and that it will take different paths". (p. 4) the school guarantees the teaching of three levels of Foreign Language. This is why the language CBCS approved by the Federal Council for Culture and education (1995) are taken into account for the EGB. The Law of National Education No. 26206, prescribed in relation to the teaching of a foreign language-in the case of this thesis that language is the English - goals such as "to develop language skills, oral and written Spanish language and to understand and express themselves in a foreign language", "to develop the skills necessary for the understanding

and intelligent use and criticism of the new languages produced in the field of information technologies and communication". (National Education Act, preliminary draft, 2006, p. 21) English is the foreign language that is decided to teach in La Pampa since it is the language of international communication in the globalized world" Linguistics and languages.

[...] Books install views, visions of the world. The dominant culture achieves its ends without imposing itself by external force, but by making it its own, giving it a new appearance, associating it with the dominant ideologies so that they appear to be their own. Thus, cultural authority materialized in textbooks is installed in which symbolic production is embedded in unequal power relations. Texts are authentic messages to analyze and take into account, since they participate in the systematization of the knowledge of society. Moreover, they contribute to the selection of what is considered valuable, legitimate, that deserves to be taught, established from canons of truth as they are validated knowledge [...] (Noemí Pochettino, 2018).

This study is relevant for mine since it was carried out in a similar context, besides, my research is focused on feminine population.

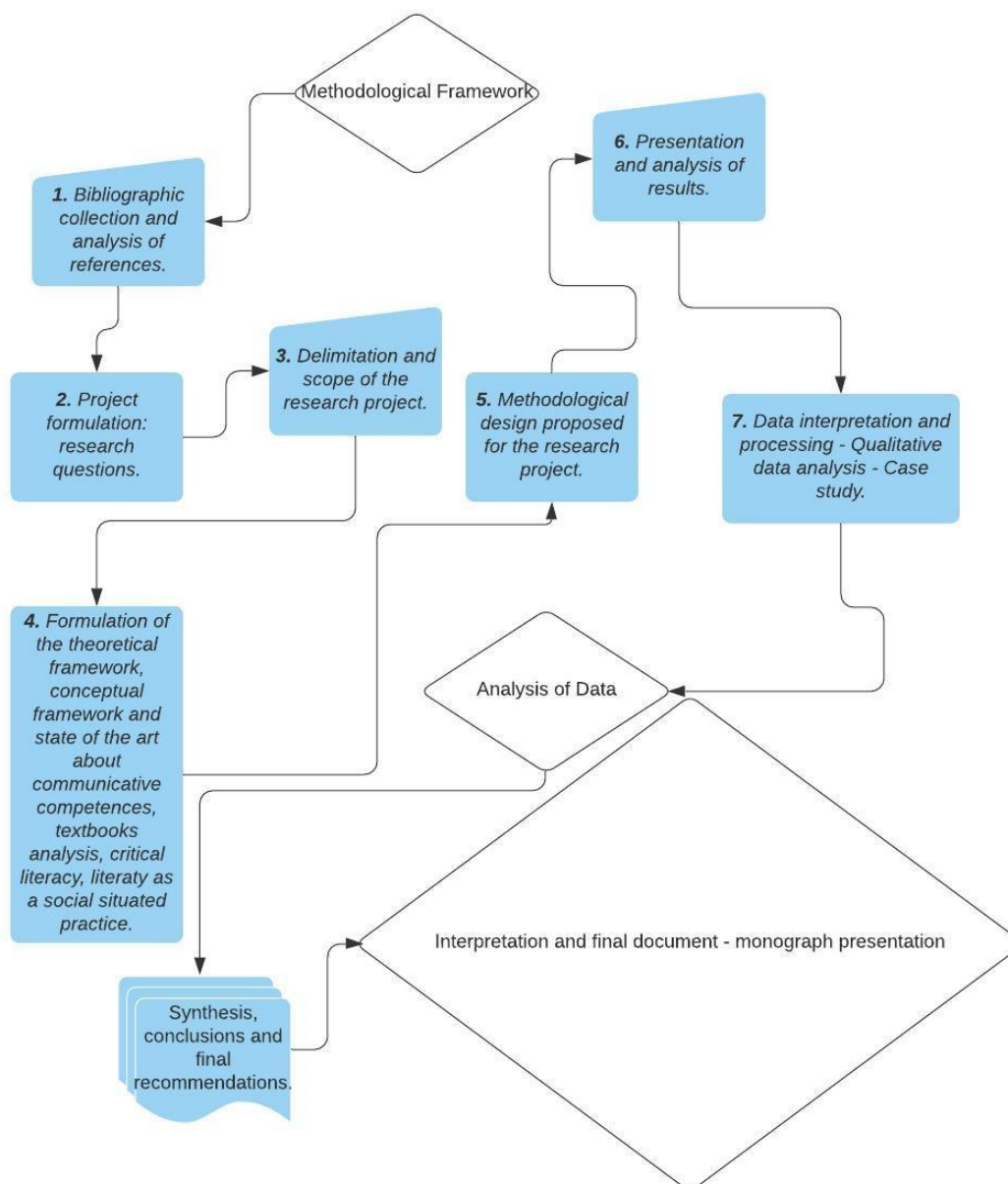**Chapter 3:** Methodology

Schematic view of the research process

Figura 1. *Schematic view of the research process.* **Source:** *Own elaboration.*

3.1. Methodological approach.

This research study is delimited within the qualitative paradigm which looks for exploring a concrete theme within a specific group of people, in order to understand deeply the problematic issue to observe. It describes and explains an actual problematic issue about the use of L2 textbooks in a sixth grade EFL classroom at Trinidad del Monte School. Qualitative data will be collected in order to identify, describe and analyze the impact of problematizing the L2 textbooks contents from a critical perspective in a sixth grade EFL classroom at Trinidad del Monte School.   An outstanding characteristic of qualitative research is, according to Corbin & Strauss (1990), the fact that the researcher has real curiosity and the concerned of connecting with the participants at a human level and letting different cultural meanings to be determined.

This study pretends to increase the researcher and the research students´ knowledge, based on a pedagogical proposal in which it will be possible to problematize the L2 Textbook content in order to build new possibilities regarding autonomy during the acquisition of L2.

Simplicity in expressing a concept is the highest degree of complexity of any theory. For this reason and without prejudice to what comes later, we can define qualitative research as the study of people from what people say and do in the social and cultural scenario. The objective of qualitative research is to provide a research methodology that allows us to understand the complex world of lived experience from the point of view of the people who live it (Taylor & Bogdan, 1984). The basic characteristics of qualitative studies can be summarized in that they are subject-centered investigations, which adopt the perspective or the interior of the phenomenon to be studied in an integral or complete way. The inquiry process is inductive and the researcher interacts with the participants and with the data, looking for answers to questions that focus on the social experience, how it is created and how it gives meaning to human life. Those who start on this path must be clear that the reason for choosing must be another, in reality only one, that the object of study and the research problem, and therefore the question that seeks an answer, require a person-centered approach and methods not based on numbers.

In order to obtain the information and data in the most reliable way compared to this research, but also to facilitate its collection, the three fundamental actions of the qualitative research techniques of observing, asking and reading will be applied, since clearly the focus of this research is qualitative, although by necessity it is required to use quantitative techniques as initial support. It

will also be based exclusively on heuristics, since it usually proposes strategies that guide discovery and invention through creativity, lateral thinking or divergent thinking.

3.2. Type of Study

Case study

Thus, under the qualitative type of research, the present work is inscribed under the case study methodology, a term that has its beginnings in medicine and psychology and which was initially used to "name the careful analysis of an individual process that explains the dynamics and pathology of a disease. This method supposes that it is possible to know a phenomenon starting from the intensive explanation of a single case" (Solano, 2005, p. 109). However, other fields showed that it was also possible to carry out case studies on social problems, such as occurred in sociology and later, later in fields such as education; the latter being the field directly related to the investigative interest of the present investigation.

Likewise, it is also necessary to keep in mind the case study focuses on "a particular situation, providing an excellent way to analyze real-life problems and helping to understand the phenomenon under study, always being part of its objectives. Obtaining new perspectives and interpretations (Barrio, 2018, p. 4). That is, there is a relationship between the experiences of the participants, since they are the ones who have lived or know the particular situation, but each one from a different perspective. It is the latter that allows a look at the case as a construction based on the experiences of the subjects, that is, the case is insofar as it exists for the subjects who tell it.

Similarly, Pauline V. Young (1939) cited by Arzaluz (2005), defines the case study as

[...] a piece of information that describes any phase or the process of a unit's entire life in its various interrelationships within its cultural setting — whether that unit is a person, a family, a social group, a social institution, a community or a nation. When the study unit is a community, its social institutions and its members become the situations of the case or its factors, because the significance or effect of each one is being studied depending on their relationships with the other factors within the total unit. (p. 273).

On the other hand, Arzaluz (2005) proposes a series of qualities that were considered relevant when making the choice by this method and not another. This author states that the case study:

- Allows the possibility of studying human events and actions in their natural settings.

- Provides information from various sources and during a period that allows a holistic study of complex social networks and the complexity of social action and its social meanings.
- Provides the researcher with an overview of the ups and downs of social life over time and the unfolding of the patterns of everyday life as it changes.
- Allows theoretical generalization that involves the emergence of new interpretations and concepts or the reexamination of other concepts and interpretations in innovative ways.

These qualities are relevant for the present investigation, since it allows to clearly establish which elements the work under the case study covers and, also, delimits the actions of this type of method. In the same way, these qualities show an interest in the case study for the subject in context, its actions, new interpretations and reflections away from the static; oriented, in contrast, to the search for new scenarios from the analysis of experience and theory.

On the other hand, it is necessary to keep in mind that, according to Díaz, Alarcón & Ortíz (2015), there are three categories or types of case studies: explanatory, descriptive and of combined methodology. For the purposes of the present investigation, a descriptive case study will be used, the purpose of which is "to account for a problematic situation in terms of a logic centered on a primary analysis of the subject / object of study" (Díaz, Alarcón, & Ortíz, 2015, p. 15).

Likewise, this descriptive type is subdivided into three aspects: illustrative, exploratory and critical situation; and, it will work under the latter which aims to examine a specific situation of unique interest, or that serves as a critical test of a program, project, or strategy (Díaz, Alarcón, & Ortíz, 2015). So then, as a summary, a descriptive case study will be worked from the analysis of the critical situation.

This selection makes sense in the words of Diaz Larenas (2012) who states that "the essence of the case study is the description, explanation or understanding of an inter/subject / object, an institution, an environment or a unique situation and in a unique way. As intense and detailed as possible" (p. 21). Fact by which the research is part of the descriptive case study, with the aim of delving into these aspects and delving into the case in detail; as well as achieving a broader panorama of theoretical relationships in a specific context.

Finally, it is necessary to bear in mind that "qualitative case study research uses the inductive method, and through the descriptions, interpretations, proposals for change, among others, of the cases under study, the theoretical contribution is produced". In this sense, the information collected,

the theoretical approaches that are made, the conceptual relationships and analyzes, are aimed at presenting a theoretical contribution of the object of study which in this case is to unveil how a group of sixth graders make sense of problematizing the English Textbook from a critical perspective.

3.3. Setting

This research study takes place at Trinidad del Monte (School of the Sacred Heart) which belongs to the UCB (Unión de Colegios Bilingües) organization. It is located at Autopista Norte kilómetro 25 Vía Sopó, Vereda Yerbabuena. Entrada Urbanización Sindamanoy. Chia- Cundinamarca.

One of the most important aims of the school is the catholic and comprehensive education to lead women to have a community service spirit.

The school vision is focused on student´s acknowledgement regarding their excellent academic results and to be outstanding about their leaderships and social responsibility.

The research project is going to be developed during regular English classes in a Sixth grade classroom in which there are 16 students aged between 11 and 13 years old.

These sessions will take place on Monday, Tuesday, Thursday, and Friday respectively, which means six hours a week.

In order to carry out the project, it is necessary to have school permission. (See Ap.1)

3.4. Participants and sampling

The type of sampling adopted in this research study is non-probability, and specifically the typical case which according to Merriam (1998), accentuates the average data. It reflects the average person, situation or instance of the phenomenon of interest.

16 students from 6th grade between 11 and 13 years old have been attended this class for half a year now. In order to carry out the project, it is necessary to have students' and parents´ consent. (See Ap.2 and 3.)

3.5. Data collection instruments and procedures

During this study, three instruments will be used to collect data: interviews, observation through field notes, and students' artifacts.

As stated by Sagor (2000), the use and triangulation of different instruments involve the researcher into the establishment of validity and reliability. Validity takes teachers' attention to the value of authentic products in order to realize if there are factors or variables that should cause distrusting data. Reliability relates to researchers' claims regarding the accuracy of their data.

In this section, a description and rationale of each of the instruments as well as the usefulness in this study will be given.

3.5.1. Field Notes

Johnson & Christensen (2004) affirm that researchers are in constant observation of the world; observation is defined as the watching of people's behavioral marks in specific situations to gather information regarding precise interests. Burns (2003) define field notes as descriptions of events in the research context which collect facts by the use of an objective language.

Merriam (1998) asserts that the field notes usually include verbal descriptions of the setting, the people and the activities done, direct quotations or the substance of what people say, and observer comments. Within these comments are included the researcher's feelings, reactions and hypotheses.

To acquire the information needed, it is necessary to be self-disciplined to describe. The information needs to be organized in a format that allows the researcher to find specific information easily. This format should contain the time, place, purpose of the observation, and who the participants are.

Observation field notes could fall in a subjective researcher point of view that is why, for this study, there was a time devoted to train my ability for observation and note taking.

3.5.2. Interviews

An interview is defined by Merriam (1998), as a common mean of gathering qualitative data the researcher cannot observe. It is as stated by Jhonson & Christensen (2004) a data collection method in which an interviewer asks questions to an interviewee, to collect and provide data that can be used to obtain deeper information about participant's thoughts, beliefs, knowledge, reasoning, motivation and feelings about a specific topic.

As Merriam (1998) asserts, the purpose of an interview is to obtain special information that could be useful for the study. He proposes three types of interview: Highly structured or Standardized, Semi structured, and Unstructured or Informal.

One of the most important benefits of a semi structured interview is the possibility to use open-ended questions in order to be flexible, to explore, and to conduct the interview in a conversational way. That is why this type of interview is going to be applied in this study.

It is important to take into account that interviewing is time consuming as stated by Wallace (2006) for this reason, Interviews must be well prepared and the interviewee must be warned about the importance of having time for this purpose.

3.5.3. Artifacts

Merriam (1998) considers artifacts as all those kinds of documentary material from which it is possible to get meaningful information for the research. These artifacts can include students' writings, notebooks, developed workshops, and different kinds of products resulting from a task or activity given by the teacher. Documentary material is a useful instrument to supplement information gathered through other instruments such as interviews and questionnaires (Bell, 2005).

The students' artifacts collected in this study included Posters for a campaign and Textbook content design (see Appendix). These artifacts provided data that helped to understand their own perception of their gender and they were also the vehicle to denounce their disagreement with the content the Textbook provided regarding gender roles.

3.5.4. Pedagogical Proposal

This proposal pretends to provide other teachers a simple path to follow, in order to start carrying out this types of Critical exercises in a EFL classroom. Please notice it is not said this is the only way to do it, nor even the most effective or efficient, however it is the way it was useful and implemented for my research study and it provided me with the results you will find later on, using the instruments of data collection.

Phase 1: Observation.

During this first phase, students were invited to observe the images from Speak Out, to count them, read the tittles with which the units are named, and to scan the content or information the Textbook provides. In the meantime, they were also invited to circle, highlight or underline information they could find interesting for any reason.

During this observation phase, many reactions were received and they will be described in the next chapter.

Phase 2: Questioning what I observe.

Students were encouraged to question the content that called their attention in any sense. Many questions and reactions were encountered that gave birth to the research study.

Students found out the book provided biased content related to ethnicity, religion, social status, the concept of happiness and gender, being the last one the most repetitive and the biggest reason of disagreement among them.

Being a woman who has been working for over 10 years in feminine schools, understood and accepted their request to deepen in this important theme which was not only a topic of interest, but a concept that belonged to their daily lives as women who were constructing their own ideas of what is to be a woman, and their gender identities.

I decided then, to design a series of three workshops in order to use the Textbook with a new perspective, and instead of fighting with it, create a brand new path to make it an ally for the class.

It is important to add that during the process of developing the workshops notetaking would be the strategy for data collection through field notes.

Workshop 1: What is it to be a woman? What is it to be a man?

During this workshop and after observing the images the Textbook provides related to gender once again, students will be asked to describe what they have been told by the Textbook, families, friends, school, media and society in general, what a man should be and do.

Teacher divided the board in two parts and start writing all the ideas students provided with enthusiasm. Then the exercise turned into the same dynamic, this time regarding what women should be and do.

The result of the exercise consisted in board full of assertions that clearly perpetuated gender stereotypes and it was a total conscious information for students.

The next step consisted in reading the assertions one by one and erasing them only if what was written could be done by the opposite gender. It ended up being very interesting and exciting for students to notice the board was completely clean by the final of the exercise.

Workshop 2: What is a stereotype and how are they created?

For this second workshop I prepared a presentation for students in which they will find a bunch of images related to some specific words.

Students were asked to close their eyes and this about an image that corresponded to different simple words, such as dog, park, chair, pencil, green, apple, and some more.

After being asked to think about the imagery they have for a specific word, they would open their eyes and see different images as possibilities to recreate the mentioned word. Then they were asked to point the most similar image to the one they had in mind, we counted the amount of students that were in agreement and kept track of that information.

We did the same exercises many times and I started making questions for them to understand how communities and societies create their own stereotypes based on personal experiences, beliefs and perceptions.

They were asked questions such as: Why did you think about this specific kind of dog? Why do you think most of students consider this image represents better a chair? What is your experience with parks to think about this kind of park better than the others when I name that word? Do you think this pencil is more pencil than the others?

At the final of the workshop, students were asked to explain how stereotypes were born in our class making a relationship with the simple words we used foe the exercise, and then, to transfer their theories to the construction of gender stereotypes in our society.

Workshop 3: Facing and fighting the Textbook.

One of the most polemic contents from the book, was an article that shows men and women differences in the form of an image divided in two, using pink and blue and images "representing" what is to be a woman and what is to be man. Students found the article very disrespectful and violent because of the stereotypical content it provided, for this reason, I decided to make it the core resource during the last workshop in the class. Besides I also brought all the images in which women and men appeared in the Textbook students have seen before.

I started asking them to describe the images and what women and men were doing in those images, I also ask them to tell me their opinions and reactions about the activities and characteristics that were attributed to both genders in the book which were clearly stereotypical and naturally shown. After that, the image already described and the article were shown.

Students were asked to read a list of assertions that described women and men from a stereotypical perspective. Moreover, students were asked to describe what they saw and how they felt after reading the assertions. Students stated to feel uncomfortable, they made a lot of questions and all of them reacted against the content. Some of them denied the assertions from the Textbook and one of them asked me why we had to use that book in our class.

Another one asked me we could start a campaign in order to break gender stereotypes in our school. These two last reactions were outstanding and very important for this research study because based on them I created an interview in order to know deeper about students' reactions and feelings regarding the Textbook content, and with the second, students started their own campaign asking for their rights to be respected and breaking the perpetuation of gender stereotypes.

It is important to know that from this campaign, students' artifacts were collected.

Phase 3: Inquiry.

During this phase, students were ask to make a proposal in groups, since they had been show total disagreement with the way the Textbook shows gender characteristics. They were invited to make groups and design their own page in order to talk about gender form their own perspectives.

Then a semi structured interview was carried out in order to record all the students' points of view, reactions, opinions and perceptions related to the contents we have been describing, reading and analyzing in class.

Interview:

1. Could you please describe the image about women and men differences?

2. What is your opinion about it?

3. Could you please read the content of the article again, and describe the content?

4. What is your opinion about it?

5. How do you feel after analyzing the article and the image?

6. In your opinion what is the idea of woman the article is promoting?

7. In your opinion, what is the idea of man the book is promoting?

8. What do you think is the purpose why the book includes this article in the content?

9. Do you think it has any influence in
English students, taking into account this is an English textbook?

10. Would you change something about this article? Why?

11. Do you consider important content about roles of gender to
be included in the English textbook? Why?

12. Do you consider the Project about roles of gender we did in class was useful? Why?

Phase 4: Making a change.

This is the final phase of the research study in which students arose their own voices and decided to break gender stereotypes using assertions including what they have been stereotyped anytime in their lives for, and what they really are, do or like.

They started creating a Hashtag that will name the campaign: #Thisiswhoweare

Then, they designed some posters in order to show everybody in the school what they wanted to say, and finally they decided to take a picture of themselves holding the poster in order to give each person a face that can be recognized, named and related to the assertion written in the poster.

After taking the pictures, they printed them and pasted them in a wall next to the teacher's lounge so everybody could see them. The posters became so popular that many students started asking them what it was, that's why they extended the invitation to the community to participate and it was ended up being huge campaign in which students from different grades, teachers and other works from school made an active part of it.

The infographic pieces you will find below can be used as a tool for teachers who want to create a Critical Literacy environment within their classes and the questions provided can be useful to problematize the English Textbook having this research study as a reference.

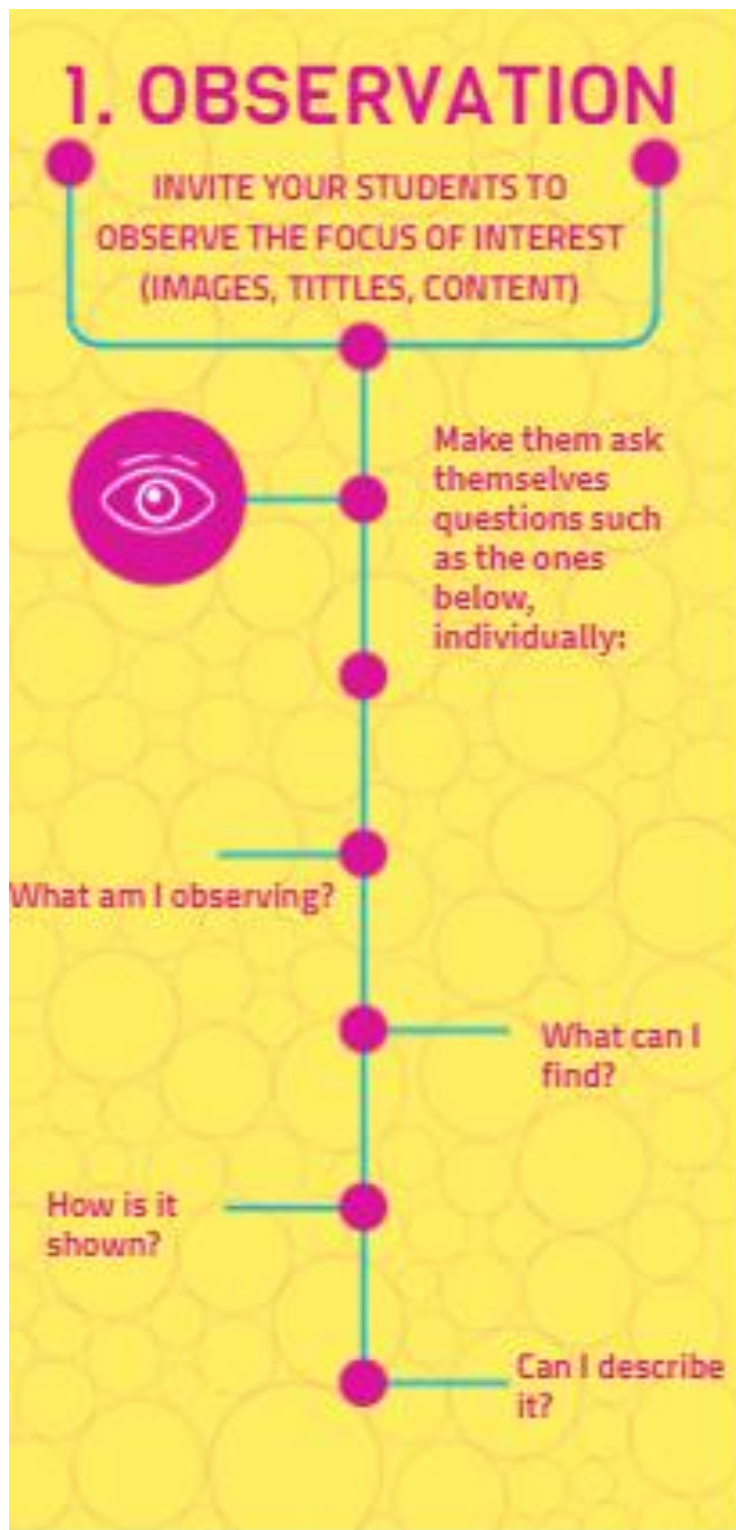*Figure 2:* **Pedagogical proposal 1.**   *Source:* **Own elaboration.**
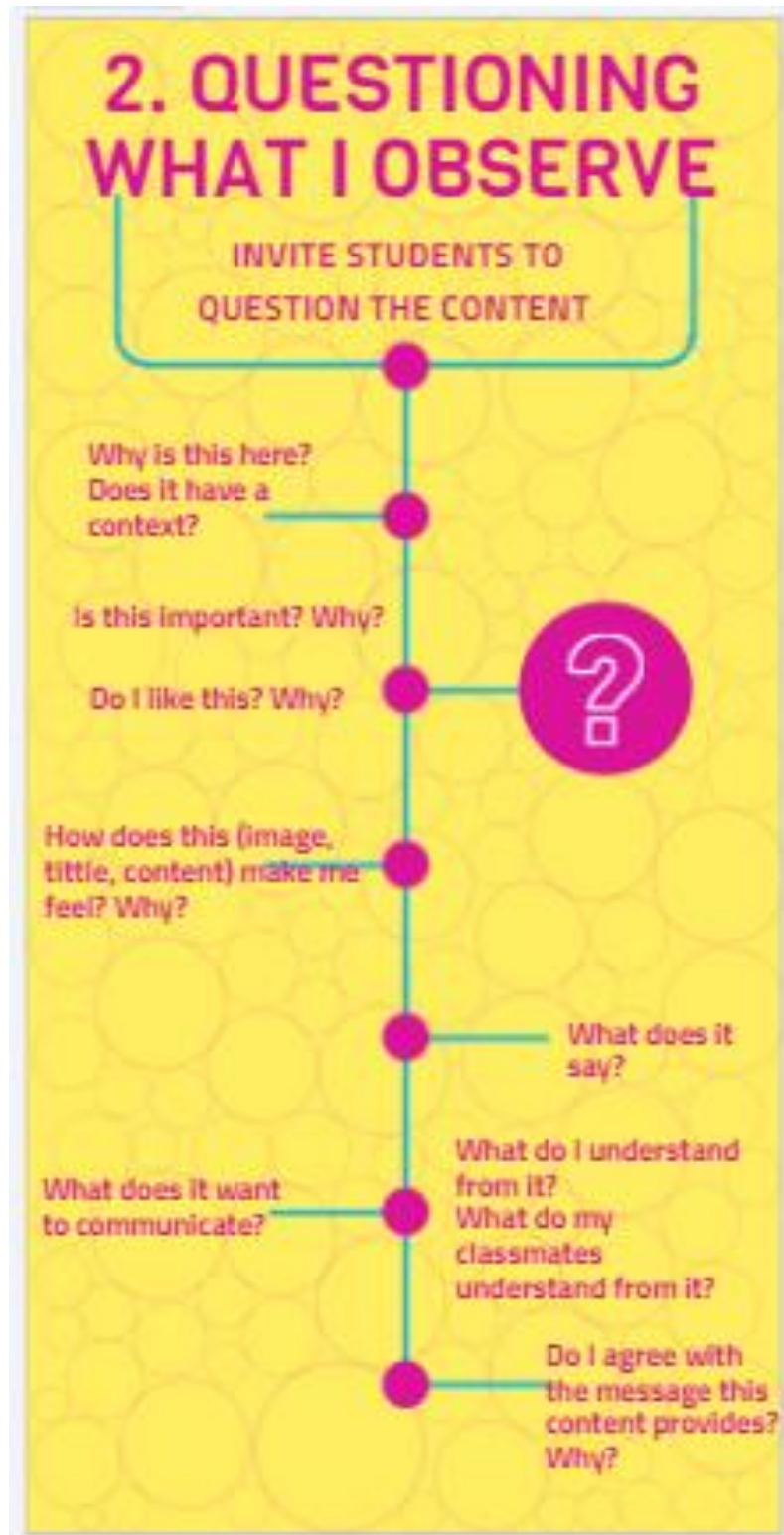
Figure 3: **Pedagogical proposal 2.**   *Source:* **Own elaboration.**

Figure 4: **Pedagogical proposal 3.**   *Source:* **Own elaboration.**

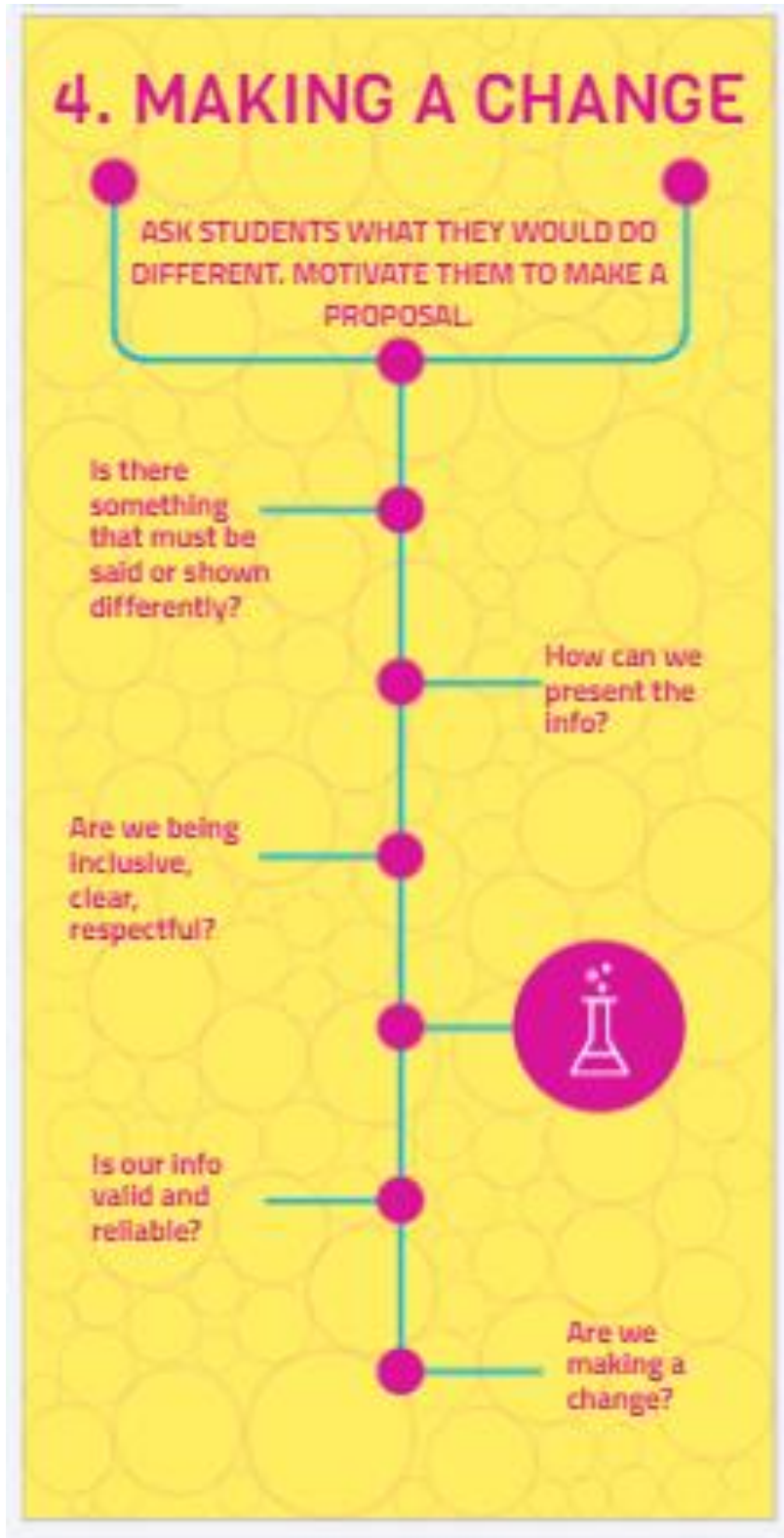*Figure 5:* **Pedagogical proposal 4.**   *Source:* **Own elaboration.**

Figure 6: **Pedagogical proposal 5.**   *Source:* **Own elaboration.**

CHAPTER 4: Data analysis and findings

4.1. Procedures for Data Analysis

Procedures carried out for analysis of the data collected during the research process will be presented.

In order to provide a discussion based on the categories emerged from data, the findings will be discussed and explained using pieces of data.

The data analysis of this study was carried out under a procedure Strauss & Corbin (1990) named The Grounded Theory and it consisted of reading data collected carefully and deeply. This process was done plenty of times using the data collected through interviews, field notes and students' artifacts which furnished evidence to the findings of the study and made them this way valid and reliable. After this process of systematic and inductive Reading, the categories finally emerged.

In order to find different topics and common patterns within the data I used colors during the coding process. Each color represents a theme related to the common topic. The next step was to gather the concepts into categories by reading the data line by line reaching as stated by Corbin & Strauss (2009) a deep microanalysis by categorizing when finding patterns.

Using the data provided by participants through the instruments I was able to read the information line by line making of it different groups of analysis, look for units of information that could be relevant and outstanding for the study as stated by Johnson & Cristensen (2004). This information from the data collected was compared, gathered and segmented in categories following the common patterns that were found.

The colored information was later grouped into topics of interest forming this way the general categories and then the subcategories that helped explaining deeper and obtaining a clearer understanding of the phenomena in order to answer the study's research questions.

Moreover, I started to establish hierarchical categories (Johnson & Christensen, 2004) using the main topics. This helped to carried out a process of validation by re reading the data looking for evidence to support or contradict the relationships that emerged. Then using the information

from the theoretical framework I started establishing connections in order to theorize over the data of this study.

The organization of the data was developed based on different aspects: the type of instrument used to collect the data: field notes, interviews or student's artifacts, and the theme of the emerged categories.

4.2. Categories

4.2.1. Category 1: Problematizing as an awakener.

The dynamic of exploration of the Textbook Speak out starts from the need of identifying the pertinence of the use of it in a social situated context with this specific population which has been mentioned and described in advance, for which, a process of guided observation was started and students were invited to observe the images, tittles and fast reading the different contents the Textbook offers throughout its units.

Students started the observation phase and were also invited to highlight, circle and do notetaking about anything that can call their attention to share it later with the class. After this exercise they ended up noticing there are biased images and tittles regarding gender, ethnicity, social class, the concept of happiness and religion which we can also find as items interculturality has been studying for many decades now. As stated by Walsh (2008) the interculturality can be understood as a tool, as a process and a project that is built from people and requires the transformation of structures, institutions and social relationships in order to create different conditions for being, thinking, learning, feeling and living in diverse ways; which is what problematizing the contents of the Textbook is looking for.

After the observation phase students were invited to share their perceptions about what they have observed in order for me as a teacher to get imput and further more, identify students interests and concerns and start creating a pedagogical proposal in which we could approach the different topics they came up with. At first, it was very difficult for them to know what kind of questions to pose. So, I encouraged them to count the number of images in which they can see women and men, latin people, brands, images or tittles related to religion and happiness and I posed the first questions trying not to bias their perception but being a model for them to observe deeper:

"Would you be able to tell me how many women and men you can count throughout the Textbook? What are they doing? What do you think about it? How does it make you feel?"

"How many latin people can you see throughout the book? What are they doing? What do you think about it? How does it make you feel?"

1.1 Teenagers waking up and problematizing Textbook contents by posing questions.

Moreover, students were encouraged to pose questions about the content they have observed before and here there are some examples of the images students reacted to. For better and further understanding see figures 10, 11, 12 ,13, 14, 15.
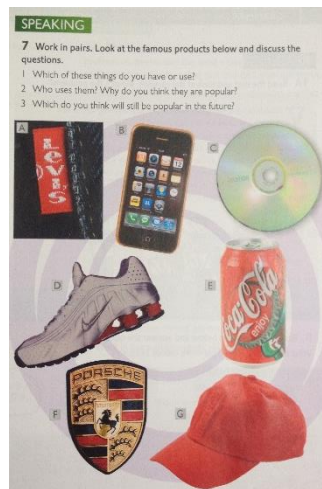
Figure 7: Ethicity

Source: Speak Out
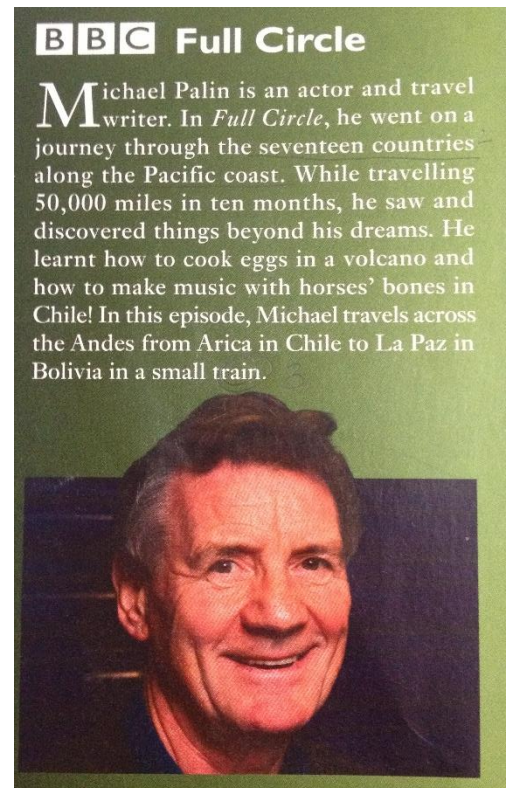
Figure 8: Concept of happiness Source: Speak Out.

Figure 9: Ethnicity   Source: Speak Out

The following assertions will unveil the first perceptions students had when observing the Textbook under a crticial view. This is the very first time they feel allowed to critize and asked to

give their very honest point of view regarding the content of a Textbook they use as a daily resource for a class and this are some of their reactions (they were collected as field notes in the first sessions of workshops):

1. "Why is every latin person in the book shown as a driver, cook or poor person?"
2. "Why do they say people need to get married to be happy?"
3. "Why do they show happiness everytime people buy things?"
4. "I saw in the book famous brands like Apple, Ferrari, Levi's… do they pay the book to appear in there?"
5. "Why are always women cooking and playing with kids and men are always working or playing soccer?"
6. "I don't like the article about women and men differences, I feel they are always making fun of us."
7. "Why do they still use pink and blue to show differences between men and women? I think that is very old."
8. "Girls, did you read what the article says?"
9. "Is any of you getting mad with the book or is it just me?"
10. "Marce, why do we have to use this book?"

These questions, specially the number 10 show how giving students the possibility to approach their own textbooks from a different perspective can make a total difference in the way they receive the information given, this specific moment was to me the beginning of a pedagogical proposal that we could call later Bringing the books alive! All these interventions and questions students posed through observation started a whole path for the development of critical consciousness which as asserted by Freire (1993) has the power to make them become builders of the world they inhabit, changing and transforming heterogeneous cultural realities.

Since the moment they realized they could pose questions towards the book, they opened the door to start walking by the critical thinking path, the English class started being the vehicle to question the World and the Word which were about to be changed for them.

Due to the researcher's personal interest on Gender as a concept of study and regarding the pertinence to use this Textbook within a feminin population, a series of three workshops was suggested, in which the Textbook, as well as the perception of gender would be the focus of study.

This exercise will also show the influence of it to be provided to a group of Students who were bulding their gender identity and will answer the Research question of "How does a group of 6th graders in an ELT class make sense of a critical, social situated literacy practice, when using a EFL textbook?"

In the first place, the research study wanted to find Students perceptions towards gender bias, but the process showed that Gender was more than a focus of study, it was part of their daily lifes and through the problematization and observations they started making use of their right to ask, become critical thinkers and later on, denounce and take action of what being a woman means and does not mean to them.

It is very interesting to find in the students first assertions, how they show sometimes discomfort regarding the Textbook content, and some other times how they start being critical by asking questions about the content to themselves and their classmates by only observing the Textbook images, tittles and scanning information.

Showing disagreement and resistance

In order to contrast Students previous knowledge and perceptions about gender before and after participating in the workshops (which was the second stage of the project), I will provide some Students assertions that show how they react after understanding how a stereotype is built and after reflecting their own idea of gender.

The following assertions can be found as field notes for the last workshop in which Students were telling their opinions about an article of the book tittled "Men and women differences":
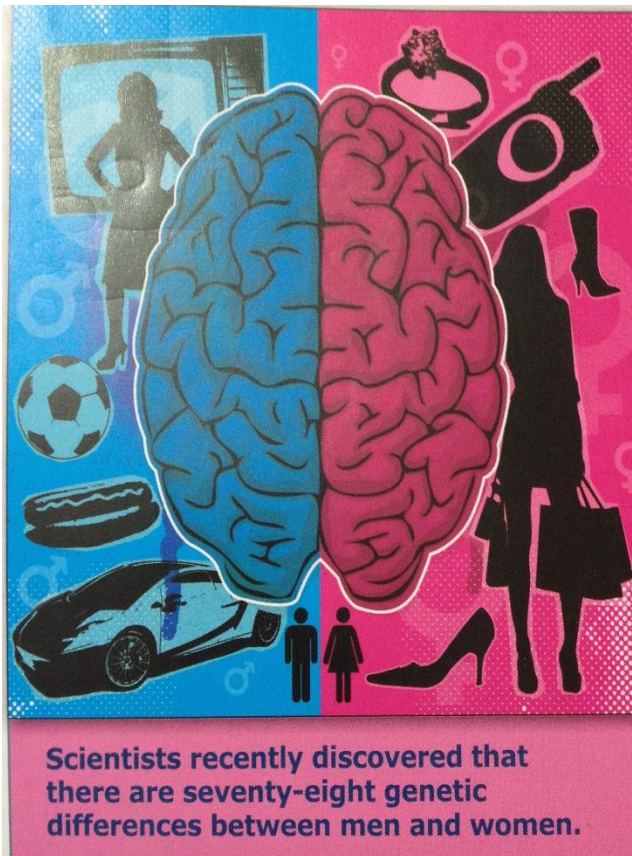
Scientists recently discovered that there are seventy-eight genetic differences between men and women.

Figure 16: Gender stereotypes – Source: Speak Out

Figure 17: Gender stereotypes article
Source: Speak Out

1. "It wrongly shows how to be accepted in society, like what society thinks of genders can or can't do."

2. "I think that this is a joke, to want to demonstrate what society think about the two genders. Also, I think that the book wants to teach us what stereotypes are."

3. "But what about BBC News readers suggest? Is this real or is it a joke?"

4. "Most of the time women are doing groceries and I think it's not usually the same: My dad loves to cook. He goes to the grocery store. He cooks a lot (more than my mom). So I think he has the rule."

5. "I felt uncomfortable with this statement… Why do they talk about women this way?"

6. "I think that is not true, because if they say something about women, men can also do it."

7. "Yeah, it's true that. For example, "a woman knows what to do when someone starts to cry", but men can also do that, so they don't have to divide the things because both genders can do it."

8. "I would say that the list is not true. All those things of men-can-or-can't do and women-can-or-can't do are the things that society think about we have to do, what we are supposed to do because we are like… how to say that… Because out of our gender we're supposed to do that thing, but that's not true. Also, a man can do things that we as a woman can make."

9. "Like everyone said I think those are like stereotypes, but as a society it's not true. For example, "Men speak in sentences. Women speak in paragraphs". Maybe it's the contrary: Women can speak in sentences and men can speak in paragraphs. So, I think they should not be confirmed."

This one as the first exercise to consider students' voices and points of view regarding the resources they use and the information they consume because of my instruction as a teacher showed surprising results, the fact that they showed their discomfort and disagreement made me realize the importance of let students think by themselves and raise their voices. Wesley (2009) asserts that asking English teachers to teach critical literacy is fraught with problems, among them a lack of understanding of what critical literacy actually is, an unwillingness to engage in critical inquiry themselves, and a fear of prompting students to question the very tenets behind classroom decision-making. Besides, I would like to affirm that after guiding a Critical literacy exercise and generating

a different dynamic among the group, the fear of having the control over knowledge construction starts vanishing.

Freire (1987) asserts that critical literacy starts with the student's experience, you learn to read words on a page, and these words on the page help refine the student's understanding of the world and create a new, modified experience. The value in this is the richer understanding of the world – that's the end goal. In this specific research study, the fact of giving Students to question the English Textbook, also empowers them to modify their previous experiences with this kind of resource, which consisted simply in filling in grammar exercises and follow the Textbook instructions. Besides, this time in the words of Freire they are dealing critically and creatively with reality and discover how to participate in the transformation of the world.

4.2.2   Category 2: Gender Stereotypes

What I have been told I should be

This category emerges from what students have been told women and men should look like, do or be. We can find the Textbook provides a representation of women and men in which perpetuation of roles has an important place, when men are shown practicing stereotypical activities of power such as having important Jobs, managing money, playing contact sports and women are shown doing chores, spending time shopping, looking after children and people in general.

Taking note of the contributions of scholars such as Butler (1990) and Foucault (1992) from a postmodern perspective, gender is a sociocultural category in which material issues are related to everyday social and cultural discourse and practices. Litosseliti (2006) describes gender as a social behavior, expectations and attitudes related to being male or female. He argues that traits assigned to sex differences are socially determined and change cultural constructs. However, in order to design courses and understand the potential of gender inequality and change in education, we have positioned this social category as a "discourse of diversity" (Castañeda Peña, 2009, p.25) which will be shown through students' perceptions when describing the Textbook images and besides, their answers in the interviews and their assertions in the campaign, what we will call artifacts.

Here we have some contributions of students making use of their conscious of what they now know constitutes and perpetuates gender stereotypes when being asked to describe the Textbook images:

"The most common teachers are women"

"Most of the time women are doing groceries"

"In that image they put the things that the women do, like the activities and in the other side the activities of the man..."

"The women must do the tasks of the house and the men have to practice risks sports, but there are the common activities that women and men do, but if we see them the last class you see that, for example, men can cook, or women can play football."

"The man side has the football, and the cars, and the food. And in the woman are the jewels, rings, telephones…"

The descriptions explicitly and implicitly cause gender inequality. In other words, you can avoid focusing your understanding of this category on a dualistic and intrinsically male/female, male/female, or girl/boy perspective. What should gender be and do.

We can call this category a male-dominated one, due to the activities students observed and described from the Textbook show cultural construct that provide men power over women in the way they perform activities people relate to prestige. It is evident that students notice how men performances are related to practicing contact or extreme sports, traveling, having money, leading companies and more, meanwhile female characters perform the role of wearing jewelry, doing shopping, teaching and cooking.

This is who we are

However, after applying the pedagogical proposal we can notice students proposed a campaign in which as asserted by Castañeda (2009), there can also be a multidimensional view that promotes the idea that "there is masculinity, not specific masculinity, and there is femininity, not a single femininity" and this way students can show their own feminities transgressing through the use of a Foreign Language what they have been told to be and do, versus what they actually like, do or want to be:

"I am a girl and I like to watch soccer matches"

"I am a girl and I practice Taekwondo"

"I am a woman and I don't like to cook"

"I'm a girl and I love to see horror movies"

"I am a woman and I don't want to get married"

"I'm a woman and I ride horses"

"I'm a woman and I love contact sports"

"I am a girl and I don't like to use earrings"

"I am a girl and I don't like to play with Barbies"

"I'm a girl and I like to play with toy cars"

"I am a girl and I like to play soccer"

"I am a girl and I don't use make-up"

"I am a girl and I like skate boarding"

"I am a girl and I Like Star Wars"

The previous assertions show how students appropriated themselves of what it means for them to be women in their own contexts and experiences of life, regarding their likes, abilities and their construction of identity, and as it has been asserted by Litosseliti (2006) everyday social and cultural discourses and practices can be related to a gender perspective that talks about understanding language learning as a socializing process to construct and (re)create gender subjectivity and this way provide students the possibility to break gender stereotypes during the English class.

4.2.3   Category 3: What we have learnt from the book

Textbook students' perceptions

This category emerges from the process of applying the pedagogical proposal through a series of three workshops and the data was collected through field notes regarding about students' perceptions, assertions and rebuttals about the Textbook proposals and representations of gender, and moreover from the interviews that were carried out after the workshops. Also students designed some proposals of how they would present the Textbook contents using a fair and non-biased perspective which will be explained as artifacts.

According to Talleyrand cited by Choppin (1992) Textbooks should be in any case capable of making every truth become universally familiar and to save any useless effort to learn them. Scholar manuals are certained to facilitate the learning process, they are, as stated by Talleyrand "the support of the truths", what society believes it is absolutely necessary to transmit to younger generations. Having this in mind, and supported by students' perceptions Speak Out Textbook is perceived as a negative representation of what a manual of instruction should be considered. This Textbook takes apart the importance of providing a socio-cultural approach, and instead focuses its content on a linguistic structural perspective which highlights the practice of grammar over any other approach:

"I don't like to use the book because we usually do different activities in class and I feel I learn more when we do things different from grammar"

"The first thing that come to my mind is we are going to work on vocabulary or exercises of grammar, because the book has a lot of those exercises"

"Sometimes I feel bored because with book we only do exercises, sometimes I learn from the book because we have to write and when you write you memorize new words and spelling. But when we stick to the book we can miss other ways to learn and other points of view"

"When we use the book we don't do activities, only exercises, we work individual and is only about one topic. We organize a sentence or learn vocabulary. I like the book because I can learn grammar"

"When we use the book we work on learning vocabulary or may be some grammar. I like working with books but not too much, I prefer when we do projects. I think I learn more and we do activities apart from the book"

"I don´t actually enjoy working on the book and I think the class is gonna be boring. I don't think we get to learn to much form the book we have because it is very basic and it only has grammar exercises"

"When we use the book we learn new words but we don´t use them"

"I don't think we need the book to learn English, the teacher has all the knowledge, so why do we need that book?"

We can notice in this category that students have built already a relationship between the dynamic of the class when the Textbook is included, as instructional exercises in which they consider the book is not a tool that they like to use or facilitate their learning process.

I have a counter-argument

Going deeper in the description and analysis of the Textbook we can see how the use of certain images, tittles and specific topics (related to religion, ethnicity, social class, the concept of happiness and our main focus of study, gender), are so valuable and are capable, as asserted by Choppin (2002) to transmit a system of values ideologies and cultures, becoming this way a powerful tool to spread and reinforce in this specific case the perpetuation of gender roles and stereotypes.

Students however, have shown that after participating on the workshops are now able to identify some of the hidden messages the Textbook provides:

"It wrongly shows how to be accepted in society, like what society thinks of genders can or can't do."

"I think that this is a joke, to want to demonstrate what society thinks about the two genders. Also, I think that the book wants to teach us what stereotypes are."

"At first, I thought "how scientists can say that?", but then I realized they were the readers of the magazine… But I think people knew the stereotypes and they had a lot of fear to say something different"

It is very relevant to say that after applying the pedagogical proposal of problematizing the Textbook contents, students are able to identify and contradict some of those contents. They are now capable to compare and contrast the textbook contents and their own ideas, perceptions and previous experiences. We can see the evidence on how students can describe their daily life relating the representation of gender the book shows in specific images, situations and assertions and what they actually live, experience and think about it. Moreover, some of them are capable to connect the Textbook content with their feelings, showing and communicating disagreement.

"Most of the time women are doing groceries and I think it's not usually the same: My dad loves to cook. He goes to the grocery store. He cooks a lot, more than my mom"

"Yeah, I felt uncomfortable with this statement…"

"I think that is not true, because if they say something about women, men can also do it"

"Yeah, it's true that for example, "a woman knows what to do when someone starts to cry", but men can also do that, so they don't have to divide the things because both genders can do it."

"I would say that the list is not true. All those things of men-can-or-can't do and women-can-or-can't do are the things that society think about we have to do, what we are supposed to do"

"Because out of our gender we're supposed to do that thing, but that's not true. Also, a man can do things that we as a woman can make"

"I think those are stereotypes, but as a society it's not true. For example, "Men speak in sentences. Women speak in paragraphs". Maybe it's the contrary: Women can speak in sentences and men can speak in paragraphs. So, I think they should not be confirmed"

Choppin (2001) affirms that one could say within scholar Textbooks there is a whole of manipulation techniques that have been later on reassumed by advertising, in which, throughout the unconscious use of images, examples, tittles and texts, the dominant social class reflects itself and spreads its believes and tries to build this way the identity of an entire nation. Based on this theory, we can affirm that empowering students with techniques they can use in order to problematize Textbooks contents from a Critical Literacy perspective that can lead them to develop their Critical Thinking skills, we deconstruct the perpetuation of roles and stereotypes of gender this book offers to its customers.

Finally, we can affirm a process of acquiring Critical Literacy was carried out in this study due to the fact that students were able to change the world by touching it through the act of learning how to read and write the word in order to re-read and re-write the world as a result (Freire, 1987).

CHAPTER 5

5.1.Conclusions

This qualitative case study aimed to unveil how a group of 6th graders in an ELT class make sense of a critical, social situated literacy practice, when using an EFL textbook at Trinidad del Monte School and to provide these students with Critical literacy tools and consciousness about the importance of problematizing contents through critical questioning in the English class.

The analyzed data showed that this study reached the proposed objectives, in the way that we can evidence how the group of students who participated in it, made sense of a critical social situated literacy practice when using the Speak Out Textbook within the English class. This fact can be illustrated and better understood through an overview of each one of the emerged categories which allow us to know and comprehend how this processed was carried out this way:

1. *Problematizing as an awakener:* Delimiting this category I discovered the importance Critical questioning can have in a group of female teenagers. Observing and asking questions was the beginning of a process in which they opened their eyes to a new way to see, read and approach their Textbooks from a Critical perspective. By criticizing, feeling uncomfortable and wondering why the Textbook provided such kinds of biased contents and images, they started what soon would be an institutional campaign that aimed to break gender stereotypes. This group of students awoke to build the consciousness that Freire (1993) would call the power to become builders of their world, being able to change and transform heterogeneous cultural realities.

   This phase of the project can be supported by Weissman (2018) when applying the technique of Critical questioning including questions based on children's experiences as culturally relevant pedagogy, provided valuable insight for social justice-oriented practitioners and researchers who focus within the realm of early childhood. She explored the perceptions and experiences of social justice regarding their implementation of critical literacy with preschool children.

2. As a result of observing and questioning the Textbook, the need to approach it from an innovative perspective arose and this way I decided to design a pedagogical proposal that emerged from the emerged needs of the participants and their focus of interest which resulted to be gender based.

This proposal consists in four phases in which students will find the input they need in order to make a proposal themselves and see how to generate an actual change in their close contexts if necessary. This proposal consists in Observing deeply and with detail – Generate different kinds of questions related to their focus of interest – Contrast and Compare their points of view with their peers and based on the conclusions they draw and start an inquiry phase, research, read, discuss and more to finally – Propose an activity to show what they have learnt and make a change of perceptions around if needed.

This proposal can be compared to a study in which Freire and Macedo (1987) provided bilingual educators with literature resources, such as a collection of literature in Spanish and reflection suggestions, aimed to promote action, transformation and social justice within a community of learners.

3. *Gender stereotypes:* This category emerged by describing students interest of defending and denying the representation of being a woman that the Textbook proposes. By this moment of the research, students were able to identify different gender characteristics and to compare what has always been said, name it a stereotype, understand how it works and refuse to accept it as a reference for their own gender identity. They were also capable to argue against the situations the Textbook naturally describe by presenting their actual experiences to demonstrate what being a woman really meant for them.
From this exercise I can assert my agreement with Nuñez-Pardo (2018) when she proposes English textbooks are not neutral as they not only depict and reproduce values, behaviors, cultural patterns, traditions and dominant ideologies, but they also reinforce stereotypes and support the idea that one nationality is superior to others. This supremacy of dominant cultures over dominated ones has been done through their written texts, oral discourses, iconography or activities proposed, in this particular case an evident scenario of masculine power over the feminine.

4. *What we have learnt from the books* is a category that demonstrates how students are aware of the biased content, how they feel about it and the way they find arguments to express their disagreement and to propose what they would rather find in a Textbook and why.
This category shows how students changed through the process of problematizing the book and how they start building a new reality where gender equity and diverse ways of being

are accepted in their closer contexts such as their classroom and school. Here we can see how teacher gives the control to students of making decisions, generate knowledge and even propose design material as a gesture of confidence and mutual learning.

This phenomenon can be found in a study by Mutiara and Indrawati (2018) in which they assert that teachers' role nowadays is as facilitator, not instructor anymore. As facilitators, teachers should facilitate their students by providing good materials. But if the Textbook has weaknesses as we found in the present study, teachers need to be more critical and creative in overcoming the limitation of textbook used by making teacher-made hand-out contained additional materials and exercises.

5.2. Implications

Different implications arose after carrying out this research study. In the first part of this section, I focus on the ELT community in Colombia specifically regarding the teaching of English as a foreign language in a feminine bilingual school. Then, I present the implications for Trinidad del Monte school and the participant students. Finally, the implications it has for me as an EFL teacher and novice researcher.

Developing this project and seeking for the influence of problematizing the English Textbook from a Critical Literacy perspective has implications for the ELT community, specially, in regards to teaching English in feminine bilingual schools in which it would be valuable to consider the amount of female students that can be benefited by the fact of generating awareness of their own gender identities construction meanwhile they receive instruction and develop bilingual skills within the English lessons.

Furthermore, in a context in which the English language is used in the daily activities of students as a vehicle of communication and learning, it is important to notice that EFL teachers have the responsibility to draw attention to a socio-cultural approach and lead students to develop Critical Thinking skills.

With regards to the school where this study was carried out, I consider the next implications are key. First, the institution must give relevance to the awareness of gender identity constructions being this one a feminine school in which female students as the core of the institution need to break stereotypes and be able to identify themselves in any kind of feminities of their preference.

Second, the pedagogical proposal that was carried out in the English class for 6^{Th} grade students leaded an institutional campaign that had a big impact towards the community. The principal, finding the Critical approach more valuable for the school, decided to implement it as the core of all the languages curriculums.

For the participants of this study it is now the turn to continue strengthen their Critical thinking skills in order to transform the realities that surround them regarding breaking gender stereotypes, teaching what they already know and building new relationships based on equity, equality and respect for people's diversity. Moreover, it is important they use critical questioning to continue using their Textbooks as a tool to build knowledge and problematizing any information and themes of their interest.

Finally, during this research process I had the chance to identify myself as an agent of change and transformation through the teaching of English within a socio-cultural and critical approach, which definitively improved my pedagogical practices and also my way to see the world, my students and myself.

5.3.Limitations

Different limitations arose during the development of the present research study. One of them had to do with the change of tutor for my project, generating some deep changes in the approach and the methodology used to carry out the present study.

Secondly, the fact that this was the first time I carried out a research study based on a socio-cultural and critical approach, demanded many hours of work, reading and inquiry, being time consuming and demanding to follow a specific line of authors who were out of my knowledge at the beginning. Being able to support and give evidence of the theory as well as analyzing data by applying the coding method for the very first time, was one of the big challenges I faced while developing the present study.

Finally, I consider a limitation the fact that the curriculum of the master's program was not directly linked to the process of research and writing the paper during the four semesters the seminars are carried out. The disassembly of a large amount of seminars and the time devoted to build up and structure the research study, leaded me to spend much more time finishing my master's program than it was expected.

5.4.Further Research

There are different ways to continue these insights into EFL textbooks and the problematization of their content from a Critical Literacy perspective. It would be very interesting to continue applying and generating different pedagogical proposals that aim for students to raise their voices and learn how to use their own textbooks with a deeper sense in terms of being critical and develop social awareness, to be able to provide a critical view to the use of the Textbook in their EFL classes.

In the second place, the possibility to raise awareness of the construction of gender identities within an EFL classroom using the Textbook as an ally instead of an obligation, can support students to naturalize diversity and break gender stereotypes. It would be very valuable to continue designing material that can lead to gender studies using the Textbook as a focus of study and as a tool for this kind of critical literacy exercises.

Besides, it is important to continue developing research regarding Critical literacy practices as a fundamental component in the EFL teaching methodology, regardless of the resources teachers use in their classrooms.

References

Aguirre Lora, M. E. (2001). *El recurso de la imagen en la enseñanza: una historia temprana.* Revista de educación y pedagogía, 13(29-30), pp. 69-82. ISSN: 0121-7593.

Apple, M. W. (2013). *Can education change society?* New York, NY, EEUU: Routledge.

Banks, J. (2003). *An Introduction to Multicultural Education.* Boston, MA, EEUU: Pearson Education, inc.

Banks, J. (2008). *An Introduction to Multicultural Education.* Boston, EEUU: MA: Pearson Education, Inc.

Baynham, M. (1995). *Literacy practices: Investigating literacy in social contexts (Language in social life series).* London, UK: Longman, 1995. Pp. xii, 283.

Bennett, J. M. (1998). *Basic concepts of intercultural communication.* Boston USA: Intercultural Press, A Nicholas Brealey Publishing Company.

Berruto, G. (1979). La semántica. *México : Nueva Imagen*, 23-56.

Bloom, B. S. (1956). T*axonomy of Educational Objectives: The Classification of Educational Goals; handbook I, cognitive domain.* New York, EEUU: (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. David McKay.

Borre, E. (1996). *Libros de texto en el caleidoscopio. Pomares-Corredor.* Barcelona, España: Editorial Trotta S. A.

Byram, M., Nichols, A., & Stevens, D. (2001). *Developing intercultural competence in practice.* Clevedon, UK: Multilingual Matters LTD.

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.

Castañeda-Peña, H. A. (2009). *Masculinities and femininities go to preschool: Gender positioning in discourse*. Bogotá, CO: Editorial Pontificia Universidad Javeriana.

Cervetti, G., Pardales, M. J., & Damico, J. (01 de 2001). *A Tale of Differences: Comparing the Traditions, Perspectives, and Educational Goals of Critical Reading and Critical Literacy*. Obtenido de Reading Online: https://www.researchgate.net/publication/334372467_A_Tale_of_Differences_Comparing_the_Traditions_Perspectives_and_Educational_Goals_of_Critical_Reading_and_Critical_Literacy

Chapetón, C. M. (2007). *Literacy as a resource to build resiliency*. Bogotá, CO: Editorial Universidad Pedagógica Nacional.

Chapetón Castro, C. M., & Chala, P. A. (15 de 05 de 2013). *Undertaking the Act of Writing as a Situated Social Practice: Going beyond the Linguistic and the Textual. La escritura situada como una práctica social: más allá de la lingüística y el texto*. Obtenido de Universidad Pedagógica Nacional in Bogotá, Colombia. Colomb. Appl. Linguist. J: http://www.scielo.org.co/pdf/calj/v15n1/v15n1a2.pdf

Choppin, A. (1992). *Les manuels scolaires: histoire et actualité [School handbooks: past and present]*. París, Francia: Hachette Education, Collection Pédagogies pour demain.

Choppin, A. (2001). *"Pasado y presente de los manuales escolares". Traducido por Miriam Soto Lucas.* En: Revista Educación y Pedagogía. Medéllín: Facultad de Educación. Vol. XIII, No. 29-30, (enero-septiembre) pp. 209-229.

Comber, B. (1994). *Critical Literacy: An Introduction to Australian debates and perspectives.* Journal of Curriculum Studies, 26 (6), 655-668.

Counts, G. S. (1934). *Counts. Dare the schools build a new social order, 4-5.*

Coussinet, R. (1953). *La vida social de los niños.* Buenos Aires, Argentina: Nova.

De Sousa Santos, B. (2006). *La Sociología de las Ausencias y la Sociología de las Emergencias: para una ecología de saberes [Sociology of absences and emergences: For an ecology of knowledge].* Buenos Aires, Argentina: (pp.13-41). In: B. De Sousa, S. (Ed,), Renovar la teoría crítica y reinventar la emancipación social. (pp. 13-41) - CLACSO.

De Sousa Santos, B. (2010). *Para decolonizar occidente. Más allá del pensamiento abismal*. Obtenido de CLACSO, Prometeo Libros, 1-82. Buenos Aires, Argentina: http://www.clacso.org.ar/libreria-

Díaz Larenas, C. (2012). *Using Case Study Methodology to Approach the Views of Teachers of English on Classroom Disciplinary Strategies.* Profile, XIV, 129-142.

Díaz, C., Alarcón, P., & Ortíz, M. (2015). *A Case Study on EFL Teachers' Beliefs About the Teaching and Learning of English in Public Education.* Porta Linguarum(23), 171-186.

Escaño, C. (2013). *Educación Move Commons. Procomún, Cultura libre y acción colaborativa desde una pedagogía crítica, mediática y e-visual*. Obtenido de Arte, individuo y sociedad, 25(2), pp. 319-336: http://dx.doi.org/10.5209/rev_ARIS.2013.v25.n2.39078

Esteban Nuñez, M. T. (2015). Exploring critical literacy skills in a literature and culture

class. *Enletawa Journal*, (7). https://doi.org/10.19053/2011835X.3632

Foucault, M. (1992). *Microfísica del poder* [Microphysics of power] (3rd ed.). Madrid, ES: Las Ediciones de la Piqueta.

Freire, P. (1971). *Pedagogy of the oppressed.* New York: Herderand Herder.

Freire, P. (1987). *Pedagogía del Oprimido (36ª. Ed.).* Montevideo: Siglo XXI Editores, S.A.

Freire, P. (1993). *Pedagogy of the oppressed.* Harmondsworth: Penguin.

Freire, P., & Macedo, D. (1987). *Literacy: reading the word & the world.* South Hadley, Mass.: Bergin & Garvey Publishers.

Freire, P., & Macedo, D. (1995). *A dialogue: culture, language, and race.* Harvard Educational Review, 65(3).

Girón, M. S., & Vallejo, M. A. (1992). Producción e interpretación textual. *Medellín : Editorial Universidad de Antioquia*, 5-6.

Giroux, H. (1990). *Teachers, Public Life, and Curriculum Reform in Parkay, F., Hass, G., & Anctil Curriculum Leadership.* New York, NY, EEUU: Readings for Developing Quality Educational Programs (9th Edition) (pp.266-273). Pearson, Inc.

Giroux, H. A. (1978). *Writing and critical thinking in the social studies.* Curriculum Inquiry, 8(4), 291-310.

Giroux, H. A. (1984). *Ideology, culture & the process of schooling.* Philadelphia, PA, EEUU: Temple University Press.

Goetz, J. P., & LeCompte, M. D. (1984). *Etnografía y diseño cualitativoen investigación educativa.* Madrid, España: Ediciones Morata.

González Romero, R. (2012). *Multimodality and English Foreign Language:Image-Text Interaction for Enhancing Students' Reading Comprehension.* Madrid, España: Universidad Complutense de Madrid - [Trabajo Fin de Máster].

González Romero, R. (2015). *Análisis holístico, diacrónico y multimodal de libros de texto de inglés como lengua extranjera: Una nueva forma de mejorar la comprensión*. Obtenido de Foro de Educación, 13(19), 343-356: doi: http://dx.doi.org/10.14516/fde.2015.013.019.015

Hendricks, C. (2008). *Improving schools through action research.* A comprehensive guide for Educators, (ed.2nd), Pearson, 73.

Hymes, D. (1974). "Hacia etnografías de la comunicación". *Antología de estudios de etnolingüística y sociolingüística. México : UNAM*, 23-56.

Jiménez Catalán, R. M. (2003). *Libros de texto para la enseñanza precoz del inglés: estudio comparativo.* RAEL: Revista Electrónica de Lingüística Aplicada (2), pp. 237-250. ISSN: 1885-9089.

Kincheloe, J. L., & McLaren, P. (2002). *Rethinking critical theory and qualitative research. Ethnography and schools.* Qualitative approaches to the study of education, 87-138.

Kress, G., & Van Leeuwen, T. (2006). *Reading images: the grammar of visual design.* London, UK: Routledge.

Kuhn, T. S. (1962). *The Structure of scientific revolutions.* Chicago, EEUU: University of Chicago Press, Print.

Kumaravadivelu, B. (1994). *The post-method condition: (E)merging strategies for second/foreign language teaching.* TESOL Quarterly, 28(1), pp. 27- 48.

Kumaravadivelu, B. (2001). *Postmethod pedagogy.* TESOL Quarterly, 35(4),537-560.

Kumaravadivelu, B. (2003). *Beyond methods: macro strategies for language teaching.* New Haven; USA: Yale University Press.

Kumaravadivelu, B. (2006). *Dangerous liaison: Globalization, empire* . New York, USA: and TESOL. En J. Edge (Ed.), (Re)locating TESOL in an age of empire (pp. 1–26). Palgrave Macmillan.

Kumaravadivelu, B. (2006a). *TESOL Methods: changing tracks, challenging trends.* TESOL Quarterly, 40, 59-81.

Kumaravadivelu, B. (2006a). *TESOL Methods: changing tracks, challenging trends.* . TESOL Quarterly, 40, 59-81.

Kumaravadivelu, B. (2014). *The Decolonial Option in English Teaching. Can the subaltern act?* TESOL Quarterly, 14(1), 66-85.

Ladson-Billings, G. (1992). *Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching.* Theory into Practice, 4 (XXI).

Lankshear, C., & McLaren, P. (1993). *Critical Literacy politics, praxis, and the postmodern (ed. 1).* Albany, EEUU: State University of New York Press.

Lea, M. R., & Street, B. V. (1998). *"Student Writing In Higher Education: An Academic Literacies Approach."* . Studies In Higher Education 23, no. 2, 157-172.

Lea, M. R., & Street, B. V. (2006). *"The 'Academic Literacies' Model: Theory and Applications."* . Theory into Practice, 45, no. 4, 368-377.

Lewis-Charp, H. (2008). *Breaking the silence: White students' perspectives on race in multiracial schools.* Phi Delta Kappan, 85(4), 279-285.

Lewison, M., Flint, A. S., & Van Sluys, K. (2002). *Taking on critical literacy: The journey of Newcomers and Novices.* Language Arts, 79(5), 382-392.

Litosseliti, L. (2006). *Gender and language: Theory and practice*. New York, NY: Hodder Arnold.

Luke, A., & Freebody, P. (1997). *Shaping the social practices of reading. In S. Muspratt, A. Luke, & P. Freebody (Eds.), Critical Literacy and the Question of Normativity: An introduction.* (pp.1-18). Cresskill, NJ: Hampton Press.

Martínez, M. (2006). *Conocimiento científico general y conocimiento ordinario.* Cinta moebio 27: 219-229.

McLaren, P. (2007). *A Pedagogy of Possibility. In A. Ornstein, E. Pajak, and S. Ornstein (Eds.).* Boston, EEUU: Contemporary Issues in Curriculum (pp.22-31). PEARSON.

McLaren, P. L., & Giarelli, J. M. (1995). *Critical theory and educational research.* Albany, NY, EEUU: SUNY Press.

McLaughlin, M., & De Voogd, G. L. (2004). *Critical Literacy: Enhancing Students' Comprehension of Text.* New York, EEUU: Scholastic.

Mendoza, M. S. (2012). *Critical Literacy: Changing the World through the Word.* McNair Scholar - Bilingual Education.

Merilia, S., Fajaruddin, S., & Arbain, A. (2019). *An assessment of an English textbook of the vocational school*. Obtenido de ARISEN - Assessment and Research on Education: https://ejournal.ressi.id/index.php/arisen/article/view/46

Merriam, S. (1998). *Qualitative research and case study applications in education.* San Francisco, EEUU: Jossey-Bass.

Mora, D. (2009). *Didáctica de las matemáticas. Desde una perspectiva crítica, investigativa, colaborativa y transformadora.* La Paz, Bolivia: Editorial Instituto Internacional de Integración-Convenio Andrés Bello.

Mora, D., & Unzueta, S. (2012). *Estudio comparativo de los libros de texto de matemáticas, lenguaje y ciencias naturales de algunos países del Convenio Andrés Bello.* La Paz, Bolivia: Editorial del Instituto Internacional de Integración-Convenio Andrés Bello.

Morgan, W. (1997). *Critical Literacy in the Classroom The Art of the Possible.* Education, 219 pages. Critical literacy investigates how forms of knowledge, and the power they bring, are created in language and taken up by those who use texts. It asks how language might be put.

Moya, C. (2008). *Aproximación al concepto y tratamiento del texto escolar [An aproximation to the concept and treatment of the textbook].* Cuadernos de Lingüística Hispánica, 11, 133-152.

Mutiara, A., & Indrawati, R. (2018). *EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook.* Obtenido de TEKNOSASTIK Volume 16 (1): https://ejurnal.teknokrat.ac.id/index.php/teknosastik/article/view/87

Negrín, M. (2009). *Los manuales escolares como objeto de investigación [School handbooks as object of study].* Educación, Lenguaje y Sociedad, 6(6), 187-208.

Nicholson, K. (21 de 06 de 2016). *CAIS Paper: Information Literacy as a Situated Practice in the Neoliberal University.* Obtenido de University of Guelph: https://journals.library.ualberta.ca/ojs.cais-acsi.ca/index.php/cais-asci/article/view/864

Nieto, S. (1994). *Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Multicultural Education.* Multicultural Education.

Nieto, S. (2010). *The Light in Their Eyes.* New York, NY, EEUU: Teachers College Press.

Noemí Pochettino, G. (11 de 2018). *Análisis de libros de texto de Inglés a través de las diferentes transformaciones curriculares (1997 – 2009).* Obtenido de Universidad Nacional de La Pampa - Facultad de Ciencias Humanas - Tesis de Maestría: https://repo.unlpam.edu.ar/bitstream/handle/unlpam/985/h_pocana290.pdf?sequence=1&isAllowed=y

Nuñez-Pardo, A. (2018). *The English Textbook. Tensions from an Intercultural Perspective.* Bogotá DC.: Universidad Externado de Colombia - Gist Education and Learning Research Journal. ISSN 1692-5777. No.17 (July - December). pp. 230-259.

Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum foundations, principles and issues. .* (3rd ed). Boston: Allyn and Bacon.

Perry, Kristen (2012). *What is literacy? A critical overview of sociocultural perspectives. Journal of Language & Literacy Education 8(1):50-71.*

Piaget, J. (1973). *Development explains learning.* New York, EEUU: In S. F. Campbell (Ed.), Piaget sampler: An introduction lo Jean Piaget in his own words. New York: John Wiley and Sonso.

Quantz, R. (1992). *On critical ethnography (with some modern considerations).* New Tork, EEUU: In the handbook of qualitative research in education (pp. 448-505. Academic Press.

Quirk, R. et al. (1985). A Comprehensive Grammar of the English Language. Londres: Longman.

Quintero, E. P. (2009). *Critical Literacy in Early Childhood Education Artful Story and the Integrated Curriculum.* Education, 195 pages.

Rico Troncoso, C. (2011). *Language Teaching Materials as Mediators For icc Development: a Challenge for Materials Developers*. Obtenido de Pontificia Universidad Javeriana, Bogotá-Colombia y el Programa ALBAN (Becas de Alto Nivel de la Comunidad Europea): https://revistas.javeriana.edu.co/index.php/signoypensamiento/article/view/2416/1699

Rugg, H. (1929). *Man and his changing society.* Boston, EEUU: The Rugg social science series of the elementary school course (vols. 1–6). Ginn.

Shor, I., & Pari, C. (1999). *Critical literacy in action.* Portsmouth, NH: Boyonton/Cook Publishers.

Solano, S. A. (2005). *La utilización del estudio de caso en el análisis local*. Obtenido de Derechos reservados de El Colegio de Sonora, ISSN 0188-7408. REGIÓN Y SOCIEDAD / VOL. XVII / NO. 32: http://www.scielo.org.mx/pdf/regsoc/v17n32/v17n32a4.pdf

Spoturno, María Lura. (2015). Identidades culturales y de género y la enseñanza de lenguas

Extranjeras. Universidad Nacional de La Plata – FAHCE – Facultad de Humanidades y Ciencias de la Educación. Puertas Abiertas, núm. 11. ISSN 1853-614X. Socorro, A. (2005). *La utilización del estudio de caso en el análisis local*. Obtenido de Región y sociedad vol.17 no.32Hermosilloene./abr:http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1 870-9252005000100004

Strauss, A. a. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory (2nd ed.).* Thousand Oaks, CA: Editorial Sage.
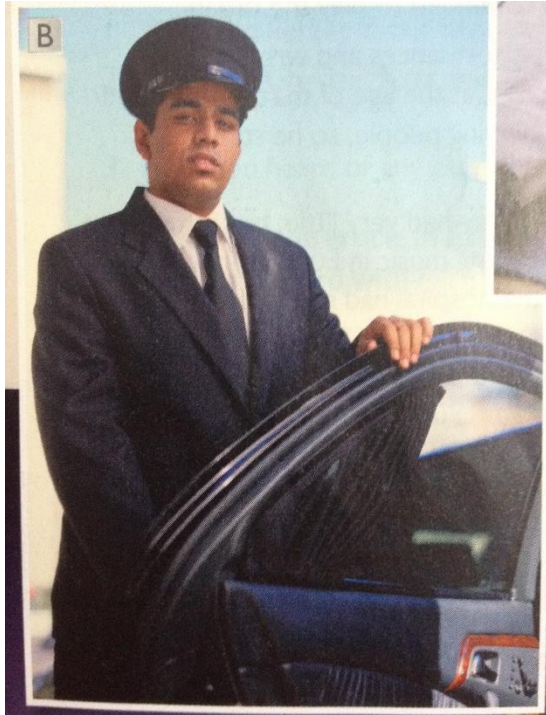
Stoodt-Hill, B., & Amspaugh-Corson, L. (2009). *Children's Literature: Discovery for a Lifetime (4th Edition).* Boston, EEUU: Allyn & Bacon/ Pearson.

Street, B. (2003). *"What's 'New' In New Literacy Studies? Critical Approaches To Literacy In Theory And Practice."* . Current Issues in Comparative Education 5, no. 2, 77-91.

Taylor, S. J., & Bogdan, R. (1984). *Introducción a los métodos cualitativos de investigación*. Obtenido de La búsqueda de significados. Editorial PAIDOS. Barcelona, España.: http://mastor.cl/blog/wp-content/uploads/2011/12/Introduccion-a-metodos-cualitativos-de-investigaci%C3%B3n-Taylor-y-Bogdan.-344-pags-pdf.pdf

Tomlinson, B. (2003). *"Developing principled frameworks for materials development".* London, UK: in B. Tomlinson, Developing materials for language teaching, (pp. 107- 129), Continuum.

UNESCO. (2010). *Reorienting teacher education to address sustainable development: Guidelines and tools*. Bangkok, TH: Author. Retrieved from http://unesdoc.unesco.org/images/0018/001890/189054e.pdf.

UNESCO. (2015). *A guide for gender equality in teacher education policy and practices*. Paris, FR: Author. Retrieved from http://unesdoc.unesco.org/images/0023/002316/231646e.pdf.

Venegas Jiménez, P. (2011). *Gestión de la Educación basada en competencias: elementos para su interpretación en el contexto de la Administración de la Educación*. Obtenido de https://revistas.ucr.ac.cr/index.php/gestedu/article/download/8611/8135/

Weissman, R. (2018). *South Carolina Preschool Teachers' Perceptions And Experiences Implementing Critical Literacy In The Preschool Classroom*. Obtenido de University of South Carolina. (Doctoral dissertation): https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5725&context=etd

Yin, R. K. (1989). *Case Study research. Design and Methods. Applied Social Research Methods Series.* Londo, UK: Vol 5, Second Edition, Sage Publications.

Young, P. V. (1939). *Scientific Social Surveys and Research. An Introduction to the Background, Content, Methods, and Analysis of Social Studies*. Obtenido de Prentice Hall. Nueva York, EEUU: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1870-39252005000100004
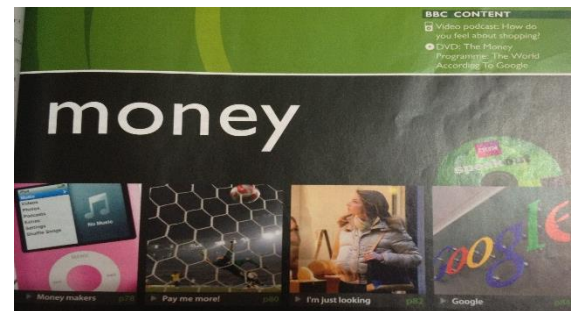
Appendices

Figures 10 and 11: Ethnicity

Source: Speak Out

Figures 12 and 13: Concept of happiness

Source: Speak Out

Figures 14 and 15: Religion Source: Speak Out.

I.2 TRUE LOVE

GRAMMAR | past simple VOCABULARY | relationships

Appendix 1. School´s Consent Form

Chía, febrero de 2016

Señoras

Fundadoras y Rectora

Colegio Trinidad del Monte

Estimadas señoras,

Como bien saben, me encuentro en el proceso de cursar la Maestría en Enseñanza de Lenguas extranjeras, análisis y programación de la comunicación didáctica en la Universidad Pedagógica Nacional. Ha llegado el momento de iniciar mi investigación lo cual me llena de ilusión y compromiso para con mi proyecto y con las estudiantes que participarán de este de forma voluntaria.

Esta investigación está orientada a la Problematización de los Contenidos de los Libros de Texto desde la perspectiva de la Pedagogía Crítica y el desarrollo de una propuesta pedagógica innovadora. Para llevarla a cabo, serán recolectados diferentes de tipos de datos e información a partir de ahora durante las clases de Inglés con sexto dos. Para este fin, haré grabaciones de audio y video, entrevistando y encuestando a mis estudiantes participantes, tomando nota de lo que sucede en cada sesión y otros instrumentos de este tipo.

Es importante aclarar que este estudio no implica ningún gasto extra para la institución y que así mismo no habrá ninguna compensación por la participación en este proyecto de investigación.

Los nombres de todas las estudiantes participantes al igual que la información recolectada serán estrictamente confidenciales y sólo serán utilizados con el fin de llevar a cabo la investigación, lo que implica que ninguno será expuesto de forma pública. Igualmente el nombre de la institución, salvo que me sea autorizado utilizarlo libremente.

Los resultados de la investigación podrán ser utilizados para ser publicados y presentados en eventos académicos y en revistas con previa autorización. Cabe anotar que si alguna de las participantes decide retirarse de la investigación durante el proceso, podrá hacerlo tranquilamente sin ningún tipo de consecuencia.

Agradezco la atención prestada y el apoyo brindado desde el comienzo de este proceso personal y académico esta vez con la autorización del inicio de este proyecto de investigación.

Atentamente,

Diana Marcela Montenegro Gómez.

Appendix 2. Parents´ Consent Form

Queridos padres de familia

Colegio Trinidad del Monte

Reciban un cordial saludo de mi parte. Soy Marcela Montenegro, docente de Inglés del grado sexto dos.

Quiero contarles que actualmente me encuentro en el proceso de cursar la Maestría en enseñanza de lenguas extranjeras, análisis y programación de la comunicación didáctica en la Universidad Pedagógica Nacional. Ha llegado el momento de iniciar mi investigación lo cual me llena de ilusión y compromiso para con mi proyecto y con las estudiantes que harán parte de este.

Esta investigación está orientada a la Problematización de los Contenidos de los Libros de Texto desde la perspectiva de la Pedagogía Crítica y el desarrollo de una propuesta pedagógica innovadora. Para llevarla a cabo, recolectaré diferentes tipos de datos e información a partir de ahora durante las clases de Inglés. Para adquirirlos haré grabaciones de audio y video, entrevistando y encuestando a mis estudiantes participantes, tomando nota de lo que sucede en cada sesión y otros instrumentos de este tipo.

Es importante aclarar que este estudio no implica ningún costo extra para la institución, ni para ustedes y que así mismo no habrá ninguna compensación por la participación voluntaria en este proyecto de investigación.

Los nombres de todas las estudiantes participantes al igual que la información recolectada serán estrictamente confidenciales y sólo serán utilizados con el fin de llevar a cabo la investigación, lo que implica que ninguno será expuesto de forma pública.

Los resultados de la investigación podrán ser utilizados para ser publicados y presentados en eventos académicos y en revistas con previa autorización. Cabe anotar que si alguna de las participantes decide retirarse de la investigación durante el proceso, podrá hacerlo tranquilamente sin ningún tipo de consecuencia.

Pueden comunicarse conmigo al siguiente correo en caso de que tengan alguna pregunta acerca del proyecto de investigación: diana.montenegro@ctm.edu.co

Les agradezco su colaboración con el desarrollo de este proyecto que redundará en un uso innovador y reflexivo de nuestro libro de texto, así como en el desarrollo de pensamiento crítico de cada una de sus hijas.

Cordialmente,

Marcela Montenegro

AUTORIZACIÓN

Hemos leído la información anteriormente descrita. Voluntariamente autorizo que mi hija

_____ del grado sexto dos participe en el proyecto de investigación

a cargo de la docente Marcela Montenegro.

Nombre:_____

Firma:_____

Fecha: _____

Appendix 3. Students´ Consent Form

Dear students:

Colegio Trinidad del Monte.

Como ya lo saben, actualmente me encuentro en el proceso de cursar la Maestría en Enseñanza de Lenguas Extranjeras, análisis y programación de la comunicación didáctica en la Universidad Pedagógica Nacional. Ha llegado el momento de iniciar mi investigación lo cual me llena de ilusión y compromiso para con mi proyecto y con ustedes, que forman parte activa y muy importante de este

Quiero seguir contando con ustedes, y su valiosa participación, esta vez de una forma más formal aunque totalmente voluntaria.

Para llevar a cabo mi investigación, recolectaré diferentes de tipos de datos e información a partir de ahora durante las clases de Inglés. Para adquirirlos haré grabaciones de audio y video, entrevistando y encuestando al grupo de estudiantes que decidan participar, tomando nota de lo que sucede en cada sesión y otros instrumentos de este tipo.

Sus nombres reales serán totalmente confidenciales, esto quiere decir que no serán publicados y para esto podremos utilizar unos nicknames con los que se sientan cómodas y les llamen la atención.

Los resultados de la investigación podrán ser utilizados para ser publicados y/o presentados en eventos académicos y en revistas con previa autorización de ustedes y sus papás.

Deben tener claro que si alguna estudiante decide retirarse de la investigación durante el proceso, podrá hacerlo tranquilamente sin ningún tipo de consecuencia.

Para poder llevar a cabo esta investigación y recolectar los datos que les mencioné, es importante tener primero su autorización.

Abajo encontrarán un desprendible para que escriban sus datos si están de acuerdo en participar en el desarrollo de este proyecto.

Muchas gracias de nuevo por su motivación y participación voluntaria.

Marcela Montenegro

Yo _____ del curso _____ he leído la información explicada anteriormente. Voluntariamente doy mi consentimiento a la profesora Marcela Montenegro para participar en su proyecto de investigación.

Nombre:_____

Firma:_____

Students' artifacts samples: