



CARTA DE AUTORIZACIÓN

CÓDIGO

AP-BIB-FO-06

VERSIÓN

1

VIGENCIA

2014

PÁGINA

1 de 1

Neiva, Junio 16 de 2017

Señores

CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN

UNIVERSIDAD SURCOLOMBIANA

Ciudad

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**TÍTULO COMPLETO DEL TRABAJO:** Video-mediated Listening and the Construction of Meaning under a Multiliteracies Approach in an EFL Classroom at a Private School.

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**PARA OPTAR AL TÍTULO DE:** Magister en Didáctica del Inglés

**FACULTAD:** Facultad de Educación

**PROGRAMA O POSGRADO:** Maestría en Didáctica del Inglés

**CIUDAD:** Neiva

**AÑO DE PRESENTACIÓN:** 2017

**NÚMERO DE PÁGINAS:** 136

**TIPO DE ILUSTRACIONES** (Marcar con una X):

Vigilada mieducación



DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO

<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>2 de 3</b>
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Diagramas\_X\_ Fotografías\_X\_ Grabaciones en discos\_\_\_ Ilustraciones en general\_X\_ Grabados\_\_\_ Láminas\_\_\_ Litografías\_\_\_ Mapas\_\_\_ Música impresa\_\_\_ Planos\_\_\_ Retratos\_\_\_ Sin ilustraciones\_\_\_ Tablas o Cuadros\_X\_

**SOFTWARE** requerido y/o especializado para la lectura del documento: Adobe Reader, Acrobat Reader, Other PDF Readers, and/or Microsoft Word.

**MATERIAL ANEXO:**

**PREMIO O DISTINCIÓN** (*En caso de ser LAUREADAS o Meritoria*): MERITORIA

**PALABRAS CLAVES EN ESPAÑOL E INGLÉS:**

**Español**

1. Escucha video-mediada
2. Proceso de construcción de significado
3. Multiliteracidades
4. Aprendizaje del Inglés como Lengua

Extranjera

5. Investigación Acción

**Inglés**

- Video-mediated listening  
Meaning-making process  
Multiliteracies  
EFL Learning

Action Research

**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Teniendo en cuenta la necesidad de explorar la incidencia del enfoque de multiliteracidades dentro del salón de clase de lengua extranjera inglés, este estudio presenta las maneras en la cuales actividades de escucha video mediadas contribuyen a la construcción de nuevos significados en un escenario de inglés como lengua extranjera. Esta investigación acción cualitativa se llevó a cabo en un colegio privado de Rivera-Huila con estudiantes de grado once. El objetivo del estudio fue analizar cómo se desarrollaba la construcción de significado a través de actividades de escucha video mediadas dentro del enfoque de multiliteracies. Los datos se recolectaron por medio de notas de campos, diarios de los estudiantes, entrevistas y artefactos realizados por los estudiantes en las diferentes implementaciones. Los hallazgos muestran que los estudiantes establecieron interacciones con las diferentes fuentes de información que proveían los videos, permitiendo crear y convenir nuevo



significado de la transformación de sus interpretaciones. Los resultados muestran como las actividades video mediadas fomentan el entendimiento de los estudiantes sobre su propio proceso de aprendizaje.

**ABSTRACT:** (Máximo 250 palabras)

Based on the need to explore the incidence of multiliteracies in EFL education, this study presents the ways in which video-mediated listening activities contribute to the construction of new meanings in an EFL setting. This qualitative action research was carried out at a private school of Rivera, Huila with 11th grade students. The goal was to analyze how the construction of meaning was developed through the implementation of video-mediated listening activities under a multiliteracies approach. Data were collected through field notes, pupil diaries, interviews and students' artifacts obtained from the class implementations. The findings show that students established interactions with different sources of information provided by the videos that enabled them to create and disclose new meanings derived from their transformed interpretations. The results also shed light on how video-mediated listening activities foster students' understandings of their own learning processes.

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Video-mediated Listening and the Construction of Meaning under a Multiliteracies Approach in  
an EFL Classroom at a Private School

Jhon Jairo Losada Rivas

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Master thesis presented as a partial requirement to obtain the degree of Magister in English  
Didactics

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Maestría en Didáctica del Inglés

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Date of Approval: June 16<sup>th</sup>, 2017

**Dedication**

*To my loving parents, Jairo Losada Ramírez and Rosa Elvira Rivas Calderón, who have always supported me unconditionally to reach my goals. To the memory of my grandmother Rosa Aura Rivas Calderón: This is also for you!*

*Jhon Jairo Losada Rivas*

*To my mother Mercedes Cardozo Cardozo, who lit the light to learning English and my father Alfonso Suaza Sanchez who supports me in every decision made through this path. Also, I want to thank my partner Jhon Losada for all the things he taught me throughout all this process. Finally, this work could not be accomplished without our dear advisor Gilma Zuñiga, who led us toward the right way.*

*David Alfonso Suaza Cardozo*

### **Acknowledgements**

First of all, we would like to thank our families for their unconditional support and continuous motivation to keep moving forward. Their love and patience were vital to stay positive and confident about this goal.

We also want to thank Professor Gilma Zuñiga for her untiring effort and support provided throughout this research project. Her suggestions, professional experiences and personal advice guided us to reach this goal; to her, our very best wishes and love.

Last but not least, we want to thank all of our professors and classmates in the master's program for their ideas and contributions in this academic process. Their insights and experiences helped us thrive at both, the personal and academic levels.



### **Abstract**

Based on the need to explore the incidence of multiliteracies in EFL education, this study presents the ways in which video-mediated listening activities contribute to the construction of new meanings in an EFL setting. This qualitative action research was carried out at a private school of Rivera, Huila with 11<sup>th</sup> grade students. The goal was to analyze how the construction of meaning was developed through the implementation of video-mediated listening activities under a multiliteracies approach. Data were collected through field notes, pupil diaries, interviews and students' artifacts obtained from the class implementations. The findings show that students established interactions with different sources of information provided by the videos that enabled them to create and disclose new meanings derived from their transformed interpretations. The results also shed light on how video-mediated listening activities foster students' understandings of their own learning processes.

*Keywords:* Video-mediated listening, meaning-making process, multiliteracies, EFL learning.

### **Resumen**

Teniendo en cuenta la necesidad de explorar la incidencia del enfoque de multiliteracidades dentro del salón de clase de lengua extranjera inglés, este estudio presenta las maneras en la cuales actividades de escucha video mediadas contribuyen a la construcción de nuevos significados en un escenario de inglés como lengua extranjera. Esta investigación acción cualitativa se llevó a cabo en un colegio privado de Rivera-Huila con estudiantes de grado once. El objetivo del estudio fue analizar cómo se desarrollaba la construcción de significado a través

de actividades de escucha video mediadas dentro del enfoque de multiliteracies. Los datos se recolectaron por medio de notas de campos, diarios de los estudiantes, entrevistas y artefactos realizados por los estudiantes en las diferentes implementaciones. Los hallazgos muestran que los estudiantes establecieron interacciones con las diferentes fuentes de información que proveían los videos, permitiendo crear y convenir nuevo significado de la transformación de sus interpretaciones. Los resultados muestran como las actividades video mediadas fomentan el entendimiento de los estudiantes sobre su propio proceso de aprendizaje.

*Palabras Claves:* escucha video-mediada, proceso de la construcción de significado, multiliteracidades, aprendizaje del inglés como lengua extranjera.

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### **Introduction**

Teaching English as a foreign language is a labor which involves dedication, commitment and lots of planning. Most of the time our role as teachers has been solely devoted towards developing the four language skills in our students (reading, listening, writing, and speaking) and other social and cultural aspects have not been given the required importance. Nonetheless, the ongoing development of technology and the continuous changes in language education have generated a special interest among researchers and educators towards understanding how students learn a new language and communicate within specific contexts. Consequently, concepts such as literacy education and the integration of complementary elements in the language classroom have started to evolve. In the past, literacy was defined as the ability to read and write. However, this seems to be no longer the case. In Cope and Kalantzis' view (2009), currently, literacy does not focus on teaching skills and competences but on developing an 'active designer of meaning' who accepts and understands differences. Bearing this in mind, this research study aimed at exploring the contribution of video-mediated listening activities to the construction of meaning under a multiliteracies approach in eleventh grade students of English at a Colombian private school.

Accordingly, studies in regard to listening skills have historically focused on understanding the nature of listening and finding new ways of enhancing comprehension in language learners (Cárdenas, 2000; Nachoua, 2012; Nation & Newton, 2009; Nunan, 2002; Richards, 2008; Rubin, 1994). But, few of them have considered listening in connection with the meaning-making process. Instead, they have placed these language skills in isolated positions and thus left the responsibility of constructing meaning to each individual. As a consequence, we gave special emphasis on the idea that the social context and cultural aspects, usually involved in

language instruction, contribute in the meaning-making process that individuals undertake when learning.

This study stems from a need identified by the teacher and his 11<sup>th</sup> grade students concerning their difficulty in understanding and constructing meaning when listening in English. As a way to address this issue, we used authentic videos to foster listening skills and the meaning-making process under a multiliteracies approach. Thus, we regard language from an integrative perspective and not from an isolated skills perspective.

Throughout this document, five chapters will be developed. The first chapter contains information about the identification of the problem, some related studies, the setting and rationale as well as the objectives of the project. In chapter two, a thorough overview of the literature that supports the investigation is given along with the theoretical constructs that back up the research process and the aspects to be hereby studied. Following up, the third chapter provides the methodological design by explaining the research approach, the type of study, the participants and the data collection procedure. In addition to this, the instructional design used during the course of the investigation is explained, including the pedagogical intervention/ didactic strategy, the instructional objectives set, the theory of language and language learning, the methodological approach, the instructional phases as well as the video selection and development for each of the implementations. Chapter four presents the data analysis process and the findings obtained from the implementation of the pedagogical intervention. Finally, the conclusions and pedagogical implications are conveyed based on the findings reached through the study with the aim of contributing positively to a better understanding the role of literacies in the construction of meaning.

## Chapter I

### Research Problem

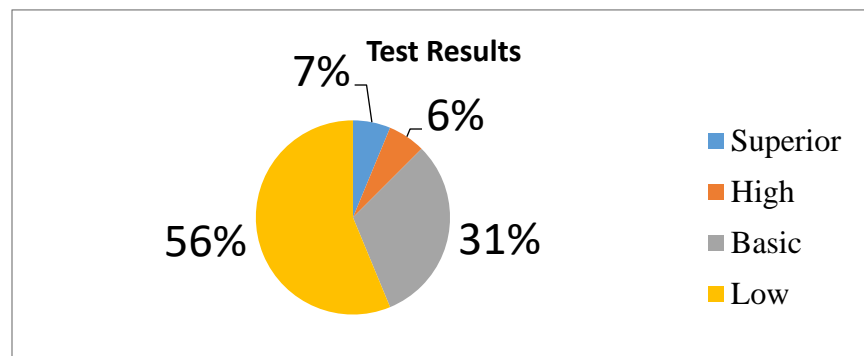
#### Statement of the Problem

The main goal of this qualitative action research study was to look into the contribution of video-mediated listening activities in the construction of meaning under a multiliteracies approach in English. This study was developed with eleventh grade students of an English language course at a private school. The activities designed were conducted by one of the researchers who assumed the role of a teacher in the setting mentioned. The researchers carried out the data collection and the analysis of information throughout the whole process. As a matter of fact, this research was developed to respond to a specific need identified by the researchers and their students based on their difficulty with listening skills and the construction of meaning in English.

Based on our experience, listening is one of the language skills that students find challenging to develop and that historically has not received the required attention within the language classroom (Brown, 2004). Following Al Musalli's description (2001), "many language teachers and course designers belittle it as a passive skill among the other three universally understood skills; and if any concentration is given to it, it is far from being sufficient for real improvement" (p. 35). Currently, people believe that learning a language involves speaking, which is the noticeable part of the language. However, this is solely possible when listening is used as a meaning tool to understand and therefore allow interaction (Nord, 1980). It seems that listening is generally tested rather than taught in the language classroom.

Grounded in a process of reflection and assessment of the students' performance at the initial phases of the academic school year, we were able to identify that students were having serious difficulties with their listening skills, and that specific aspect limited them from constructing meaning within the classroom. It was evident that the exercises generally used for the assessment of this language ability were not giving them little chance of improvement and further these did not seem appealing and motivating for them. Most of the time the activities did not catch their attention, and hence, it became even harder for them to improve in this skill.

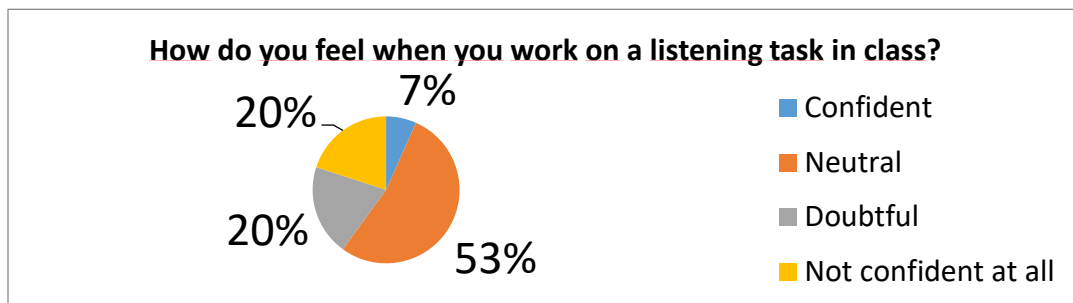
To confirm these assumptions, we conducted a diagnostic test composed of three listening tasks that were assigned to students to test their listening comprehension skills in English. These tasks were based on two audio recordings along with a set of seven multiple-choice questions, a three-sentence checklist (true or false) as well as ten fill-in the gaps exercises. Graph 1 shows the results obtained by the students in that test, which suggests their difficulty in understanding and therefore identifying the right answers for such activities.



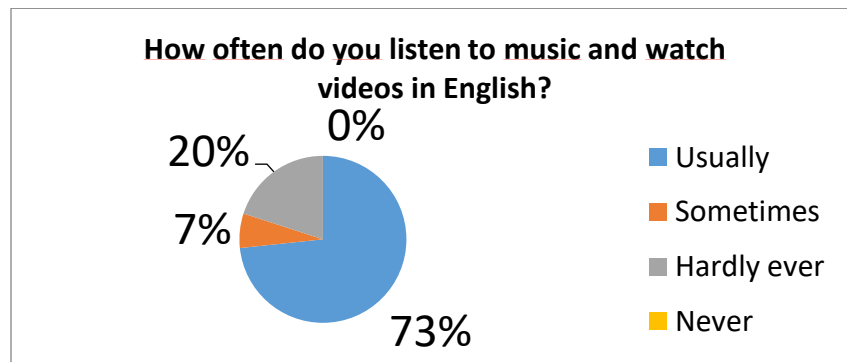
*Graph 1.* Diagnostic Test Results.

Similarly, after having identified this issue, two additional instruments were implemented as an attempt to understand students' perceptions towards listening: a survey (See Appendix A)

and a metacognitive awareness listening questionnaire (MALQ) developed by Vandergrift, Goh, Mareschal, & Tafaghodtari, (2006) (See Appendix B). Firstly, the survey was conducted with the purpose of obtaining general insights on the development of listening skills and the type of tasks students would like to work on in class. Responses, as seen in Graph 2, show that students felt either neutral or doubtful when addressing a listening task. Interestingly, the survey results also showed (see Graph 3) that a good number of them usually watched videos, movies and TV series in English at home.



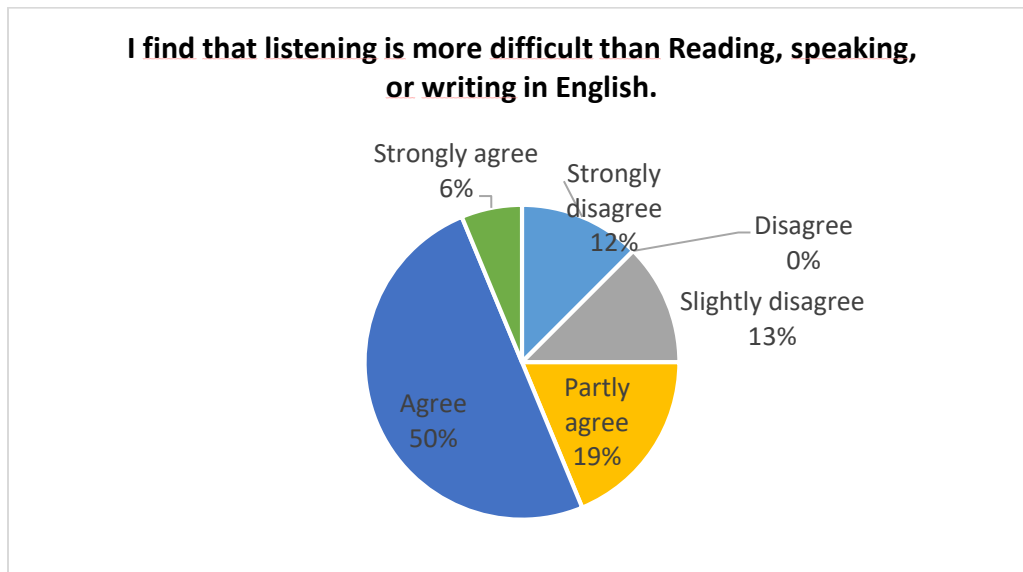
*Graph 2. Entry Survey*



*Graph 3. Entry Survey*

The third instrument, the (MALQ) aimed at identifying students' use of strategies when listening (such as problem-solving, planning and evaluation, mental translation, personal knowledge and directed attention) and key actions at the moment of constructing meaning and building up interpretations from aural input. On average, students agreed with the fact that

listening in English was a challenge for them, and they found it to be more difficult than the other three language skills. Consequently, results showed that most students regarded listening as the most difficult skill to develop (see Graph 4).



*Graph 4.* MALQ Questionnaire

Finally, from in-class conversations and personal observations made of the group of students, they suggested that it was hard for them to identify the main ideas of those listening tasks and therefore were not able to reach the expected level of comprehension. Despite their positive attitude towards listening, they recognized that it was not their ‘strongest’ language skill.

Thus, the abovementioned elements gave ground for the development and proposal of the current research study, which intended to explore the use of videos as a tool for constructing meaning under a multiliteracies approach in English.

**Related Studies**

The use of videos as material to support language instruction has been recognized for its impact and benefits to learning. Integrating them along with other resources seem to show clear positive results in language learning. In light of these assertions and to inform this research, we describe some related studies that give account of the purposes and objectives addressed in the present study. The constructs that inform this section are video-based materials, meaning construction and a multimodal perspective in language learning.

In regard to the use of videos as complementary elements in language instruction, Lin (2016) conducted a quantitative research study among 98 Chinese university students aimed at examining the impact that video-based materials had on text comprehension in English. Students' native language was Mandarin, and the teacher was in charge of teaching the same class with the elements assigned for each of the sampling groups selected: The first group was instructed with a text; the second one used narrations as well as the text being used; while the third group had the support of the two former elements plus a video. Pre-tests and post-tests were used in the study throughout five week sessions. Results obtained showed that videos had a great impact on comprehension, since they enhanced learner's text understanding at both micro and macro levels. This study is relevant to our research due to its contribution towards understanding the effects videos have within the language classroom. This led us to think about the possibilities that videos may bring to students' learning processes and meaning construction.

Correspondingly, Mayora (2017) conducted an exploratory implementation of a small-scale narrow listening scheme to explore the impact of implementing Extensive listening (EL hereafter) in EFL classrooms. In order to see the contributions of extensive listening, video-based

workshops were used as a strategy to strengthen students' listening skills. In Mayora's (2017) view, videos represent input that are motivational and easily accessible for students. He suggests that when students were allowed to select the videos that were later on used in those implementations, students felt comfortable and achieved satisfactory levels of comprehension. These implementations were conducted with pre-service EFL students of a Bachelor of Education programme of a Colombian university. The results of the study suggest that the use of authentic videos was motivating for students and contrary to what some scholars have posited, these did not represent a major challenge for them in terms of comprehension. Therefore, videos become an excellent tool to exploit their listening skills in a different but appealing manner. These results are key for our project since it demonstrates the usefulness of videos and the probable impact they may have on students' process of listening skills development.

Similarly, Herron, York, Corrie and Cole (2006) carried out a comparison study with French college students at an intermediate level with the aim of exploring the effectiveness of a story-based video instructional program and a text-based program. Evidently, students improved significantly both their grammar knowledge and their listening skills when being exposed to the video-based course. Based on Herron et al.'s (2006) conclusions, story-based video programs not only improve students' grammar, but also their listening skills, while text-based programs only enhance students' grammar skills. This study provides us with a connection between the use of videos and the development of the listening skills in English.

Regarding the meaning construction process in language learning, Guth and Helm (2011) undertook a qualitative action research study with the aim of identifying how non-native speakers exchanged information from their culture in regard to local and global issues. Researchers used a



blended approach, providing online spaces to allow interaction among speakers. The study was developed among English learners from Germany and Italy who belonged to two English programmes. In Guth and Helm's view, the concept of 'telecollaboration' is one of the essential elements developed throughout the study, due to the fact that in addition to comprising a sociocultural perspective of language learning besides, it regards learning as social interaction between language users and their contexts. The study's findings evidenced that learners were able to construct meaning from their interaction with others, sharing information from their own culture and ideas through the use of a second language as a means of communication. These results are essential for our project since they reflect how the process of meaning construction is supported by communication among students and other resources to construct and convey meaning through interaction.

In the same line of thought, Fajardo-Mora (2013) conducted an interpretive qualitative research study concerning the construction of meaning in English. It aimed at studying how a group of pre-service Social Studies teachers from a public university in Bogotá created meaning from texts in English related to their subject matter. Based on Fajardo-Mora's (2013) assertions, meaning construction involves an ongoing process of development achieved through constant interaction. Data was mostly gathered through video recordings and students' artifacts obtained from the application of text-based tasks throughout the class sessions. What is more, Grounded Theory was the approach chosen for the data analysis. The findings demonstrated that teachers constructed meaning from the integration of their background knowledge, intertextuality and beliefs, shaped continuously through the aforementioned aspects categorized as *habitus*. These results are essential for our study because they give an account of the complexity of

understandings a person has when constructing new meanings, starting from the characteristics of social environments and personal assumptions that contribute to the development of new thoughts and conceptions.

Likewise, Jiang and Luk (2016) undertook a qualitative action research project with the aim of examining the implementation of multimodality in the construction of meaning in an undergraduate EFL course in China. In Jiang and Luk's (2016) view, multimodal compositions engage students with their process of conveying and constructing meaning from their interactions with other students while being supported by digital literacies. The study was developed among students from China at the university level in an EFL course with students from different programs. The study's findings evidenced that while students were carrying out the multimodal activities, they perceived an array of aspects that motivated them to accomplish the tasks proposed. In this manner, students experimented different sensations related to the type of activities, which helped them in their learning process, as well as the construction of meaning through different literacy types. These results are essential for our study since we intend to understand how video-mediated listening benefits students meaning construction. Besides, multimodality plays an important role at the moment of understanding videotexts and will support students' comprehension process in building meaning later on.

Concerning the multiliteracies approach and a multimodal perspective of language learning Rincón and Clavijo-Olarte (2016) developed a qualitative action research study based on three fundamental aspects: community-based pedagogies, inquiry and multimodality. The main goal of the study was to reflect upon the possibilities created by an inquiry process when exploring social and cultural aspects from a given community. It was conducted with 40 students

from 10th grade at a public school in Bogotá, Colombia over a period of two years. The results of this study show that working under the approach of community-based pedagogies (CBP) allowed students to have opportunities to analyze authentic information from their own contexts and realities in a multimodal manner (texts, presentations and blog posts). Besides this, language instruction changed from traditional teaching approaches (grammar-based) to a positively meaningful and contextualized research-based education. Based on Rincón and Clavijo-Olarte's assertions (2016), students' inquiry brought from their daily-life realities enhance their critical thinking development in the classroom. This study contributed significantly towards the development of varied and contextualized sources of information that help students reflect on their own realities.

To sum up, by reviewing these studies we can consider a broader perspective on the use of the Multiliteracies Framework and the inclusion of videos as meaningful elements for language instruction. This overview of related studies constitutes the foundations of the current research study.

### **Setting and Rationale**

This research project took place in a private institution named Columbus American School. The school is located in the outskirts of Neiva, the capital city of the department of Huila, Colombia. The school is known for having a special emphasis on English and for following the classification provided by the Common European Framework of Reference for Languages (Council of Europe, 2001), which expects students to reach a B2 level at the end of their secondary school studies. In general terms, students had around 10 and 12 hours of English classes a week.

The school's location allows students to enjoy a rich natural environment and open spaces where multiple activities are carried out. Each of the classrooms is specially equipped with a home theater, a projector and two whiteboards. On average, students belong to economic strata 3 and 5 and most of them come from families with stable jobs.

Bearing this in mind, this research attempted to understand how video-mediated listening contributes to the construction of meaning under a multiliteracies approach. It was carried out with students from eleventh grade who had difficulties with their listening comprehension skills. Likewise, this project is important for us to broaden the understanding of the meaning-making process students undertake when listening to audio files or watching a video about a particular topic. Not only is it essential to recognize these aspects through our research study, but it is also key to change the way teachers approach the teaching of listening within the language classroom.

In addition to this, the study is necessary to improve the students' ability to understand spoken English, especially when facing activities that require the identification of ideas and interpretation of situations that go beyond the linguistic level. By using videos in our teaching proposal, students carried out specific activities with intended purposes aimed at developing their listening comprehension and the construction of meaning.

The contribution of this project is fundamentally centered on viewing new ways to approach listening in the classroom. By applying a new set of tasks, we expected to discover the implications of using authentic videos on the development of the students' listening comprehension, and hence, understand their meaning-making process in English.

**Research Question**

How do video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach in English?

**General Objective:** To analyze how the construction of meaning is developed through the implementation of video-mediated listening activities.

**Specific Objectives:**

- ✓ To identify the factors that allow meaning construction through videos under a multiliteracies framework.
- ✓ To describe how a multiliteracies-oriented approach allows students to develop their listening comprehension.

## **Chapter II**

### **Literature Review**

In this chapter, we set the theoretical foundations that we took into consideration in the present research. The constructs that ground this study are listening, meaning construction and the multiliteracies approach in language learning.

#### **Listening**

Listening is a complex process and its importance is sometimes overlooked by many teachers. Throughout time, listening has been seen or given a different meaning by various authors. Rost (2011) offers an overview of listening throughout history. At the beginning of the 20<sup>th</sup> century, listening was briefly described as the ability the brain has to record different aural signals. In 1920 and 1930, listening was seen as an unconscious process carried out without a defined set of cognitive mechanisms; mechanisms which allowed for comprehension but were unknown by that time. Then, in 1940 listening was regarded as a product of transmission and rebuilding of messages. In 1950, a new definition appeared where listening was perceived as the skill of saving input to be used in an efficient way. Through 1970, listening was thought as the invocation of a cultural cognitive web. Nonetheless, historically speaking, there has not been a static definition for listening. Of course, these changes have allowed an evolution of the term depending on the thought tendency of the time.

Listening can be considered in two perspectives: firstly, “listening as comprehension” and secondly “listening as acquisition”. The first one is basically described as the understanding of the spoken language, while the second one focuses on different linguistic and contextual patterns

that allow listening to happen. What is more, the term also takes into consideration strategies learners use to be able to extract and build meaning (Richards, 2008).

Different authors have described listening as a process taking into account an array of categories. Authors such as Hedge (2000), Nunan (2002), Richards (2008), and Nation and Newton (2009) view listening from two diverse perspectives: the bottom-up and top-down processes. In an updated book, Rost (2011) views the listening process by keeping in mind neurological, linguistic, semantic and pragmatic aspects. These views on listening as a process provide the field of English as a Foreign Language (EFL hereafter) with strong foundations to understand the process thereof.

In light of describing listening as a process proposed by the cited authors, this research study conceives listening from the bottom-up and top-down perspectives. A bottom-up perspective is defined by Hedge (2000) as “our knowledge of language and the ability to process acoustic signals to make sense of the sounds that speech presents to us” (p. 230). Likewise, Nunan (2002) adds that the bottom-up perspective is “a process of decoding the sound one hears in a linear fashion, from the smallest units to complex texts” (p. 239). In agreement with Nunan, Richards (2008) states that listening “begins with the received data that is analyzed as successive levels of organization- sound, words, clauses, sentences, text – until meaning is derived. Comprehension is viewed as a process of decoding” (p. 4).

Similarly, Nation and Newton (2009) conceptualize the bottom-up perspective as “the process the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole” (p. 40). Basically, the bottom-up processes are those in which students decode the information presented to them by listening to create meaning. Thus, for

students to be able to understand the meaning of what they are listening, they have to construct meaning in each of the linguistic parts little by little to get the whole picture.

On the other hand, Hedge (2000) considers the top-down process as inferring “meaning from contextual clues and from making links between the spoken message and various types of prior knowledge which listeners hold inside their heads” (p. 232). Nunan (2002) suggests that top-down processes entail that the “listener constructs meaning using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears” (p. 239).

Besides this, Richards (2008) adds that top down processing “refers to the use of background knowledge in understanding the meaning of a message” (p. 7) . He also claims that “whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language” (p. 7). The previous quotation addresses how top-down and bottom-up processes differ from one another. Although both processes are necessary, it is important to teach not only the ability to recognize words and minimal pairs but also to teach students to use what they already know to understand what they listen to (Nunan, 2002, p. 239).

In this sense, these two processes cannot be addressed in isolated ways when listening, which is why Nunan (2002) intends to make people aware that both are essential for the development of listening skills. What is more, it helps to improve comprehension and information retrieval when needed. This notion is supported by Nation and Newton (2009), who conceive top-down processes as the ones that “involve the listener in going from the whole -- their prior knowledge and their rhetorical schemata-- to the parts” (p. 40). Functionally, it allows listeners not only to focus on what they are listening to but to go beyond, which means retrieving



and linking information based on what the listener is receiving in order to be ready to answer. In Rost's view (2011), listening is therefore seen as a meaning creator skill, which subsequently leads to communication.

In light of these issues, this research centers on listening as a constructive skill, which plays an active role in the creation and building of meaning to be used through the interaction of language users. In this sense, Nord (1980) expresses the following:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this "cognitive" map in the mind. To do this, they feel, the best method is to practice meaningful listening. (p. 17)

From this perspective, listening is built throughout interaction and learners are able to use language when they have already built their own meaning. Hence, listening helps students continuously build and rebuild their knowledge about the language to be able to retrieve it and use it when needed. Despite the fact that our focus is on meaning building, it does not imply that bottom-up and top-down processes are going to be unseen. Indeed, both are necessary to build listening comprehension and go beyond simply listening to sounds.

**Purposes for listening.** Having reviewed the underlying foundations of listening as a process, it is now necessary to take a look at the different purposes that students have when listening in a foreign language. Ur (1984) links two concepts that are taken into consideration in language teaching. She advocates that "our expectations may often be linked to our purpose in

listening... , if none of these conditions is true then we shall probably not listen at all, let alone understand” (Ur, 1984, p. 3). Furthermore, she adds that listening to something that relates to what the listener is expecting to hear might cause a better understanding than listening to something that is “unexpected, irrelevant or unhelpful” (p. 4). In the same sense, Nunan (2002) points out the following:

Listening purpose is an important variable. Listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information, such as the results of an important sporting event. Listening to a sequence of instructions for operating a new piece of computer software requires different listening skills and strategies from listening to a poem or a short story. In designing listening tasks, it is important to teach learners to adopt a flexible range of listening strategies. (p. 239)

In terms of listening purposes, Hedge (2000) asserts that due to a variety of skills that we generally develop when listening, teachers should foster the use of different activities that help learners to experience a good deal of purposes involved in such processes. She ascertains that when listening, the “skills involved will depend on the precise purpose for listening, whether it is listening to the general content out of curiosity or for enjoyment, or listening to jot down examples used by the presenter for one’s own professional work” (Hedge, 2000, p. 236). In this regard, teaching listening becomes a continuous process of development where students are engaged in listening activities in which they get a clear purpose for listening. In this sense, Lam (2002) states that “in many real-life situations, listening is reciprocal” (p. 248), and as such, teaching listening needs to allow students to view this language skill as something essential to

achieve communication, by first developing understanding and comprehension and then fostering interaction.

**Video-mediated listening.** With the advances of technology and different new resources existing in the current world, resources such as videos, Internet, chat applications, etc. have shortened distances. According to Paesani, Allen and Dupuy (2016), videos are regarded as texts that “are important resources for challenging students’ imagination and helping them consider alternative ways of seeing, feeling and understanding things” (p. 200). What is more, Paesani et al. (2016) highlight that “videotexts in lower-level FL courses . . . can lend support to the merging of communication and textual analysis at all levels of the FL” (p. 211) . From this view, videotexts are helpful for all courses as they can help to merge communication no matter the level students have or the course they are taking.

Similarly, different scholars have pointed out the importance of videotexts for the development of listening as it brings many benefits to the teaching and learning process. In this line of thought, Campoy-Cubillo & Querol-Julían (2015) assert that “in most situations, listening implies watching” (p. 203). Accordingly, listening may be more fruitful for learners if they face situations that place them in real situations. Having this in mind, it is important to remark that most of the time when listening, people indeed have more than one mode of constructing meaning from situations or interactions with others. In fact, listening is more than recording and analyzing speech but also identifying in a multimodal manner other aspects in the interaction that facilitate the negotiation of meaning to later on benefit its construction.

Furthermore, Campoy-Cubillo & Querol-Julian (2015) also establish differences on the use of audiotexts and videotexts, centering the discussion on the issue that audiotexts offer

limited options for learners to take advantage of the information given as well as partial interaction. On the other hand, videotexts themselves offer learners a broader variety to engage in the comprehension of different items which enable them to gather ideas from the situations presented, without being fixed to the script of the video. In this manner, videotexts offer meaningful listening opportunities.

Other authors have conceived listening as a tool to engage learners with other cultures, as videos unveil diverse situations that are present in different contexts. Bueno (2009), advocates that films have cultural aspects and situations which foster language and intercultural learning. From this view, when videotexts are used for classroom activities, students are not only able to learn the language, but also convey and construct meaning (Saito & Akiyama, 2017). In the same line of thought, Chao (2013) suggests that a videotext “involves the exchange of ideas and maintenance of appropriate relationships between people from various linguistic backgrounds” (p. 262). This notion gives sustenance to the premise that videotexts allow interaction with other cultures, establishing bonds with people whose linguistic backgrounds differ. The use of videotexts aligns with our research purposes in the sense that we intended to give students opportunities to build meaning through the interaction with aural and visual input.

Different authors have provided frameworks for video-mediated listening (Eken, 2001; Zhang, 2011 and Swaffar and Vlatten, 1997; as cited in Paesani et al. 2016), proposing steps to be followed when using videotexts in the classroom such as “awareness, analysis, reflection and action” (p. 217). These allow teachers to design learning activities using videotexts in which students approach language and meaning. Multiple ways of doing this is first, by becoming aware of what they watch, analyzing different patterns in multimodal manners and then, analyzing the

resources obtained from their own reflections upon the videotext by making associations with their own reality. The last item in this framework can be explained as a new construction made by students, which reflects the meaning built through the design process.

### **Meaning Construction**

This concept is one of the foundations addressed by the New London Group (1996) in the field of ELT. Through this concept, the New London Group (1996); Kress (2000a); Cope and Kalantzis (2000); Kalantzis and Cope (2008); Paesani et al. (2016) have explained how the process of learning a language is undertaken by language users. The New London Group (1996) first described the notion of design as “the interactive nature of meaning making” (p. 76), which signifies that these designs help people to make meaning through the interaction with others. In another book’s chapter, Cope and Kalantzis (2000) conceptualized design “as a process in which the individual and culture are inseparable” (p. 201). Considering this, interaction with cultures gives individuals opportunities for meaning making.

Kalantzis and Cope (2008), mention that the starting point for meaning making is “available designs”, which are the conventions and resources of meaning. After appropriating and interacting with different resources, there is a process of reshaping meaning known as “Designing”, which are those existing elements and prior information a person needs to have as an initial own representation. Finally, there is a last process in which the individual critically creates or gives a new meaning to those resources: “Redesigning”. In this respect, Paesani et al. (2016) add that “transformation is not rote, mechanical or repetitive; it is instead creative, open ended and evolving” (p. 24). In this manner, the objective of this process is to allow individuals

to make meaning from their contexts, by interacting and negotiating the existing available resources.

The central goal is to allow the construction of meaning through the process of design. The New London Group (1996), in one of their early articles, claimed that “the Design notion emphasizes the productive and innovative potential of language as a meaning-making system” (p. 79). Later on, Kress (2000a) reflected on how language is one of the principal resources to build meaning through different modes that help students to intake meaning from their interactions. In the same book, Kress (2000b) expands this concept by mentioning “human bodies have a wide range of means of engagement with the world; and highly means of perception” (p. 181). Having this as a point of departure, students are engaged with various sources of meaning that guide them to perceive and make sense of issues in their surrounding world.

In the same line of thought, Hall (2008) advocates that the main objective set by the New London Group in terms of pedagogy is to “develop in learners a critical understanding of how their communicative activities- oral, written and multimodal- are historically and socially located and produced, along with the skills for shaping available meaning-making resources into new patterns and activities with new meanings” (pp. 50-51). In this manner, meaning making is closely related to the fact that students understand their communicative activities as something critical, which lead them towards meaning creation through the use of resources to convey new meanings.

In addition to this, students can use language for making meaning from their interaction with unlimited resources such as technology, literature, conventions, symbols, art, newspapers, etc. All of these resources allow students to design their own meaning using language as a

mediator tool for conveying, reshaping and creating new knowledge. Twiner, Littleton, Coffin and Whitelock (2013) have remarked “the importance of pupils’ participation in meaning making of their learning experiences” (p. 104) . From this view, students’ interactions in the classroom are highly necessary to make meaning. Through a dialogic interaction with peers and teachers, students create meaning.

Meaning is important for making sense of what surrounds people and understanding human relationships. In this respect, Fairclough (2000) urges that meaning is dynamic and that it interrelates from text to text. This perspective views meaning as something that is constantly taking part in a shaping process. He also claims that “a text which is relatively hybrid or creative will be relatively heterogeneous in forms and meaning” (p. 170). This call for the use of hybrid texts aims at providing students opportunities to use multimodality to understand the meaning making process, since in this way students will be able to explore texts to obtain different meanings from them.

### **Multiliteracies**

Multiliteracies is the main axis for the realization of the objectives proposed in this research study. This term, coined by the New London Group (1996) represents a shift in the paradigm of education, as it stops regarding education as a transfer of knowledge or content but as a continuous construction of meanings derived from varied available resources in the context. Kalantzis and Cope (2012) express the following:

The Multiliteracies approach attempts to explain what still matters in traditional approaches to reading and writing, and to supplement this with knowledge of what is new

and distinctive about the ways in which people make meanings in the contemporary communications environment”. (p. 1)

As previously mentioned, the multiliteracies scope pretends to utilize what is useful from past pedagogical acts but also include new shifts in terms of fostering meaning construction through multiple literacy processes rooted in new technologies and resources. In this way, multiliteracies can be defined as “socially recognized ways of generating, communicating and negotiating meaningful content through the medium of encoded texts within context of participation in discourse” (Lankshear & Knobel, 2006, p. 64).

Many scholars have tried to understand literacies and their array of components. In an early stage, literacies were just regarded as reading and writing, a concept which after time would become outdated. With the emergence of new technologies, scholars have pondered upon the changes in referring and coining the term “new literacies”. Scribner and Cole (as cited in Lankshear & Knobel, 2006), view literacy as “a set of socially organized practices which make use of a symbol system and a technology for producing and disseminating it” (p. 66). This idea of literacy as a practice leads the discussion to the notion of using semiotics to understand discourse. In light of giving foundations to the idea of literacy as a practice, Lankshear & Knobel (2006) highlight that literacy practices are ways of “generating, communicating, and negotiating meaningful content through the medium of encoded text . . . they are socially recognized as patterns of activity” (p. 66).

Some scholars have tried to classify literacies through time, Gallego & Hollingsworth (2000) established a first framework for literacies, thinking of this as a socio-constructed network. Their framework describes the following:



- *School literacies*—the learning of interpretive and communicative processes needed to adapt socially to school and other dominant language contexts, and the use or practice of those processes in order to gain a conceptual understanding of school subjects.
- *Community literacies*—the appreciation, understanding, and/or use of interpretive and communicative traditions of culture and community, which sometimes stand as critiques of school literacies.
- *Personal literacies*—the critical awareness of ways of knowing and believing about self that comes from thoughtful examination of history or experiential and gender specific backgrounds in school and community language settings, which sometimes stands as a critique of both school literacies and community literacies.

(p. 5)

In this classification, one can see how interaction, interpretation, understanding and critical thinking are important to be able to make meaning. Nevertheless, Gallego and Hollingsworth (2000) did not take into account language in a broader perspective, as they did not establish in their frame a concept of literacies that allowed interaction with other languages and cultures. From Lotherington's (2007) view, researchers have shed light on the concept of multilingual literacies, in which different languages can interact with different cultural and linguistic aspects through the exploration of texts.

Following up, Cope and Kalantzis (2009) consider meaning to be a vital part for the learning process. Thus, they highlight two facets for making meaning today. The first one is "social diversity", which is related to "convention of meaning in different cultural, social or domain-specific situations" (p. 1). The second one is "multimodality", which tries to explain that

language and meaning are built in diverse manners. Consequently, through this perspective for the construction of meaning, it is highly necessary to provide texts with contexts that allow interaction through multimodality, and hence, enrich the meaning making process.

Using this as a reference, multiliteracies regards ‘people as makers of meaning’ (Kalantzis & Cope, 2008, p. 196). This shows that the focus for these scholars is on regarding people as constructors of their meaning, as they could give meaning to different situations presented in their daily lives shaping their discourse along with their social context. Another remarkable aspect seen by multiliteracies is the importance of society for meaning construction, as supported by the New London Group who recognized that changes in society have a direct effect on the way people build discourse.

Considering the facts mentioned in the previous paragraph, the main component for multiliteracies is the concept of “Design” (Cope & Kalantzis, 2000, p. 19), which immediately assigns people the role of designers. In regard to the teachers’ role within the language classroom, they need to be viewed as “designers of learning processes and environments, not as bosses dictating what those in their charge should think and do” (Cope & Kalantzis, 2000, p. 20). In other words, teachers should provide students with an array of elements to build meaning creatively, and thus contemplate meaning construction as the center of learning, rather than focusing on isolated skill-sets (Listening- Speaking- Reading- Writing).

In the same line of thought, multiliteracies involve meaning construction, and this is only possible when students or people interact with “texts”. In an early conception of literacies, these were seen from a narrow scope, as suggested by Paesani et al. (2016) when they refer to these as only being connected to the ability to read and write. Bearing in mind the previous idea, these

“literacies” were strictly related to books and the practice of writing habits. On the other hand, the New London Group’s perspective on literacies is broader since it takes literacy to another level involving not only a set of specific skills but also abilities to perceive changes in social, cultural, economic and technological domains.

Kress (2000a) asserts that nowadays texts are everywhere: in pictures, videos, leaflets, etc. Therefore, he proposes what he calls “multimodality”, a term that is related to how people now count on different ways to access sources which allow them to later on build meaning. Multimodality is vital to support the construction of meaning since it includes different modes to understand and create designs. Kress (2000b) asserted that humans have a disposition to engage the world through their senses, giving them the ability to understand and create meaning from their contexts. Kress proposes the following designs for such purposes: “Linguistic Design, Visual Design, Audio Design, Gestural Design, Spatial Design, and Multimodal Design” (1996, p. 78). These designs help students to understand better and engage in their contexts, as well as the existing sources to build meaning per their interactions.

### Chapter III

#### Methodological Design

This chapter includes both, the research and instructional design used throughout the implementation of this study. Firstly, in the research design we describe the research approach, the type of study, the participants and the instruments used to collect data. Secondly, we present the instructional design of this study by describing the pedagogical interventions, the instructional objectives, the intervention as an innovation as well as the theory of language and language learning regarded in this design. Additionally, we introduce the methodological approach underlying the pedagogical intervention strategy and identify the correlation of the instructional design with the research question by presenting the instructional phases followed during the interventions.

#### Research Design

The research design constructed for this study contains an explanation of the research approach and type of study, a description of the participants that took part of this research as well as the instruments used for collecting data.

**Research approach and type of study.** This research study is framed in a qualitative approach, which seeks to describe and analyze problems or situations at a much focalized point. According to Hernández (2014), the importance of this research approach is that its foundations are centered on interpretations of a reality or realities lived by the participants, with the possibility of being redefined according to their needs. Another definition for the qualitative approach is expressed by Creswell (2014) who defines it as “an approach for exploring and

understanding the meaning individuals or groups ascribe to a social or human problem” (p. 32). Moreover, he adds “the process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building meaning from particular to general themes, and the researcher making interpretations of the meaning of the data” (p. 32). This approach serves this research as it allows interaction among participants and researchers. This approach understands research as an evolving instrument, which is being adjusted through the processes it entails.

In addition to this, Creswell (2012) lists different features in relation to the reach of the qualitative approach:

- Exploring a problem and developing a detailed understanding of a central phenomenon.
- Having literature review play a minor role but justify the problem.
- Stating the purpose and research question in a general and broad way so as to get to know the participants’ experiences.
- Collecting data based on words from a small number of individuals so that participants’ views are obtained.
- Analyzing the data for description and themes using text analysis and interpreting the larger meaning of findings.
- Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers’ subjective reflexivity and bias.

According to these characteristics researchers who conduct studies under a qualitative approach mainly use the literature review to provide supporting information for the existence of

the problem. Besides, the impact of these research studies allow scholars to gather a greater understanding of the problem. What is more, this approach allows researchers to be flexible and able to obtain first-hand information from participants.

Furthermore, in educational studies a qualitative perspective helps to understand different problems in institutions and seek manners of improving them. Mack, Woodsong, MacQueen, Guest, and Namey (2005) claim that a qualitative approach “seeks to understand a given research problem or topic from the perspectives of the local population it involves” (p. 1). What is more, “qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations” (p. 1). This approach fully aligns with the purposes of this study, since we work with a community of students where their thoughts and experiences were recorded to see how they understood and created new meanings throughout the process. Therefore, students and researchers’ interaction were important data for this study.

Taking into account the previous information, the type of study that accommodates the objectives is action research. Ferrance (2000) defines action research as “a process in which participants examine their own educational practice systematically and carefully using the techniques of research” (p. 1). In this sense, this type of research is merely pedagogical and by using it, teachers have the opportunity to empower their regular practices making sense of their daily interaction with students to adjust their teaching to create an appropriate learning environment. In the same way, Burns (2015) shares in her book different models for action research proposed by different authors. All of them assert that it is a cyclical process involving (a) planning; (b) acting; (c) observing and (d) reflecting. Since the objectives of this study were

to analyze and understand what makes students perform better in listening, the teacher researchers went through this process with the idea to empower our teaching and learning in class; an idea that could only be possible through the cycle of action research. This study made the participants (teacher and students) interact and reflect on their teaching and learning processes to adjust their actions according to their own needs.

**Participants.** This research was carried out at a private school located in the southern part of Neiva, Huila. In this section, we briefly describe the participants that took part of this study.

**Students.** The participants that took part in this research were learners from eleventh grade at Columbus American School. Their ages ranged from 16 to 17 years old, and they showed a special interest in learning English. For the purposes of this study, the pedagogical intervention was carried out with all 16 students from 11<sup>th</sup> A. Nevertheless, 6 of them were selected based on the results obtained from the diagnostic test (2 high achievers, 2 average and 2 low achievers) for the data collection and analysis. The technique we followed to select the participants of this research was ‘convenience sampling’ that allowed us to choose a population that met some criteria, “such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate . . . for the purpose of study” (Etikan, Musa, & Alkassim, 2016, p. 2). The aforementioned criteria allowed us as researchers to take a closer look at the students’ performance when conducting the tasks proposed for each of the class sessions. In addition to this, having this number of students also helped us obtain direct data from pupils whose listening level had been previously identified as different. We requested their participation in this research project through a consent letter sent to the parents prior to the pedagogical implementations (See Appendix D).

*Teacher researchers.* In regard to the researchers, one of them took the role of the teacher-researcher within the classroom. This person was in charge of implementing the tasks and activities described in each of the lessons of the pedagogical design. Meanwhile, the other researcher played the role of an observer who registered class sessions and collected data from both the students and the teacher involved in the research study. His role was essential to provide an additional and different view of the process based on the implementation of the pedagogical design.

**Instruments and data collection procedure.** The instruments used to collect data in this study were students' artifacts, pupil diaries, teacher's field notes and interviews.

*Artifacts.* These artifacts are students' products derived from class activities that were used in the present study because they have different kinds of actions like mingling activities, poster presentations, emails, etc., that students carried out during the class sessions. These activities allowed the researchers to obtain data first hand.

In this sense, Mertler (2008) asserts that "artifacts include any written or visual sources of data, contained within the classroom, that contribute to our understanding of what is occurring in classrooms and school" (p. 114). Following this idea, Yin (2011) claims that artifacts are primary evidence instruments and argues that "an artifact such as a personal letter, a piece of art, or a personal memento also can be highly revealing" (p. 148). Concisely, artifacts are valuable tools to comprehend students' learning processes in the classroom. It makes the analysis of these as paramount to support their interactions and opinion in regard to the different activities developed.



***Pupil Diaries.*** McKernan (1996) defines pupil diaries as a tool in which a “pupil assumes a reflective stance” (pp. 87-88). He claims that “diaries can be used as an historical account, a tool for personal redirection and growth” (p. 88). This instrument allowed us to gather information about students’ experiences in the different tasks they were facing. Students worked on these weekly by writing their perceptions, experiences and thoughts about the class.

This instrument is appropriate and important because by using it, students were active agents in the research; thus their feelings, opinions and thoughts about the intervention were gathered which permitted us to identify their change of perception about the classes, and little by little this allowed us to see their progress (See Appendix G).

***Field notes.*** Following Hopkins’ description (2002), “keeping field notes is a way of reporting observation, reflection and reaction to classroom problems. Ideally, they should be written as soon as possible after a lesson, but can be based on impressionistic jottings made during a lesson” (p. 103). Field notes are a type of observation, which Creswell (2012) defines as “text (words) recorded by the researcher during an observation” (p. 217). These observations have the intention to record what is going on during the class, being mainly descriptive with the aim to later reflect upon the actions. For this author, there are two types of field notes: descriptive and reflective.

Field notes are important for this research study because even though pupil diaries provide an authentic view of the practices carried out within the classroom from students’ own perspective, field notes offer the possibility to obtain data from the teachers’ view related to what actually happens in the classroom in terms of the issues being addressed and the attitudes/behaviors shown by students at the moment of the interventions (See Appendix H).

*Interviews with pupils.* The main purpose of the interviews is stated by Wellington (2000) as “to probe a respondent’s views, perspectives or life-history . . . it is rather more than a conversation with a purpose” (p. 72). According to the author, interviews allow the interviewees to have a voice and make their viewpoints known. In addition to this, he suggests that the main role in the interviews is not played by the interviewer; instead, the respondent is the one who takes the primary part in it since the focus is precisely on finding the “interviewee’s thoughts, values, prejudices , perceptions, views, feelings and perspectives” (Wellington, 2000, p. 71). In the same line of thought, Mack et al. (2005) state that interviews are “useful for learning about the perspectives of individuals . . . they are an effective qualitative method for getting people to talk about their personal feelings, opinion and experiences” (p. 30).

Another author who highlights the importance of interviews is Hernandez (2014), who understands these tools as a possibility to exchange information with a person upon a determined topic, situation or action. Thus, interviews allow exchanges of information about experiences lived by participants at the moment of the interventions.

Interviews are essential in the present research study because they allow us to gain deeper insights from the students based on the interventions conducted within the class in regard to the development of listening in connection with the meaning-making process. Interviews set a better environment for obtaining relevant information that might or might not be evidenced in the field notes, and for this reason, it is a fundamental tool in the present study. What is more, interviews helped us identify students’ feelings and perceptions towards the proposed activities, which were convenient for further adjustments in the process of the research (See Appendix J & K).

Table 1 exemplifies the way data obtained from the pedagogical intervention and data obtained from the research instruments are intertwined throughout the eight weeks of implementation.

STAGE	WEEK	VIDEO	PEDAGOGICAL OBJECTIVE	PEDAGOGICAL PRODUCT – DATA	RESEARCH INSTRUMENT	RESEARCH DATA
A1 + E1	1	Airport security Colombia	To provide recommendations and reflect critically about the consequences of airport security in a poster	<b>Critical interpretation of airport security in questions and a poster.</b>	<b>Pupil diaries Field notes</b>	Students' perceptions Teachers' observations and reflections on the class
A1 + E1	2	Thai Prison fights	To propose ideas of rehabilitation to prisoners through a role play/meme	- Students' thoughts about prisoners' lives - Students' rehab proposals for prisoners	<b>Pupil diaries Field notes</b>	Students' perceptions Teachers' observations and reflections on the class
A1 + E1	3	The power of words – a documentary about bullying	To present experiences and reflections related to bullying in a video	- Students' previous bullying-related-experiences in their daily lives - Students' perception in regards to bullying within their own context	<b>Pupil diaries Field notes</b>	Students' perceptions Teachers' observations and reflections on the class
E1 + O2 + P2	4				<b>Interviews (individual), (Observer and pupil)</b>	Individual(s) thoughts, feelings and behaviors, meanings and interpretations.
A2 + E2	5	Who sounds gay?	To raise awareness of gender equality and sexual identity through a debate	- Students' constructions upon the development of a sexual identity and equality in gender. - Students' representations on values and beliefs upon the	<b>Pupil diaries Field notes</b>	Students' perceptions Teachers' observations and reflections on the class

				<b>addressed topic.</b>		
A2 + E2	<b>6</b>	How to turn protest into powerful change?	To reflect upon the effects generated by people and protests within society through an oral report	<b>Students' reports of the role of protest in different contexts</b>	<b>Pupil diaries Field notes</b>	Students' perceptions Teachers' observations and reflections on the class
A2 + E2	<b>7</b>	Supermarket psychology – entrances, layout and shelving	To become aware of the different marketing strategies used at stores and shopping centers in a simulated situation	- <b>Students' interactions while having deals in a flea market situation.</b> - <b>Students' points of view on how marketing Works.</b>	<b>Pupil diaries Field notes</b>	Students' perceptions Teachers' observations and reflections on the class
E2 + O3 + P3	<b>8</b>				<b>Interviews (individual) (Observer and pupil; teacher and observer)</b>	Individual(s) thoughts, feelings and behaviors, meanings and interpretations.

*Table 1.* Implementation of the research design. Source: Own

The students' artifacts obtained from the activities developed within the classroom helped us identify and record students' construction of meaning through the interaction with the video texts presented. Furthermore, the proposed research instruments (pupil diaries, field notes and interviews with the pupils) allowed us to get more specific ideas regarding the use of the video-mediated activities in the language classroom. Such ideas, thoughts and perspectives on the proposed tasks helped us to establish a relationship between the students' perspectives and the teachers' observations based on the different stages of conducted intervention.

The instruments were linked to each one of the stages of the research, with the aim to obtain diverse data from the experiences that were carried out in the classroom. These instruments recorded how meaningful the experience was from different points of view. What is more, following the suggestion from Creswell (2014), at the moment of analyzing the data it is

quite important to “avoid going native, avoid disclosing only positive results and respect the privacy of participants” (p. 138). It is very important to avoid taking sides in research since the idea is to discuss the results rather than focus on a product. The idea was to communicate the process students went through at the moment of constructing their own meaning through video-mediated listening, as well as their advances in the comprehension of the L2. Participants’ privacy was protected as they are anonymous, but they did play an active role in the research process.

### **Instructional Design**

This research study attempted to enhance students’ listening by using videotexts to make meaning. The problem students had when understanding different listening exercises and tasks was tackled through the implementation of videotext activities. What is more, students learned how to recognize different patterns that helped in the meaning construction process, enabling them to carry out and improve their listening and meaning making process. Apart from this, another important feature to highlight is that the topics selected for each of the interventions were taken based on students’ interests and preferences (See Appendix C). Taking into consideration their choice about the topics, we addressed their difficulties towards listening in a more accurate and motivating manner. To achieve this, we designed a pedagogical intervention incorporating instructional objectives, a theory of language and language learning, a methodological approach, a description of the correlation of the study with the research question, the instructional phases and the video selection and development of each intervention.

**Pedagogical intervention/ didactic strategy.** This study comprised the implementation of video-mediated listening activities using the multiliteracies framework as its main strategy. These implementations were conducted throughout a period of six sessions and two weeks devoted to the evaluation stage at the end of each loop of implementation. This pedagogical strategy was conducted with 11<sup>th</sup> graders from a private school. These students had a good command of English and based on the classification given by the school (based on the Common European Framework of reference for languages), at the end of the school year they were expected to reach a B2.2 level. In spite of this, students had demonstrated that the most difficult language skill for them was listening and that was evidenced in a diagnostic test they undertook at the beginning of the school year. Taking into consideration the aforementioned aspects, we decided to address this problem by proposing a new way of teaching listening through videotexts (video-mediated listening), which also provided students with tools to make meaning and use them when required.

First of all, it is worth highlighting that we agree with Field's (2002) assertion when he states, "we focus on the product of listening when we should be interested in the process – what is going on in the heads of our learners" (p. 246). Regarding Field's point of view, it is important to mention that this process is related to the construction of meaning, which implicitly is undergone in students' minds, resembling Cope and Kalantzis (2000) when they refer to learning as a construction of knowledge from reality. By proposing the following pedagogical strategy, we wanted to change the perspective on how to "teach" listening, transferring from a skill-based perspective to a meaning making one, in which teachers and students become designers; teachers as designers of a learning process for their students and students as shapers of their learning

process deciding over their own knowledge (Cope & Kalantzis, 2015). This pedagogical strategy consists of four basic steps:

1. Inventory of needs
2. Creation of activities that favor meaning construction
3. Class implementation
4. Evaluation and reflection

Initially, it was absolutely necessary to establish the real needs our students had. In this case, this “Inventory of needs” sought to identify those topics of interest that students found appealing to be developed in class. The intention was to identify a set of topics that allowed us to design video-mediated activities and strengthened comprehension by fostering meaning making. In relation to this, Willis and Willis (2007) point out that “one way to raise motivation is to ask learners to suggest their own topics or to get them to choose the topics they like best from a list of topics that have proved popular with previous learners” (p. 64). By doing this, we were allowing students to be fully engaged in the selection and implementation of topics of their interest according to the activities prepared for such purposes.

What is more, we aimed at constructing and conveying meaning to support students’ comprehension of the different issues. In this manner, aside from enhancing students’ listening comprehension, they were able to use that information to make interpretations and design their own meaning. Thus, video-mediated listening supported this process of meaning making and enhancing comprehension. Paesani et al. (2016) remind us of the importance of videotexts for teaching purposes, due to the different elements they encompass such as culture, discourse,

paralinguistic elements and context. Therefore, videotext activities helped students to use understand better and implicitly make meaning from their interactions in class.

Concerning the design of the video-based activities, they had as a starting point the introduction of the topic selected by the students. To do this, they were designed in four different moments: situated-practice (experiencing), overt-instruction (conceptualizing), critical framing (analyzing) and transformed practice (applying) (Cope & Kalantzis, 2015). In the first stage, the activities focused on enhancing students' motivation towards the selected topic, activating previous knowledge and setting the context through different actions. Besides, they were exposed to available resources from the videos through a multimodal interaction. Secondly, students were given instruction on linguistic aspects of the language. Thirdly, critical activities were designed to collect students' opinions of the video itself, bringing back their personal experiences to establish new connections between what they already knew and what they were acquiring in the session. In the final part, students were encouraged to create an original text (oral or written) taking into account their construction of meaning on the issues discussed in class. Most importantly, through the entire intervention students encountered different design elements, which gave them opportunities to create new knowledge, becoming designers of their own meaning.

The process of designing learning processes for students was possible through the use of authentic videos. Paesani et al. (2016) firmly state that “video-mediated listening within the multiliteracies framework is viewed as a socially embedded communicative act that involves the three dimensions of literacy-linguistic, cognitive, and sociocultural- Dynamically interacting as meaning is created from videotext” (p. 209). Interaction between videos and students guided their



own knowledge design. The different activities students took part in, provided them with the necessary resources to lead their own learning process (See Appendix F). Materials designed for these purposes led students to interact with the resources immersed in the videos, approaching the video from a constructive manner.

In regard to the use of authentic materials, Richards defines them as those resources that have not been specifically created for teaching purposes (as cited in Brandl, 2007). What is more, Brandl (2007) supports this idea by claiming that by using authentic materials, teaching can be directed in a different manner, where teachers fully engage in the design and implementation of activities linked to the students learning styles and needs. In addition to this, the author states, “the use of authentic materials requires the teachers to train their students in using learning strategies... that support the learning process at all levels of instruction” (Brandl, 2007, p. 13).

In the same line of thought, Field (2002) also supports the use of authentic materials arguing that ‘spontaneous speech’ involves learners in a process clung to real language use. He states, “authentic passages where the language has not been graded to reflect the learners’ level of English afford a listening experience much closer to a real-life one” (p. 244). Concerning the adaptation of authentic materials in the language classroom, Ur (1984) recommends doing it but after ‘careful selecting and editing’, which enhances appropriately the students’ comprehension.

In the final stage, we carried out a process of evaluation and reflection with our students based on the tasks implemented in class. As suggested by Willis and Willis (2007), students “think back over the previous task cycle and write down how they felt about it on a slip of paper and hand it in anonymously” (p. 173) . However, this does not necessarily mean that writing is the only way for students to reflect on the process itself. Interviews, surveys, among other

elements may fulfill such purposes in the same way. As a result, adjustments can be made throughout the designing of forthcoming tasks in the language classroom and important data can be collected for the research analysis.

**Instructional objectives.** a) To design a process-oriented learning environment in which students enhance their listening comprehension; b) To implement video-mediated activities that allow students interaction with videotexts to develop their own designs of meaning.

**Intervention as an innovation.** This research tried to include varied features into the language classroom. It did not only attempt to address a need that the students had but also proposes a new way of increasing students' listening comprehension. In this regard, Kumaravadivelu (2006) proposes three *pedagogic parameters* based on the *postmethod* which he defines as "a sustainable state of affairs that compels us to fundamentally restructure our view of language teaching and teacher education" (p. 170). The proposed parameters are mentioned as follows: (a) The parameter of particularity; (b) the parameter of practicality and; (c) the parameter of possibility (Kumaravadivelu, 2006). The first one suggests as something fundamental to pay close attention to the needs of a specific context. Based on these ideas, an understanding of situations must be developed where the teacher's role becomes essential to the identification of particular issues within the language classroom. Indeed, this research took into account this notion of particularity by parting from an inventory of needs and finishing with an evaluation and reflection stage where both, students and teachers, had the chance to take a look at the incidence of the implementations conducted in the classroom.

In reference to the parameter of practicality, this research study considered students' difficulties as an opportunity to reflect on the teaching-learning process. From Kumaravadivelu's

point of view (2006), this parameter ponders upon the students' learning process and acting to find solutions from the teacher's perspectives. Teachers play an essential role in this part, since we are the ones who are in constant contact with our students and the ones who develop strategies and methodologies within the classroom to achieve expected outcomes. Besides this, it is worth saying that every context is different and for that reason, the role of reflection is necessary to accomplish what is proposed in this parameter. Specifically speaking, in the context where this research was implemented, the school policies regarded reflection as an important pillar of the teaching process. Teachers were allowed to make changes to their lesson plans according to the learners' initial results, ongoing assessment and the constant needs that arise within the language classroom. What is more, when a school term reaches its end, teachers are encouraged to reflect on what worked and what did not, to make adjustments to the lesson plans previously implemented. Similarly, considering listening as a process and not as a product is a fundamental aspect, which this research also developed through its implementation.

In regards to the parameter of possibility, it is important to keep in mind that pedagogical interventions allow students to develop their own belief systems about the social context surrounding them. It is important for students to get to know their place in their social context with the aim of establishing a critical position as language learners. In this way, they will understand the importance of English language on their lives and what its role is for their individual and social development. Kumaravadivelu (2006) associates it with a critical stance toward language learning, which is linked with language ideology and learner identity. In our case, it was clearly seen that students during implementations had the chance to analyze the

usefulness English has in their lives, as well as how this language allows them to develop an identity and a critical stance towards why it is important to learn it.

**Theory of language and language learning.** The notion of language which best fits this research is the theory of language from a functional perspective. Based on this, language is regarded as part of a social context where individuals are able to express ideas, thoughts and perceptions meaningfully. In this respect, Tudor (2001) states that “language, then, can only be understood within the framework of meaning structures of the relevant speech community, and the study of language therefore needs to operate within a sociological and sociocultural framework” (p. 57). From this perspective, language is considered to be essential for individuals and learners to interact in a given community, understanding language as a necessary tool to achieve communication.

In this way, language is understood as a medium for communication, not as a system with a specific set of rules and elements that are divided to make learning effective. Instead, this functional perspective of language allows individuals to do something with the language, where the main purpose is making meaning.

In regards to language learning, the idea which underpins this research is a sociocultural perspective on language learning, which based on Paesani et al.’s (2016) description, it “considers the role of social interaction in human development and thus sees learning as a cultural process” (p. 11). By the same token, this perspective centers on the integration of both individual and social components in the teaching and learning process of a foreign language (Eun & Lim, 2009).

Furthermore, Lantolf (2011) suggests that when regarding language learning from a structural view, we do not really address its real ‘power’. On the contrary, he asserts that a “language’s power resides instead in its use value – its meaning-making capacity” (p. 25 ). In the same line of thought, Vygotsky emphasized on the fact that meaning was the main thread “that allow[s] social communication to become possible across contexts (as cited in Eun & Lim, 2009, p. 15). The above means that language learning implies connecting cognitive development and social interactions as key aspects to enhance throughout the process. Hence, language learning is not conceived as simple ‘information transmission’ but as a social act where interactions and collective meaning construction play fundamental roles.

In the previous description, the authors underscore their own view on how learning is built. In this manner, this view of learning aligns with this research study, offering a grounded perspective on how learning is understood.

**Methodological approach.** With the aim of providing direction to this research and taking into consideration the goals set that best fit the underpinnings of this study, the Multiliteracies-oriented approach was followed. Hall defines it as a “socially responsive pedagogy that helps us understand how to connect a sociocultural perspective of learning to classroom teaching” (as cited in Paesani et al., 2016, pp. 21-22). From this perspective, literacy does not only account for “the context of our culturally and linguistically diverse and increasingly globalized societies . . . [but also] for the multifarious cultures that interrelate and the plurality of texts that circulate” (The New London Group, 1996, p. 61). Thus, this pedagogy of multiliteracies regards the concept of literacy as being integrative, where knowledge development and meaning-making processes are seen beyond the individual level.

Besides this, the multiliteracies approach incorporates new ways of making meaning to the traditional perspectives present in the past. Currently, not only does literacy denote one's capacity to read and write (traditional perspective), but it also embraces different forms of language representation through interaction and involvement. In the same way, meaning-making is understood as an active and transformative process, where meaning is created from a great variety of communicative environments (Cope & Kalantzis, 2009; Kalantzis & Cope, 2012).

Beginning from the mere recognition of human knowledge as being part of “social, cultural and material contexts” (The New London Group, 1996, p. 82), four core concepts were originally developed by The New London Group in 1996: (a) situated practice; (b) overt instruction; (c) critical framing; and (d) transformed practice. However, as the application and practice of this framework has been continuously moving forward and spreading around schools and institutions, these concepts were given names that dealt with “more immediately recognizable ‘knowledge processes’: (a) experiencing; (b) conceptualizing, (c) analyzing; and (d) applying” (Cope & Kalantzis, 2009, p. 184).

It is worth noting that the multiliteracies framework encompasses a process of *weaving*, a term coined by Luke, Cadzen, Lin, & Freebody (2004) that refers to “the degree in which the teacher shifts teaching in the levels or kinds of knowledge” (p. 15). In the same line of thought, Cadzen (2006) asserts that weavings “connect something that is already familiar with new curriculum content” (p. 1). In sum, a multiliteracies approach involves constant movement in pedagogical instruction so as to guarantee a complete exposure and development of the abovementioned aspects. The following is a definition of each of the pedagogical acts contemplated in this framework as a way to organize multiliteracies instruction.

To begin with, *situated practice* or *experiencing* has to do with the learning needs students have, which in fact, have to be situated and contextualized to foster meaning making. It can either be focused on what is already known to us or on new unfamiliar aspects to one's understanding. In this sense, learning becomes meaningful when what is learned is coherent with the everyday-needs one faces out of the school context. Based on the New London Group's assertions (1996), "the Situated Practice that constitutes the immersion aspect of pedagogy must crucially consider the affective and sociocultural needs and identities of all learners" (p. 85). By doing this, students will be able to explore new knowledge through the enhancement of experiences.

Secondly, the stage of *Overt Instruction* or *Conceptualizing* regards learners (supported by the instructor) as 'active conceptualizers' to develop new knowledge and meanings from the addressed concepts in the classroom. In addition to this, throughout this stage, students are encouraged to "accomplish a task more complex than they can accomplish on their own, and where they come to conscious awareness of the teacher's representation . . . and its relations to other aspects of what is being learned" (The New London Group, 1996, p. 86). The scaffolding of learning activities in this part of instruction is key to the subsequent stages of the process (Cope & Kalantzis, 2015).

The third stage of development is named *Critical framing* or *Analyzing*, where learners are motivated to use their critical capacity to analyze 'functionally' and 'critically' any aspect at hand (Cazden, 2006; Cope & Kalantzis, 2015; The New London Group, 1996). In this regard, Paesani et al. (2016) claim, "critical framing further helps learners constructively critique and evaluate their knowledge and account for its sociocultural significance" (p. 39). Making

connections between what the learner knew, what he/she acquired throughout the process and what is now able to explain and argue, is key to the development of the next stage.

The fourth ‘knowledge process’ regarded within this framework is known as *transformed practice* or *applying*, where learners are expected to demonstrate the knowledge developed by putting it into practice in real-world or “simulated” situations in a reflective manner. Transferring the meaning-making process into practice gives sense to the efforts made by the teacher and the students when creating meaning. Only by doing this, learning becomes a valuable tool to impact on a given context or community.

**Correlation of the study with the research question.** This study explored the contribution of video-mediated listening activities to the construction of meaning under a multiliteracies approach in an English classroom. Generally speaking, listening is one of the language skills that students find difficult to develop and often “many language teachers and course designers belittle it as a passive skill among the other three universally understood skills” (Al Musalli, 2001, p. 35). As a consequence, the meaning construction process is affected when not being contextualized and understood by the meaning-makers; in this case, the students.

Our pedagogical innovation focused on activities developed through the use of videos on a good number of topics intended to generate a critical perspective among the students. In addition to this, each of the activities proposed were carried out based on the abovementioned framework and taking into account the three constructs hereby presented: video-mediated listening, meaning construction and the multiliteracies approach.



**Instructional phases.** Table 2 illustrates in the first column a set of eight weeks, six of which include the pedagogical implementation and two that conclude the research study by analyzing and evaluating the results obtained during the first and second stage of the intervention. The second column shows the terminal objectives that were conducted during each week of the implementation. It establishes the intention for each lesson by stating explicitly the goals to be achieved at the end of each week in pedagogical terms; and the third column introduces different types of activities aligned with the four ‘knowledge processes’ previously explained in the methodological approach (multiliteracies framework). The following activities are also part of the lesson plans designed prior to each implementation (see Appendix F).

WEEK	TERMINAL OBJECTIVE	TYPE OF ACTIVITY
1	To provide recommendations and reflect critically about the consequences of airport security in a poster.	<ul style="list-style-type: none"> <li>✓ <b>Pre-viewing:</b> To guess the content of the video through the analysis of a set of quotations. (<b>Situated practice</b>)</li> <li>✓ <b>Silent viewing:</b> To watch the first 30 seconds of a video and talk about the main places and visual elements found in the video. (<b>Situated practice – Overt instruction</b>)</li> <li>✓ <b>Initial viewing:</b> To classify a set of warning signs along with their meanings based on the content of the video. (<b>Overt instruction</b>)</li> <li>✓ <b>Detailed viewing:</b> To complete the transcript of the video present with a view to create more accurate interpretations of the video. (<b>Overt instruction</b>)</li> <li>✓ <b>Critical viewing:</b> To answer critical questions about airport security procedures. (<b>Critical framing</b>)</li> <li>✓ <b>Into context:</b> To create a handout listing an array of airport recommendation. (<b>Transformed</b>)</li> </ul>

2	To propose ideas of rehabilitation to prisoners through a role play/meme descriptions.	<p><b>practice)</b></p> <ul style="list-style-type: none"> <li>✓ <b>Pre-viewing: To describe</b> pictures and <b>find</b> descriptions about different types of martial arts. (<b>Situated practice)</b></li> <li>✓ <b>Silent viewing: To watch</b> part of a video and <b>make</b> descriptions from a set of images shared in the classroom. (<b>Overt instruction)</b></li> <li>✓ <b>Initial &amp; detailed viewing: To explain</b> given scenes of the video in different groups. (<b>Overt instruction – critical framing)</b></li> <li>✓ <b>Critical viewing: To participate</b> in a class discussion on prisons and security in cities. (<b>Critical framing)</b></li> <li>✓ <b>Into context: To create</b> a meme or <b>prepare</b> a role play representing the ideas understood from the video shared in class. (<b>Transformed practice)</b></li> </ul>
3	To present experiences and reflections related to bullying in a video.	<ul style="list-style-type: none"> <li>✓ <b>Pre-viewing: To relate</b> initial meanings with words given in groups by using descriptions and pictures provided in advance. (<b>Situated practice)</b></li> <li>✓ <b>Silent viewing: To guess</b> the main ideas shared in the video by watching it silently. (<b>Situated practice)</b></li> <li>✓ <b>Initial viewing: To match</b> pictures with different descriptions given from ideas shared in the video. (<b>Situated practice)</b></li> <li>✓ <b>Detailed-viewing: To identify</b> linguistic aspects of the language by exemplifying them through sentences. (<b>Overt instruction)</b></li> <li>✓ <b>Critical viewing: To take part in</b> a class discussion about the effects of bullying in current education. (<b>Critical framing)</b></li> <li>✓ <b>Into context: To record a video</b></li> </ul>

		representing common situations of bullying. ( <b>Transformed practice</b> )
<b>4</b>	Evaluation Stage based on the pedagogical data obtained from the aforementioned activities. Planning stage # 2 with adjustments made based on the first phase of intervention.	Focus group interview
<b>5</b>	To increase students' awareness of gender equality and sexual orientation through a debate.	<ul style="list-style-type: none"> <li>✓ <b>Pre-viewing: To make</b> connections between pictures and descriptions through a treasure hunt activity.</li> <li>✓ <b>Silent viewing: To express</b> thoughts and beliefs based on the videotext initially watched without sound.</li> <li>✓ <b>Initial viewing: To answer</b> multiple listening comprehension questions through a collective "ladder game" activity.</li> <li>✓ <b>Detailed viewing: To identify</b> examples on the use of define and indefinite articles taken from the videotext.</li> <li>✓ <b>Critical viewing: To express</b> opinions orally about gender equality and discrimination in a debate activity.</li> <li>✓ <b>Into Context: To design</b> a leaflet that summarizes the points discussed throughout the debate activity.</li> </ul>
<b>6</b>	To reflect upon the effects of protests within our current societies.	<ul style="list-style-type: none"> <li>✓ <b>Pre-viewing: To find</b> the meaning of multiple expressions of the video through a matching activity.</li> <li>✓ <b>Silent viewing: To write</b> students' first impressions and predictions based on a set of images presented.</li> <li>✓ <b>Initial viewing: To associate</b> the information provided by the video with true/false statements.</li> <li>✓ <b>Detailed viewing: To identify</b> relative clauses in the video and <b>write</b> new sentences in English.</li> <li>✓ <b>Critical viewing: To compare</b> different contexts and their most salient social problems in small</li> </ul>

		group discussions. ✓ <b>Into context: To report orally</b> information about specific places where protests have changed the course of history and <b>state</b> personal opinions on it.
7	To recognize and analyze marketing strategies used in stores and shopping centers.	<ul style="list-style-type: none"> <li>✓ <b>Pre-viewing: To relate</b> personal economic habits with someone else's experiences.</li> <li>✓ <b>Silent viewing: To classify</b> vocabulary into a set of food-related categories.</li> <li>✓ <b>Initial viewing: To answer</b> comprehension questions based on the information presented by the video.</li> <li>✓ <b>Detailed viewing: To construct</b> sentences using "quantifiers" and food-related vocabulary from the video.</li> <li>✓ <b>Critical viewing: To share</b> personal viewpoints on shopping culture, house economy, and problematic situations in the world market.</li> <li>✓ <b>Into context: To take part in</b> a simulated flea market and take roles accordingly.</li> </ul>
8	Evaluation Stage # 2 based on the pedagogical data obtained from the aforementioned activities.	Focus group interview

Table 2. Sample of terminal objectives for the pedagogical intervention. Source: Own.

**Video selection and development.** The selection of the videos that were used throughout the implementation stage took into consideration the students' preferences. To do this, a survey was administered to all the students that belonged to the course where the study was conducted (See Appendix C). From the data obtained, we were able to select the videos and with them we

started planning each of the implementations as well as the activities to be developed in each stage.

The titles of the videos selected for each of the implementations were the following: Airport security Colombia (week 1); Thai Prison fights (week 2); the power of words – a documentary about bullying (week 3); Who sounds gay? Op-Docs (week 5); How to turn protest into powerful change? (week 6); Supermarket psychology – entrances, layout and shelving (week 7).

## Chapter IV

### Data Analysis and Findings

As it has been mentioned, this study analyzed the contribution of video-mediated listening activities in the construction of meaning under a multiliteracies approach in English, among eleventh graders at a Colombian private school. In order to collect the data, field notes, pupil diaries, students' artifacts and interviews were conducted and collected throughout the stages of the research implementation. Students' perceptions, teachers' observations, class reflections, feelings, thoughts and behaviors were analyzed through the administration of the aforementioned instruments.

After having completed the pedagogical implementations and research data collection process, the software Atlas.ti was used as the supporting tool for the analysis of the obtained data. By creating codes based on the information gathered and bearing closely in mind the objectives set at the beginning of the research study, we came up with the categories that answered the research question. Consequently, a hermeneutic unit was created in Atlas.ti to organize and create a systematic and consistent codifying process. The information stored within this unit consists of a set of images taken from students' artifacts, transcriptions from the conducted class activities (See Appendix I), pupil diaries, field notes and focus group interviews. All of this served as valuable data for the process of analysis.

The approach we used to analyze the data collected was the Grounded Theory. Based on Creswell's assertions (2012), "a grounded theory design is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an

interaction about a substantive topic” (p. 423). The use of this approach led us towards the identification of a number of contributions that the use of video-mediated activities have in language learning.

To understand the results obtained from the analysis made through Atlas.ti, the analytical model of the data set has been separated into three different figures. Figure 1 (page 69) displays the general model of analysis with the two main categories identified. Figure 2 (page 72) shows the category “Meaning construction based on multiliteracies” with the sub-categories and codes derived from the data analysis. Last but not least, Figure 3 (page 73) exhibits the category “Contribution of video-mediated listening to EFL learning” with its subsidiary classifications and codes.

Subsequently, Figure 1 evidences the analytical model resultant from the analysis of the hermeneutic unit called “Multiliteracies”. In this unit, two major categories are displayed as follows: (a) Meaning construction; and (b) Contribution of video-mediated listening activities to EFL learning. The former category is composed of three sub-categories: “Initial interaction with sources of meaning”; “Building new interpretations”; and “Disclosing new meaning”. The latter category unveils three sub-categories as well: “Appropriating the context of the media sources”; “Becoming acquainted with video information”; and “Understanding processes and methodologies” as seen in the table below.

Research Question	Categories	Subcategories
How do video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach in English?	Meaning construction	Initial interaction with sources of meaning
		Building new interpretations
		Disclosing new meaning
	Contribution of video-mediated listening activities to EFL learning	Appropriating the context of media sources
		Becoming acquainted with video information
Understanding processes and methodologies.		

*Table 3.* Research categories and sub-categories. Source: Own.

The abovementioned analytical model aligns with the research question “How do video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach in English?” In this sense, the analysis addressed the objectives of the study, which were related to how the constructing meaning process was developed through the implementation of video-mediated listening activities. Finally, the specific objectives were also taken into account for identifying the factors that allow meaning-construction through videos under a multiliteracies framework. All of this aimed at describing how a multiliteracies-oriented approach allows students to develop their listening comprehension skills in English.



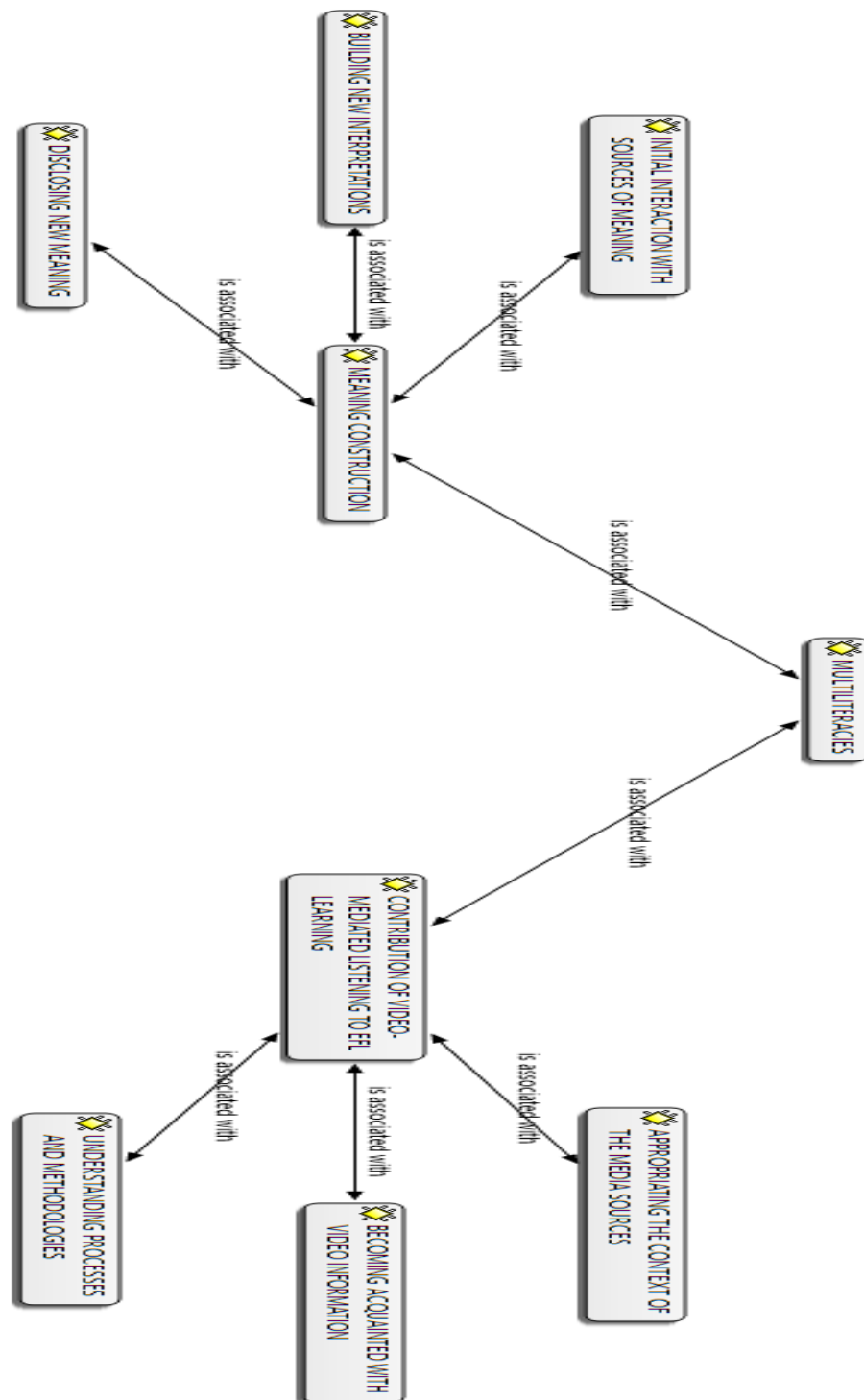
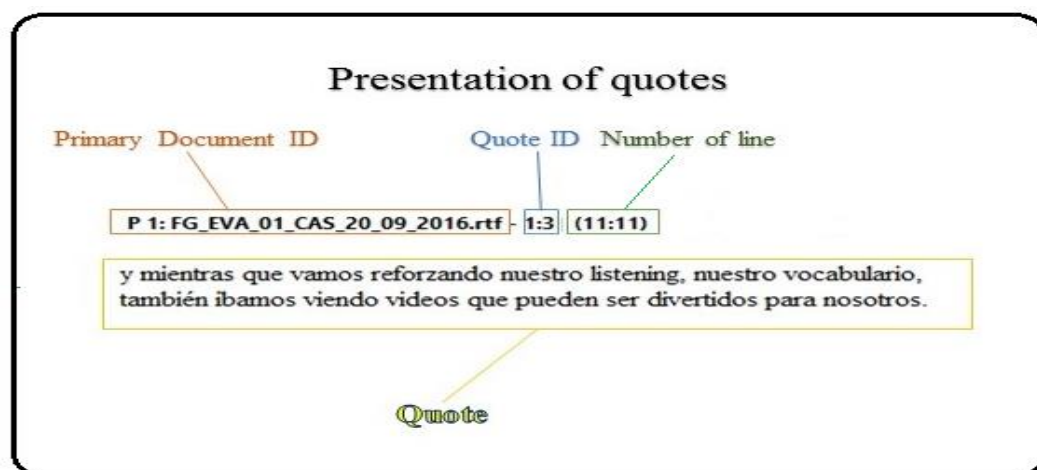


Figure 1. Analytical Model for “Multiliteracies”. Source: Own.

For understanding the information that will be displayed through the data analysis, Picture 1 sets an example and describes the manner in which citations will be shown. “Primary Document ID” indicates the number of the document and its name. The first acronym located in the left refers to the type of instrument where the information was retrieved from, such as FN (field notes), PD (pupil diary), STA (student’s artifacts), TP (transcriptions), and FG (focus group interview). In the case of FG interviews, a second acronym (EVA\_01) is included, which indicates the evaluation stage of the pedagogical data obtained through the activities. In regard to students’ artifacts and transcriptions, a second item indicates the type of activity where the data was taken from, such as PV (pre-viewing), SV (silent viewing) IV (Initial viewing), DV (detailed viewing), CV (critical viewing) and IC (into context) as seen in Table 2. In all these quotes, the initial of the school’s name where we conducted this study is included as well as the corresponding date of implementation. Following up, “Quote ID” refers to the number given to it in the quote archive. Later, the “Number of line” shows the precise line where the citation is found. Lastly, the “Quote” is presented.



**Picture 1.** *Quotes presentation. Source: Own.*

**Research Categories**

Two categories with its corresponding subcategories emerged from the data analysis as mentioned above. Further, a thorough interpretation of each category will be given supporting the information presented with theory.

**Meaning Construction.** This first category elicits the process students undertook to construct new understandings from a great variety of sources of information. Such process is explained based on three specific features represented as the sub-categories of this first classification: “Initial interaction with sources of meaning”; “building new interpretations”; and “disclosing meaning”.

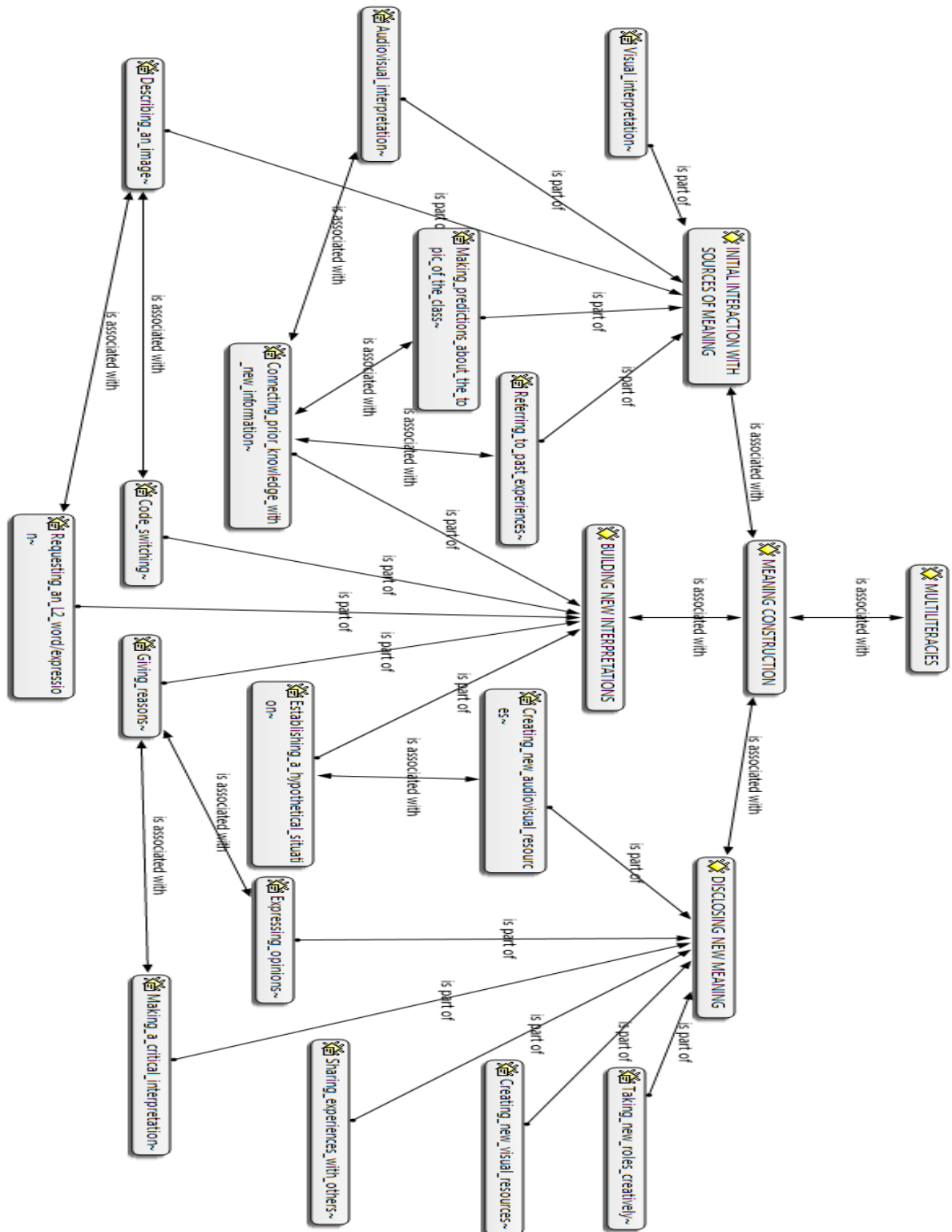


Figure 2. Analytical Model for “Meaning Construction” in Multiliteracies. Source: Own.



Figure 3. Analytical Model for “Meaning Construction” in Multiliteracies. Source: Own.

***Initial interaction with sources of meaning.*** This first sub-category represents the initial contact students had with multiple sources of information, from which learners began to develop and connect preceding interpretations with the new realities presented. This aspect is evidenced in the data set collected from the code “Visual interpretation”.

***P72: TP4\_PV\_TI\_02\_CAS\_29\_08\_2016.rtf - 72:3 (11:13)***

***JCVH: In this picture they show people fighting for freedom or something like that, so they have to fight other prisoner and whoever wins is going to be free again.***

***P75: PD\_TI\_05\_CAS\_LPM\_03\_10\_2016.rtf - 75:5 (12:12)***

***... al ver el video en silencio tuvimos que interpretarlo para poder responder lo que las imágenes presentadas significaban para mí.***

***P87: FN\_TI\_06\_CAS\_24\_10\_2016.rtf - 87:2 (15:15)***

***When the silent view of the video was presented to students, they focused on details that later on helped them to grasp meaningful pieces of information to get a general idea of the video.***

In sample 72:3, one of the participants describes what he can see from a picture presented during one of the pedagogical implementations conducted. Similarly, in sample 75:5, another student expresses the opportunity provided throughout the activity to create their first interpretations based on what they were seeing. In sample 87:2, it is evident how students give importance to details included within the videotext observed. Thus, initial interpretations are generated when being exposed to diverse sources of information. In this regard, Fairclough (2000) suggests that “meaning-making is a creative application of resources of meaning (designs of meaning) in negotiating the constantly shifting occasions and needs of communication” (p. 159). Building on this idea, visual resources allow students to have an initial interaction with the meanings immersed in images.

During the development of the third pedagogical implementation, students were required to observe a set of images pasted on the whiteboard and add titles to them. In the following

excerpt (see Picture 2), we can appreciate the initial interpretations students made from the images provided during the activity.



**Picture 2.** *Students' Artifacts, Third implementation, Pre-viewing activity*

Initial interaction with sources of meaning is also present in the data analyzed from the code “Audiovisual interpretation”, which illustrates the way students used video resources to attain a broader overview of the issues addressed in previous activities.

***P86: FN\_TI\_05\_CAS\_03\_10\_2016.rtf - 86:6 (26:26)***

*Watching the video with sound represented a bigger picture of the topic addressed. Students expressed their interest in the topic and seemed attentive to the content given.*

***P88: PD\_TI\_06\_CAS\_AMSS\_24\_10\_2016.rtf - 88:7 (11:11)***

*Una vez hecho esto se nos mostró el video con sonido donde comprobamos si habíamos acertado según lo que habíamos dicho.*

***P70: TP2\_DV\_TI\_02\_CAS\_29\_08\_2016.rtf - 70:2 (13:13)***

*AMSS: It was an inmate talking about how he was to jail, he first got a death penalty, then he confessed and got a reduce in his sentence, now he is fighting muay thai and got a reduce to 40 years, so that when he says that boxing and muay thai is in his blood.*

Sample 86:6 displays a situation happening in the classroom where the researcher highlights the role played by the video in extending the meanings initially conveyed by students. In sample 88:7, one of the participants also advocates taking advantage of videos to confirm their initial ideas about the topic of the video. Similarly, in sample 70:2, a student provides a general description of what she could observe in the videotext shown. All of this data indicates how audiovisual sources work as complementary elements that foster students' understandings of information. According to Paesani et al. (2016), audiovisual interpretations from videos unveil "the critical role played by the listener-viewer, and the interaction between listener-viewers' knowledge and the videotext" (p. 205). In this sense, students' interpretations are shaped through multiple bases that encourage the grasping of diverse perspectives concerning the sort of resource used for such purposes.

Audiovisual interpretations are reinforced by the code "Connecting prior knowledge with new information", which belongs to the sub-category "Building new interpretations". This code elicits the development of additional considerations from background information that students possessed prior to the presenting of new input.

***P 2: FN\_TI\_01\_CAS\_22\_08\_2016.rtf - 2:5 (24:24)*** Here students got a better comprehension of the topic, this signifies that students got all the previous ideas and with the new ones situating the main issue of the class.

***P65: TP\_CV\_TI\_04\_CAS\_26\_09\_2016.rtf - 65:26 (46:46)***

*In a series "Modern Family", there are two characters that are gay and it's still normal because the family and the others create like a normal family. They are special. They already have a girl and is very normal. The girl is growing up like a normal kid and without problems.*

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:20 (40:40)***

*Yo creo que las actividades que nos hacen primero antes de mostrarnos el video nos ayudan como a contextualizarnos y saber de qué vamos a hablar en esa clase, yo creo que eso ayuda mucho como para tener en cuenta para cuando nos ponen el video.*



In samples 2:5 and 1:20, the researcher and student emphasize the importance of the activities proposed for contextualizing and setting the ground on subsequent actions. In sample 65:26, a student makes reference to a TV show he had seen which somehow represents the ideas addressed in the videotext provided. The data shown above exhibit how essential it is to relate one's prior knowledge with the information given by specific means of representation. Following Campbell and Campbell's views (2009), "background knowledge is the raw material. It acts as the conceptual hooks for the lodging of new information and is the basic building block of content and skill knowledge" (p. 9). Taking this into consideration, we consider that previous knowledge may be situated as a fundamental element in the construction of meanings and interpretations in connection with other contexts.

Initial interactions with different sources of information are also strengthened by varied activities represented in the code "Referring to past experiences". This code contains evidence about past situations and events mentioned by participants when reporting information on their personal experiences.

***P64: TP\_CV\_TI\_03\_CAS\_05\_09\_2016.rtf - 64:2 (4:4)***

*MSP: Some years ago I knew a situation, I think it was in USA, of a girl who sent naked pictures to a man. She thinks that he was a boy but he was an old man and he sent that kind of pictures and start to... como presionarla... He said that if she didn't send him more pictures he is going to send the pictures to all his friends and he start to create fake pages in Facebook with the profile picture of she naked. And all the friends at her school saw that and she suffered depression and she moved to another town or city, I didn't remember and he continued to pression her and she was like sixteen and she was trying to do some suicide acts and she suicided. She cut her veins.*

***P64: TP\_CV\_TI\_03\_CAS\_05\_09\_2016.rtf - 64:13 (26:26)***

*CAM: My fathers have a friend that his... how do you say "marido" ... his husband kicked him and her sons... because yes. Because he was angry and he wanted to disappear this angriness and he kicked his family.*

***P87: FN\_TI\_06\_CAS\_24\_10\_2016.rtf - 87:1 (14:14)***

*Students interacted and participated in a satisfactory manner in the first round of questions, bringing interesting issues related to the topic, as they had experienced alike-situations.*

In samples 64:2 and 64:13, students give testimonies based on friends and relatives that have gone through similar situations to the ones stressed in class. All of this happened in the third pedagogical implementation where students were talking about experiences related to bullying and violence in their own contexts. Sample 87:1 presents the researcher's perspective on how interaction and participation directly influenced the way in which students brought up situations that were common to them in relation to the main topic of the session. As suggested by Piaget (as cited in Pino, 2008), learning is an "active process of accommodation and assimilation in which new ideas or concepts are constructed through the exposure to new experiences, based on current and past knowledge" (p. 69). Consequently, students' experiences may be regarded as manners of making initial interpretations upon different issues.

An additional code that supports this first sub-category is "Making predictions about the topic of the class". This code reveals situations regarding students' anticipation of the issues to be subsequently dealt with throughout the session.

***P86: FN\_TI\_05\_CAS\_03\_10\_2016.rtf - 86:2 (23:23)***

*Getting students to write the words and expressions of the videotext before actually watching it was a good idea. To me, it becomes more meaningful in that way because in these initial stage of the implementation, they wonder about what will be shown afterwards.*

***P90: PD\_TI\_06\_CAS\_LPM\_24\_10\_2016.rtf - 90:1 (11:11)***

*Luego vimos un fragmento de un video en silencio que nos introducía al tema, con el fin de adivinar de que trataba el video.*

In sample 86:2, the researcher reflects upon the relevance of allowing students to guess what the content of the video would be about. Similarly, one of the participants claims that one

in-class activity did have the purpose of encouraging students to speculate about the content later on developed. Likewise, the following extract (see Picture 3) evidences this situation.

**SILENT VIEWING / Name:** [redacted]

Based on the short extract presented, what do you think the video will be about?

I think that it is a documentary about some kids that are so smart for their ages, so it is like a program that help influence all the children linguistic skills.

**Picture 3.** Students' Artifacts, Fourth implementation, Silent-viewing activity.

The abovementioned excerpts and samples give clear evidence of the role played by 'predictions' in constructing initial interpretations from a videotext. Jiang (2009) highlights that 'prediction' is a strategy where "the learner generates a hypothesis about the type, purpose, or scope of a text to provide a framework for transacting with the text to confirm comprehension" (p. 94). Considering this, predictions may help students to bridge their own knowledge with the upcoming information. Notwithstanding, predictions are not only made from aural cues but they are also built up from multimodal sources, which engages learners fully to trigger used resources to initially approach a given situation.

**Building new interpretations.** This second sub-category features the process of designing new understandings. This sub-category is composed of five codes that will be interpreted as follows.

Code "Code-switching": Students usually attempt to describe their ideas by using their first language (L1 hereafter). However, when instruction is guided and activities nurture their

interactions, a need for communication arises creating suitable opportunities for second language use (L2). The following samples evidence the aforementioned condition.

**P84: TP\_CV\_TI\_05\_CAS\_03\_10\_2016.rtf - 84:10 (66:66)**

*I think that they are different because they have a different religion and culture and if we have had... Bueno, si hubieramos tenido... the same culture, maybe we could be like them.*

**P84: TP\_CV\_TI\_05\_CAS\_03\_10\_2016.rtf - 84:5(39:39)**

*AMSS: Veinte pozos de petroleo for you. I didn't tell my father and when we were moving, he gave me a... pulsera...*

**P85: TP\_IC\_TI\_05\_CAS\_03\_10\_2016.rtf - 85:9 (17:17)**

*As you know, the news and the newspaper, there are a lot of problems in that country, like 'falta de comida'.*

In samples 84:10, 84:5 and 85:9, examples of code-switching are evidenced throughout students' interactions. In all of the activities that produced such encounters, students changed from their L2 to their mother tongue (or L1); thus allowing communication to continue instead of generating an abrupt interruption. In spite of this uncertainty and doubt caused by a lack of knowledge in terms of grammar or vocabulary, students ended up conveying the intended interpretation. Following Lin's description (2008), "code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants" (p. 273). In this sense, students may use their mother tongue to express a point of view that they cannot fully describe in their L2. Consequently, code-switching becomes a fundamental strategy for communication.

Code "Requesting an L2 word/expression": This code contains evidence of some of the moments when students asked questions to others with the purpose of obtaining linguistic cues that supported them in the report of their ideas.

**P64: TP\_CV\_TI\_03\_CAS\_05\_09\_2016.rtf - 64:4 (8:8)**

*JCD: I have a case for the same guy. It's about... I don't know when it passed but he shared a photo in Facebook and people start to comment... How do you say "insultar"?*

**P64: TP\_CV\_TI\_03\_CAS\_05\_09\_2016.rtf - 64:18 (37:37)**

*AMSS: Ahmm I don't have any specific... because I've never bullied anyone but I have to talk like for women discrimination or gender discrimination because nowadays everyone is so... how do you say that?... judgement... judge...*

**P85: TP\_IC\_TI\_05\_CAS\_03\_10\_2016.rtf - 85:1 (4:4)**

*DDSB: I chose the conflict in the Middle East... they are there, the ISIS organization... they are... ¿Cómo se dice 'declarar'?*

In samples 64:4 and 85:1, students show how their idea is being interrupted because they do not know a word that better complements what they are trying to say. In the same way, samples 64:18 and 64:4 display the way a student requests a word that would allow her to finish the sentence she was attempting to express. Despite the fact that she seems to know the root of the word she wants to use to communicate her ideas, the doubt generated from this situation led her to ask others about it.

Building new interpretations is strengthened by the code "Giving reasons", which reports situations where participants provide explanations for their ideas with reference to events presented in specific circumstances.

**P63: TP\_CV\_TI\_01\_CAS\_22\_08\_2016.rtf - 63:4 (23:24)**

*TEACHER: Why do we do this activity in these days?*

*JCVH: Because of the money, everyone does everything for money. They probably don't have enough resources, and they want a better life for them and their families, or they just choose to do that in order to get money.*

**P67: TP\_IC\_PD\_TI\_01\_CAS\_22\_08\_2016.rtf - 67:19 (39:39)**

*LAL: Well... we chose airport security because we think that it's important to know the rules that you have to follow when we are in the airport or when we are going to travel. We chose four important rules like animals trafficking, illegal alcohol, drugs... ahm no. Three, no more.*

**P 2: FN\_TI\_01\_CAS\_22\_08\_2016.rtf - 2:9 (19:19)**

*Later on, students were given some expressions that were in the video they watched, they had to choose one and expand it as much as possible by talking to their elbow partner. At the moment of*

*doing it most of the students showed understanding as they gave reasons about the phrases and expanded the ideas with their perceptions of the video.*

In sample 63:4, one of the students explains to the teacher the reasons why he believes people still smuggle drugs to other countries. By referring to some of the possible causes that lead smugglers to make these types of decisions, the student expresses his opinion by listing possibilities that he considers related to the inquiry made by the teacher. Meanwhile, sample 67:19 shows the moment when one of the students explains the reasons why she decided to work on one of the alternatives given in class to create a poster. Last but not least, sample 2:9 demonstrates how the researcher gives account of the expansion of students' perceptions derived from their exposure to explanations and supporting ideas of other students. As stated by Bermejo-Luque (2011), "the practice of supporting claims with reasons presupposes the ability to take a reflective stance toward them . . . because we may question whether our assertions are right or wrong that it makes sense to try to afford reasons to support them" (p. 1). Bearing this in mind, students show how they take a stance to create or defend their arguments in regard to what they think is correct for them.

The role of giving reasons when building new interpretations is also evidenced by the code "Expressing opinions", which is part of the sub-category "Disclosing new meaning". This code refers to the opinions provided by students at the moment of sharing their ideas with other classmates during the pedagogical implementations.

***P65: TP\_CV\_TI\_04\_CAS\_26\_09\_2016.rtf - 65:1 (4:5)***

*AMSS: Well, for me there are different kind of gender. The gender you are born with in your genes, which is the one that says you have the genitals of a man or a woman. Then, there is the gender you feel like, you may have the genitals of a women but maybe feel like a man. Well, basically that's it. It says that gender is not determined by your genitals, because you cannot see what that person feels about their gender.*

**P65: TP\_CV\_TI\_04\_CAS\_26\_09\_2016.rtf - 65:15 (26:26)**

*DSB: I think that our society get the wrong idea that woman have to take care of the children and home, and the men have to work, he have to take care of the economical situation. The time is changing that's why the roles in the family have to change.*

**P 5: FN\_TI\_04\_CAS\_26\_09\_2016.rtf - 5:6 (24:24)**

*In the debate students were able to express their thoughts and meanings build through the class, students shared well-built points of view, these were extracted from their interaction with the videotext and their partners. Although they went through the same process, their points in the debate varied according to the process they followed.*

In sample 65:1, a student expresses her ideas in regard to gender by providing examples of what she claims 'gender' means for her. Sample 65:15 presents a moment in which one of the participants argues what for him, seems to be unfair treatment within the family. On the other hand, in sample 5:6, the researcher reports students' active participation within the class activities thanks to the opinions expressed. Similarly, Picture 4 presents thoughts and beliefs elicited by students from a set of pictures.



**Picture 4.** Students' Artifacts, Fifth implementation, Silent-viewing activity.

In this sense, Cope and Kalantzis (2000) posit that the “complexity and richness of the available meaning-making resources is such that representation is . . . a matter of transformation; of reconstructing meaning in a way which always adds something to the range of available representational resources” (p. 202). In these terms, students demonstrate their construction of new meanings, which eventually lead them to express opinions, bearing as references all the sources used.

In addition to this, the code “Making a critical interpretation” is also associated with “Giving reasons”. Nevertheless, the former code is part of the sub-category of “Disclosing new meaning”. “Making a critical interpretation” refers to reflections made by students when holistically using the information gathered during the pedagogical implementations.

***P14: PD\_TI\_01\_CAS\_LPM\_22\_08\_2016.rtf - 14:3 (14:14)***

*Colombia es conocido por ser el país donde vivió Pablo Escobar, esto nos han traído un estereotipo de ser el país que exporta coca, este video nos mostró como Colombia trata con los traficantes en su aeropuerto.*

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:27 (51:51)***

*PECA: son videos que te pueden como poner a reflexionar a de cómo estas actuando en el mundo, como estas tratando las personas, y de pronto te pueda ayudar a cambiar un poco esas formas de pensar mediante los videos que nos ponen en clase.*

***P64: TP\_CV\_TI\_03\_CAS\_05\_09\_2016.rtf - 64:10 (22:22)***

*LDP: I think that in all around the world the womans are the victims and also the boys and we can see a lot of this in our country and in the world like in the wars that happen like in like the group of ISIS and FARC here in Colombia, so it happens a lot. We have a lot of violence.*

In sample 14:3, one of the participants expresses through his pupil diary a personal interpretation he gives to an issue that has been nationally recognized. Sample 1:27 presents the relevance that one of the videos has for a student, who suggests that a process of reflection is constantly undertaken when facing the type of contents shared through the videos. In the same way, sample 64:10 documents a comment made by a student during one of the class activities



where he relates his background knowledge of a problematic situation being addressed to similar existing situations in other contexts. According to The New London Group (1996), through the process of meaning construction, students gain own understandings that allow them to creatively critique and propose new pieces of knowledge based on the process individually and cooperatively undergone through class activities. Seemingly, these critical interpretations are formed when students bear in mind their concerns, contexts and experiences that represent their own interests. Salient underlying differences are found between giving opinions and providing critical interpretations. For that reason, it is necessary to foster both of them so as to engage students in the process of appropriating existing meanings with the ones created on their own.

***Disclosing new meaning.*** This third sub-category represents the multiple manners in which learners unveil the understandings previously built throughout the process in a much more expanded and complex manner. Furthermore, learners' appreciations in this stage are not only more elaborated but also are directed towards new contexts where this new knowledge can be utilized. This third sub-category is composed of six codes that encompass the previous notion.

Code "Creating new audiovisual resources": This code comprises evidence of students' creation of new audiovisual resources of meaning, where transformed concepts are included based on the previous representations of meanings provided through instruction.

***P69: TP\_IC\_TI\_03\_CAS\_05\_09\_2016.rtf - 69:7 (12:12)***

*JCVH: Hello. Welcome to a new episode of the seventh door. Today we are gonna talk about bullying. A very common problem in our schools nowadays. It's a social problem that affects every single young adult today. Angela, a little girl from a town in the south of the country who is suffering from bullying. Here we go, Angela.*

***P69: TP\_IC\_TI\_03\_CAS\_05\_09\_2016.rtf - 69:24 (25:28)***

*LDP: Nowadays, a lot of kids are facing bullying in their daily lives. Bullying is a really*

*important issue, and by the time is increasing and it's getting worse. So we have to pay more attention to bullying. Now, we are going to tell you some experience.*

Samples 69:7 and 69:24 show students' involvement in the creation of new videos based on the issues tackled during the third session of implementation. By assuming new stances and exemplifying new realities with their own concepts, students were able to take action and put into practice what had been developed. What is more, students' engagement and growth in beliefs and attitudes is thought to be a corresponding element in the disclosure of new meanings.

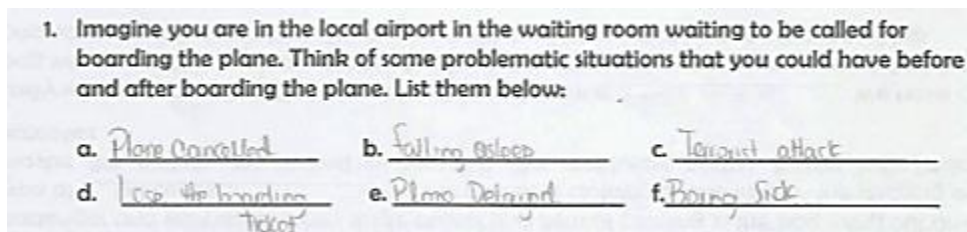
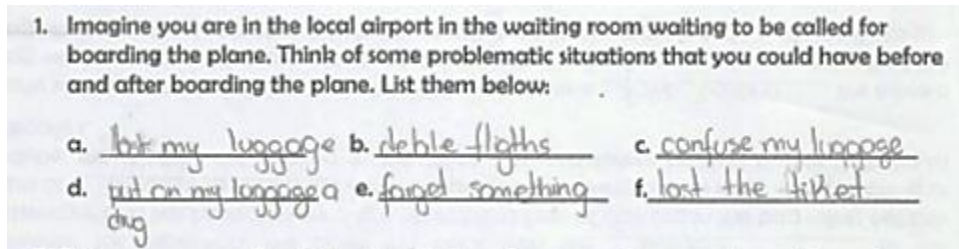
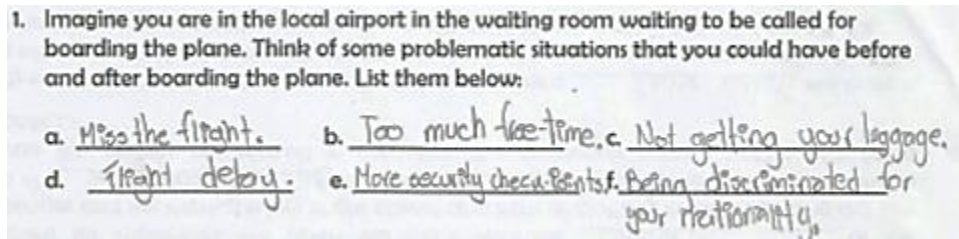
Concerning the use of means of communication to express meaning, Lankshear and Knobel (2006) highlight the importance of new technologies to the field of learning. In the current world people count on access to diverse possibilities to exchange information.

Technology has allowed people to create their own sources of meaning through the use of different tools, such as cellphones, cameras, podcast, etc.; to share their own interpretations.

Consequently, before sharing information with others, texts can be edited so that they show their intended meaning and allow people to create their own interpretations. From this viewpoint, the creation of new audiovisual resources demonstrated a full understanding by learners as they share the meaning they have conveyed through the whole process in the form of a videotext.

By the same token, disclosing new meanings is reinforced by data collected in the code "Establishing a hypothetical situation", which is part of the previous sub-category "Building new interpretations". This code makes reference to situations where students provided information under imaginary contexts, in which the purpose was focused on simulating settings to put into

practice intended meanings. This is evidenced in Picture 5, where students listed problematic situations that could arise under particular circumstances.



**Picture 5.** *Students' Artifacts, First implementation, Initial-viewing activity.*

In Picture 5, students make clear connections between what is being required for the class activity and the possibilities they perceive in specific environments. In this case, during one of the activities as part of the first implementation, students came up with examples of problematic situations they would encounter when boarding a plane. This code is also reflected in data gathered from the very same first implementation in a different exercise.

**P63: TP\_CV\_TI\_01\_CAS\_22\_08\_2016.rtf - 63:5 (25:26)**

**TEACHER:** *Would you put your life at risk by smuggling drugs so that you can get millions and millions of pesos?*

*CAMS: I don't agree with these type of practices, I would do it if I were, really, really, really in need, in an extreme case.*

In sample 63:5, we found evidence of the way a student contemplates a situation by initially taking into account his thoughts and beliefs. Later on, the student states an opinion based on the previous analysis he makes of the circumstances.

Even though the situation itself has not happened to him, he uses his personal conceptions and the hypothetical situation to take a while stance under those conditions. In other words, a process of reflection is undertaken from the moment the situation is proposed until the time the learner supports his idea by following the hypothetical conditions implied. In Cope and Kalantzis' view (2015), a process of 'reflexivity' is observed when different knowledge processes are involved, such as "relating the conceptual to the experiential, for instance, or application based on reasoned analysis, or connecting prior experience with new application, and so on" (p. 16). Reflection-based analysis and the application of knowledge obtained from diverse sources of meaning may aid students in applying their understanding to new and more complex realities.

In connection with the abovementioned feature, the code "Taking new roles creatively" is also associated with disclosing new meaning. In this regard, the code refers to situations where students make use of the contents shared throughout the implementations by assuming different roles and identities.

***P69: TP\_IC\_TI\_03\_CAS\_05\_09\_2016.rtf - 69:7 (12:12)***

*JCVH: Hello. Welcome to a new episode of the seventh door. Today we are gonna talk about bullying. A very common problem in our schools nowadays. It's a social problem that affects every single young adult today. Angela, a little girl from a town in the south of the country who is suffering from bullying. Here we go, Angela.*

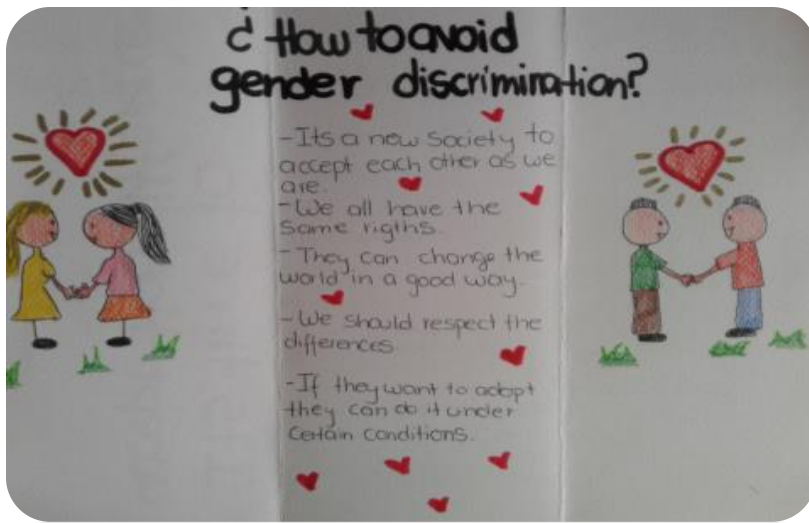
***P89: PD\_TI\_06\_CAS\_DDSB\_24\_10\_2016.rtf - 89:3 (12:12)***

*Otro punto importante fue ya poner en práctica todo lo pertinente al tema de trolleyology mediante el flea market, donde ya había que persuadir a los compradores con todo e vocabulario, los videos y la socializaciones del tema.*

Sample 69:7 evidences how a student uses the topic of the class (bullying) to create a new audiovisual resource as part of one of the class activities. In sample 89:3, one of the participants highlights the relevance of the activity presented by putting into practice the aspects they had been learning through the flea market activity. In both cases, though, not only were students creating a new resource based on the tools provided throughout the implementations, but they were also assuming roles that helped them represent the meanings they wanted to convey.

In this sense, when talking about designs of meaning, The New London Group (1996) claims that the result of these practices is a new meaning-making resource, which “is founded on historically and culturally received patterns of meaning” where meaning-makers “reconstruct and renegotiate their identities” (p. 76). Assuming new roles when learning may help students conceive not only one reality but also others’ that are foreign to their own contexts. This can contribute positively to the creation and later on spread of reshaped meanings.

Up to this point, it is worth highlighting how evident it is that new meaning-making resources are created when disclosing new meaning. One additional code that yields an account of this assertion is called “Creating new visual resources”. This code contains the use of images made by students when creating visual sources of meaning. It is important to bear in mind, though, that meanings can be shaped in different ways. In Cope and Kalantzis’ view (2015), “meaning is made in ways that are increasingly multimodal – in which written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile, and spatial patterns of meaning” (p. 3).



Picture 6. Students' Artifacts, different implementations, Into-context activity.

Picture 6 demonstrates the previous statements as students were using their L2 to express their ideas in regard to the topic being addressed. Nonetheless, the use of pictures is also observed as a way of conveying meaning. Becoming aware of the role played by multimodal designs in effectively communicating meaning involves the identification and recognition of the fact that “all meaning-making is Multimodal” (p. 81). Further evidence from these statements is present in the following excerpt.

***P28: PD\_TI\_04\_CAS\_LPM\_26\_09\_2016.rtf - 28:3 (6:6)***

*En la siguiente hora se nos pidió con anterioridad que trajéramos una revista y octavo de cartulina para realizar folletos creativos con relación a la discriminación y como evitarla.*

***P28: PD\_TI\_04\_CAS\_LPM\_26\_09\_2016.rtf - 28:8 (7:7)***

*Al crear el folleto teníamos que buscar imágenes en las revistas con relación al tema tratado para que este folleto tenga sentido.*

In sample 28:3, a student reports the procedures followed for the creation of the leaflets as part of the dynamics of the pedagogical implementation. In sample 28:8, the same student emphasizes the importance of looking for appropriate images that could “give sense” to the leaflet created. Developing pedagogical practices that lead students to view the relevance of using multimodal texts to disclose meaning is essential for the reshaping of available sources of meaning. In this respect, Ho (2011) argues that “students’ sensitivities . . . include a critical awareness of how different modes shape and reshape what is represented, with attention to specific shifts across modes and how these mode differences interact with media variations to affect ways of learning” (p. 5). In the same line of thought, Cope and Kalantzis (2015) claim that the application of different sources explored through the meaning-making process gain weight on students’ minds through the elicitation of new meanings. What is more, learners create new meaning artifacts, which reflect their own construction process grounded in their viewpoints and

critical interpretations. The artifacts presented above exhibit students' visual representations through posters, brochures, graphic organizers, etc. that may become tools for fostering students' reflections and understandings about reality.

None of these would be possible, however, if meaning was not exhibited and therefore shared with other members of the same realities. The code "Sharing experiences with others" comprises situations where students share new meanings and related experiences with their partners.

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:32 (58:58)***

*AMSS: Personalmente, ha tenido un impacto positivo porque me ha permitido relacionar como mis conocimientos con los de las demás personas, no es solo como tu quedarte pensando en tu puesto yo lo puedo relacionar con esto o no estoy de acuerdo con lo que se está diciendo, más bien lo puedes compartir con el grupo de trabajo que tú tienes.*

***P 5: FN\_TI\_04\_CAS\_26\_09\_2016.rtf - 5:6 (24:24)***

*In the debate students were able to express their thoughts and meanings built through the class, students shared well-built points of view, these were extracted from their interaction with the videotext and their partners. Although they went through the same process, their points in the debate varied according to the process they followed.*

***P95: FG\_EVA\_02\_CAS\_31\_10\_2016.rtf - 95:20 (74:74)***

*AMSS: El hecho de que uno escuche a sus compañeros también como que lo pueden relacionar en su vida y compartiendo experiencias que tienen que ver con el video, te amplía tu perspectiva respecto a lo que tú has vivido. Así que no te deja solo un significado, sino que puede hacer personas que pueden tener significado diferente al tuyo.*

In samples 1:32 and 95:20, one of the participants reflects on the relevance of listening to others' experiences and perspectives on the construction of meanings, which sometimes may appear to be different from their own. In sample 5:6 taken from a field note, the researcher reports how students' interaction helped them re-shape their understanding of what others brought up to the class. Concerning this, Cope and Kalantzis (2000) view people as meaning-makers and their interaction as fundamental for nurturing their own learning processes.



Consequently, evidence from this code suggests that learners may create more and better opportunities to convey and negotiate meaning with others through sharing.

**Contribution of video-mediated listening to EFL learning.** In this section, we analyze the second category that emerged from the data analysis (see Figure 3, page 73). The analysis was carried out according to the idea that videos may influence the meaning construction process and further development of students' listening comprehension skills. This category contains three sub-categories that will be explained through a set of codes that emerge as part of the analysis: "Appropriating the context of the media sources"; "Becoming acquainted with video information"; and "Understanding processes and methodologies".

*Appropriating the context of the media sources.* This sub-category entails students' abstractions and identification of salient features from media sources that guided them towards making sense of the issues presented. One of the codes that exhibited part of these features is "Characterizing the context", in which participants make reference to a set of characteristics that relate information from settings, cultures and other aspects presented and developed through videos.

***P19: PD\_TI\_02\_CAS\_MSP\_29\_08\_2016.rtf - 19:2 (16:16)***

*El tema fue un tema importante y pudimos ver las condiciones en las que los presos de Tailandia viven, la manera en la que se les inculca el deporte aun estando encerrados ya que puede incentivar a que se ocupen en esta actividad tanto así que se vuelve parte de su cultura.*

***P65: TP\_CV\_TI\_04\_CAS\_26\_09\_2016.rtf - 65:13 (24:24)***

*SCA: I think that our country, the woman is still not equally like the man. But I think that as country we have advanced a lot, today we have congress woman, women that are ministers and also have been candidate to the presidency. So, I think that as a country we have advanced a lot, but still a lot of families were the woman stays in the house to clean.*

***P95: FG\_EVA\_02\_CAS\_31\_10\_2016.rtf - 95:39 (116:116)***

*PECA: Por ejemplo, cuando vas a Estados Unidos y ves la ciencia de los mercados y que cada*

*uno tiene una intención, entonces uno sabe porque eso está puesto así y porque la gente actúa así.*

In sample 19:2, a student makes a reflection in regard to the relevance that the topic represented for her. In addition to this, it describes how students were able to become aware of some cultural characteristics in a given context. Likewise, in sample 65:13, we can evidence the way in which a student makes an integrated contextualization of an existing issue in a country. Equally important, sample 95:39 demonstrates how a student develops a better understanding of a given context by relating his prior knowledge to the new content provided by the video. Based on Newfield and Stain (2000), “the concepts of situated practice and critical framing, [are] constantly encouraging students to engage their own classroom contexts and practices in a critically reflective way, taking into account the sociohistorical and ideological context in which they were working” (p. 294). Regarding this issue, students engage with their reality, which allows them to characterize their own contexts by referring experiences as active participants in society. Additionally, students are also able to address other contexts by using new sources obtained from their experiences and interaction with videotexts.

Code “Comparing contexts”: In light of the aforementioned aspects, another code that gives account of learners’ appropriation of the context of the media sources is “Comparing contexts”. This code unveils situations where learners provided information about two or more different contexts to make comparisons between them. Evidence from data concerning this aspect is provided as follows.

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:40 (69:69)***

*AMSS: A mí el que más me llamó la atención, fue el de los presos en Tailandia, porque había visto algo parecido que se estaba implementando en cárceles de Estados Unidos, que había un grupo de artistas que tatuaban cuero y lo vendían en ciertas tiendas, y eso les ayudaba a*

*conseguir ingresos para ayudar a la familia con su estadía en la cárcel. Fue chévere poder relacionar otro suceso que se está dando al otro lado del mundo literalmente.*

***P63: TP\_CV\_TI\_01\_CAS\_22\_08\_2016.rtf - 63:3 (9:9)***

*JCVH: I believe we deserve the label, taking into account our past. But I think a country like Mexico nowadays that label, because we have made progress and we changed, we no longer have because cocaine exportation control we had in the past. And Mexico is now going through they should be called like that.*

In sample 1:40, one of the students who took part in a focus group interview makes comparisons between two contexts where similar situations had been evidenced. Meanwhile, sample 63:3 presents a student who makes a historical review of the consequences a country has suffered compared to a situation that had occurred in a diverse context.

Code “Engaging vocabulary”: This code shows students’ interactions with useful vocabulary for listening and the purposes of developing new meanings in EFL learning. It is associated with the codes “Characterizing the context” and “Comparing contexts”, but it is part of the sub-category “Becoming acquainted with video information”. Samples 1:7 and 23:7 present evidence that suggests that students find videos to be a meaningful way of acquiring new vocabulary within the class. Apart from recognizing this, they report the use of different activities derived from the video, which allowed them to “improve” and deepen on the meanings of certain words and expressions. In sample 86:3, the field note also discusses the use of activities that involved students in vocabulary development.

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:7 (16:16)***

*MSP: Yo pienso que por el hecho de tener un tema y profundizarlo, ya sea por videos o más actividades nos va a dar oportunidades de conocer otro tipo de palabras.*

***P23: PD\_TI\_03\_CAS\_LPM\_05\_09\_2016.rtf - 23:7 (7:7)***

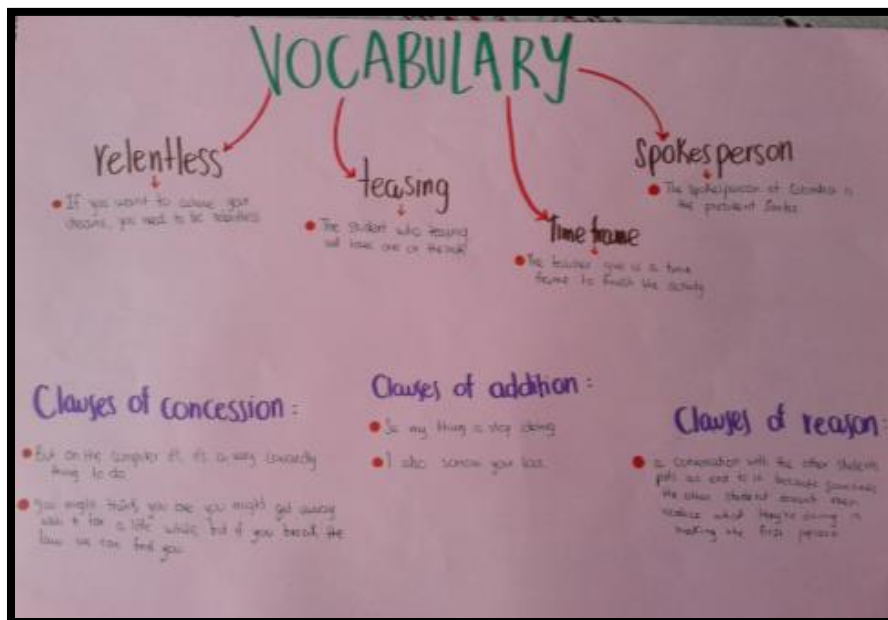
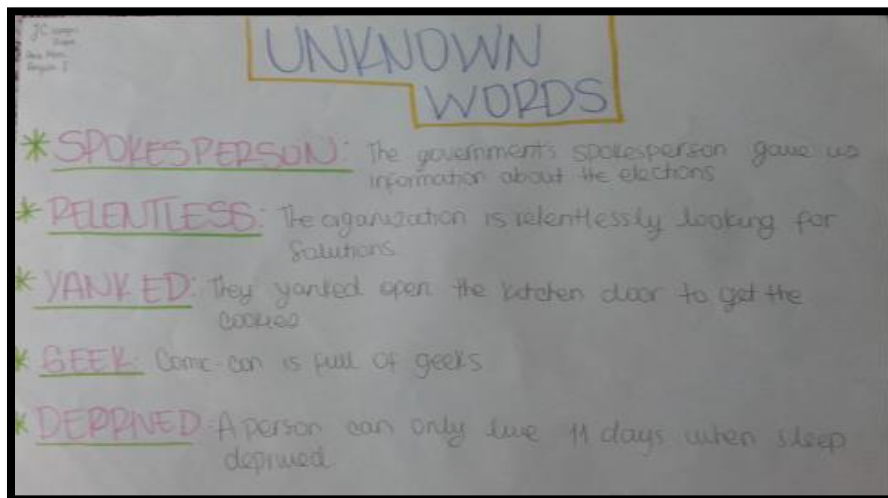
*Al principio de la clase, con la actividad del ahorcado, mejoramos nuestro vocabulario con las palabras dadas a cada grupo y nos llevaba más allá, ya que teníamos que comprender la palabra para darle un buen título, con el video sin audio relacionamos lo que veíamos con el tema para poder escribir los subtítulos del video y con el guion mejoramos nuestro vocabulario*

*al sacar esas palabras desconocidas y ponerla e ejemplos, al mismo tiempo que reconocíamos los conectores y los usábamos en ejemplos.*

**P86: FN\_TI\_05\_CAS\_03\_10\_2016.rtf - 86:3 (24:24)**

*While some students claimed they knew the meaning of the words written on the board, there were others who got to know them for the first time.*

Bearing these ideas in mind, Picture 7 shows a set of students' creations where vocabulary aspects were included.



**Picture 7.** Students' Artifacts, different implementations, detailed-viewing activity.

The aforementioned samples and excerpts show the application of multiple activities that seemingly enabled students to review vocabulary and grammar in relation to the videotext presented. By doing this, students seemed to have appropriated vocabulary that was key for the understanding of the information provided by the video. In regard to this, Paesani et al. (2016) suggest that the pedagogical part of these practices lead students to establish associations between varied features of the language. In their view, these activities permit students to “make connections between key lexical, grammatical or discourse features and the cultural meaning associated with them” (p. 221). Consequently, it seems that involving students in activities that integrate the review of linguistic features of the language helped them to become better acquainted with information given and thus, comprehension is positively influenced by these practices.

Code “Mentioning the role of media”: In addition to “Engaging vocabulary” when appropriating the context of the media sources, occurrences of the code “Mentioning the role of media” became evident when students provided information about the role played by media within societies. The data set below shows the way students mention these aspects throughout the implementations.

***P65: TP\_CV\_TI\_04\_CAS\_26\_09\_2016.rtf - 65:32 (56:57)***

*AMM: How do you think media influences this issue? How do you think media influences this issue?*

*AMS: When they, like when they said that in “Finding Dory” there is going to appear a lesbian couple, many people started saying that they wouldn’t take their children to see lesbian couples. So I think that the media works in charge of presenting the idea that lesbians are bad or most of the time they are seen as sexual objects and... because for media, lesbians are like a sexual attraction for men.*

***P85: TP\_IC\_TI\_05\_CAS\_03\_10\_2016.rtf - 85:3 (9:9)***

*DDSB: I don’t have experience but I have saw in news and in the newspaper their acts of terrorist. So we can’t generalize because all people in the world think that they are all the Middle*

*East are terrorists. But it is a wrong idea because they are like... they are all the Muslims are not terrorists.*

The data previously mentioned shows that students were indeed able to recognize the role that media plays in creating interpretations of the world. For instance, in sample 65:32, a conversation between two students takes place during a class activity. One of the students asks the other about what she thinks the role of media is in constructing an idea on what gender identity means. The second student reflects on how people are easily driven by what media tells them and shows awareness of the power that media has within societies. This is also evident in sample 85:3, where a student mentions how ‘the news’ has negatively influenced people’s ideas about certain demographics in the world. From this perspective, data suggests that mentioning the role of media may contribute greatly to the appropriation and evaluation of diverse cultural conceptions rooted within the content of multiliteracies. Accordingly, Luke (2000) refers to the way meaning “is situated relationally – that is, connected and cross-referenced to other media and genres, and to related meanings in other cultural contexts – a critical literacy relies on broad-based notions of intertextuality” (p. 70). In this regard, learners seem to develop greater understanding of how different media sources are interwoven, which allow them to remark specific aspects of a context. Thus, learners may use their knowledge to refer to other contexts since media information is intertextual.

***Becoming acquainted with video information.*** This sub-category refers to the learner’s mastery and dominance of the information provided by the videotext. Different from simply identifying certain aspects involved in the sources presented, this sub-category encompasses the assimilation of those and further development of information given by the videotexts. It contains

two codes: “Engaging vocabulary” (explained previously) and “Finding the relevance of the videotext”.

Code “Finding the relevance of the videotext”: This code demonstrates students’ interaction with videotexts and their ability to identify their roles and relevant issues throughout the implementations. The data set below shows students mentioning the importance of videos for their language learning.

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:5 (15:15)***

*JCVH: Como decía AMSS si nos ha generado significado, hemos ido más allá, hemos tratado de buscar otras formas, otros recursos con el uso de los videos y complementar las cosas de otras formas, hemos empezado a desarrollar más el speaking, que es una parte muy importante y trabajando con los videos se ha logrado fortalecer ciertas cosas que teníamos como falencias.*

***P76: PD\_TI\_05\_CAS\_MSP\_03\_10\_2016.rtf - 76:3 (14:14)***

*El tema tratado es muy importante en el ámbito social ya que en el mundo ocurren muchos sucesos importantes que generan controversia en la sociedad y esto me parece que es algo muy importante para los habitantes de distintas partes del mundo porque muchas veces hay injusticias causadas por diversos factores que generan significativas consecuencias.*

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:35 (62:62)***

*AMSS: Yo no creería por que las imágenes son una parte muy importante de como nosotros entendemos las cosas, puede que nosotros escuchemos algo, pero no nos va a llegar tan bien el mensaje así lo vemos. Al estar viéndolo mucha gente por el hecho de - que lo, ve lo cree, entonces pues eso impacta mucho.*

***P95: FG\_EVA\_02\_CAS\_31\_10\_2016.rtf - 95:30 (102:102)***

*LPM: En general era lo que hacíamos en todas las clases, lo que se repetía, era de ver el video sin audio, entonces intentar comprender según las imágenes lo que quiere decir. O sea, eso en si es un poco contradictorio con lo que es listening pero además ayuda, que en vez de estar solo escuchando también estamos observando y comprendiendo lo que nos quería decir, no solo lo que nos dice, sino también las expresiones o las imágenes que nos muestran.*

The previous data show how students have interacted with videotexts finding them relevant for their English learning and their construction of meaning. In sample 1:5, a learner highlights how the use of video resources has allowed them to go beyond the traditional practice

of skills development; thus, leading them to overcome weaknesses regarding language use. In sample 76:3, the student refers to the importance of videos suggesting that these provide them opportunities to discover and re-discover varied controversial issues through video sources. In the same line of thought, in sample 1:35, the student reflects on the usefulness of videos and how these improve their comprehension. Last but not least, in sample 95:30, the learners agreed with the idea that videos do offer a variety of features that boost their listening comprehension and engage them fully with the topics. Regarding these aspects, Paesani et al. (2016) express that video-mediated listening offers a constructive environment, since the viewer-listener can interact with videotexts by assuming critical roles which lead learners towards finding their own relevance to the sources given. From this perspective, learners' interaction with videos becomes fundamental when fostering the recognition of relevant issues concerning language and their own-interests.

*Understanding processes and methodologies.* This last sub-category is composed of two codes: "Process awareness" and "Giving account of methodologies". It denotes students' appreciations and understandings of the processes realized throughout the pedagogical implementations. Their thoughts, beliefs and experiences are especially taken into consideration in this part of the analysis.

Code "Process awareness": This code demonstrates how students were conscious of the process of meaning-making. Besides, this code refers to some aspects concerning methodology. The following data set presents students' insights about the process conducted in class.

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:18 (35:35)***

*Si tuviéramos una tabla comparativa de los resultados de esas actividades, antes de empezar con toda la temática de los videos y después, veríamos una mejoría, porque se ha mejorado tanto la*



*capacidad de habla como la de escucha, son cosas que en realidad han cambiado y que de verdad han tenido un impacto en el salón.*

***P12: PD\_TI\_01\_CAS\_AMSS\_22\_08\_2016.rtf - 12:6 (12:12)***

*Y se logró esta relación y este desarrollo del tema de una manera didáctica que llamo la atención de la mayoría de los estudiantes debido a los diferentes puntos de vista y experiencias. En adición a esto el vocabulario que adquirí de manera personal fue grande y pude ver como se llevaba a cabo la búsqueda de tráfico de drogas en un aeropuerto, tema que para mí es muy interesante.*

***P95: FG\_EVA\_02\_CAS\_31\_10\_2016.rtf - 95:9 (22:33)***

*RESEARCHER: Bueno chicos, piensen ustedes ahí, vamos a enumerar los pasos que debemos seguir para construir significado, ¿Cuántos pasos creen que hay para construir significado?*

*ALL: Yo creo que el primer paso es contextualizarse.*

*AMSS: Después, realmente entender lo que se ve.*

*PECA: Investigar, hacer preguntas.*

*PECA: sacar conclusiones*

*AMSS: Después relacionarlo.*

*ALL: Cuatro.*

*JCVH: El primero sería contextualizarlo. La segunda sería entenderlo.*

*RESEARCHER: El tercero.*

*ALL: Seria asociarlo con la cotidianidad.*

*AMSS: y ahí sacar el significado*

*DSB: Y pues la conclusión. Son cuatro.*

In sample 1:18, the student reflects on the improvements they seem to have had through the process undergone in class. He also claims that their listening skills have been enhanced, along with the impact of the implementations in the classroom. In sample 12:6, a student contemplates the way experiencing topics in a didactic manner caught students' attention and helped them to increase their performance with language skills by getting acquainted with previously unknown issues. Similarly, a student mentions in a pupil diary how all language skills are developed around the videos and how related activities encouraged them to interact and share their viewpoints on the issues discussed in class. In sample 95:9, there is a dialogue between the researcher and the students where they think of a step-by-step process for making meaning in the

classroom based on the experiences they had throughout the interventions. All of this denotes students' awareness about the process.

Bearing in mind the previous ideas, Cope and Kalantzis (2009) advocate that learners are meaning-designers. Thus, when students become aware of what seemingly are the underpinnings of the meaning-making process, they are able to describe them and boost their learning of the language.

Code "Giving account of methodologies": This code contains students' insights about the procedures (before and after) used within the classroom through videos to foster the meaning-construction process. The following data set gives account of students' perceptions obtained from pupil diaries and focus group interviews they took part in.

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:9 (21:21)***

*MSP: Para mí antes era más rutinario todo, siempre era como abran el libro y hacer tal página o cosas así, con este tipo de actividades es muy bueno el hecho estar intercalando lo didáctico y el momento en el que se involucra el libro, ya no hay que dejarlo a un lado. Pues me parece una buena combinación entre las dos cosas porque en las dos se manejan temas que son parecidos, así que me parece que una complementa la otra.*

***P 1: FG\_EVA\_01\_CAS\_20\_09\_2016.rtf - 1:22 (43:43)***

*LPM: Esas actividades que hacemos antes de comenzar el tema, de ver el video, comenzar con la clase, ehh. Nos introduce de buena manera al tema con un enfoque didáctico, a veces con el ahorcado, otras veces con otras actividades más sencillas, pero didácticas siempre y nos hacen dar un acercamiento al tema antes de que comencemos con la clase.*

***P90: PD\_TI\_06\_CAS\_LPM\_24\_10\_2016.rtf - 90:9 (14:14)***

*Para mí las actividades fueron muy buenas, ya que aprendíamos pero de una forma más didáctica que con un libro o viendo el video sin realizar nada más, el video fue interesante y las actividades fueron entretenidas.*

In sample 1:9, a student compares past methodologies with the new ones by claiming that the mixture of didactic activities and book activities are a good combination. The learner also refers to the topic connection in both, the book and videos. In the second sample 1:22, the student

refers to new didactics used in the activities, which allowed them to approach class issues easily through different manners. Accordingly, in sample 90:9, the student mentions that activities contributed to making videos more interesting for them due to the didactic focus given, which generated a clear difference from the previous methodologies used in class. Regarding this code, students show that they were able to understand the process undertaken and the different methodologies used to improve their learning process. In this sense, the advantage of using multiliteracies is that students get acquainted with the manners in which learning is approached. Seemingly, these guided students to finding videotexts' information more relevant for EFL learning.

As it has been disclosed, actions carried out through the pedagogical implementations have shown that students are able to construct meaning through the use of video-mediated listening activities. In this sense, videos have engaged students, providing them with a great array of opportunities for the development of understandings and new meanings. Based on the data analysis previously provided, students' constructed meaning by way of an a) "Initial interaction with sources of meaning", where they make "Visual interpretations", "Audiovisual interpretations", "Describe images", "Make predictions" and "Refer to past experiences"; b) "Building new interpretations", where they immersed themselves in "Connecting prior knowledge with new information", "Code switching", "Requesting an L2 word/expression", "Giving reasons" and "Establishing hypothetical situations"; c) "Disclosing new meaning", which entails "Creating new audiovisual resources", "Expressing opinions", "Making critical interpretations", "Sharing experiences with others", "Creating new visual resources" and "Taking new roles creatively". In connection with this, the contribution of video-mediated listening

activities is attained by a) “Appropriating the context of the media sources” when “Characterizing” and “Comparing contexts and “Mentioning the role of media”; b) “Becoming acquainted with video information” which comprehends “Engaging vocabulary” and “Finding the relevance of the video” and; c) “Understanding processes and methodologies” which encompasses “Giving account of methodologies” and “Process awareness”.

In support of this analysis, Kress (2000b) argues that multimodality brings a much more complete experience for language learners. What is more, students count on this multiplicity of elements to unveil contexts explicitly or implicitly in videos. Therefore, the meaning construction process lead them to become critical about different relationships in their realities (Cope & Kalantzis, 2000; Lankshear & Knobel, 2006; Paesani et al., 2016). Thus, students are able to construct meaning when they are presented with multimodal sources of information that take them to experience different perspectives on the videotext through creative activities. In addition to this, meaning-making may be possible if students are provided with diverse activities that provide multiple ways of building their own interpretations. Although pedagogical interventions depended on a series of steps, activities did not involve students in a linear manner, which gave them the possibility to explore varied insights.

Besides, the pedagogical implementations exhibited how video-mediated listening generated a valuable contribution to students’ listening skills. The students claimed to have experience better engagement with video information due to its multiple elements, which allowed them to identify different features of meaning.

## Chapter V

### Conclusions and Pedagogical Implications

In this chapter we present the findings and the pedagogical implications derived from the data analysis of this study. These findings aim at answering the question of “How video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach in English”. In addition, the findings shed light on the factors that influence the creation of new meanings and that evidence the contributions of video-mediated activities in the development of students’ listening comprehension in English. In this section, we present a set of conclusions obtained from the analysis of the information that attempt to respond to the research question previously stated. Prior to the presentation of each conclusion, we present certain considerations that support the interpretation of the ideas hereby indicated.

#### Conclusion

Firstly, the data analysis suggests that when implementing video-mediated listening activities, students are able to start constructing new interpretations by having an initial interaction with diverse sources of meaning. According to the New London Group (1996), meaning-making is naturally interactive, which engages learners in making use of varied elements to understand different realities. Based on Kress’ ideas (2000b), learners count with multiple ways to create new meanings that go from ‘written-linguistic modes of meaning’ to auditory, spatial, gestural, and visual resources (among others).

Therefore, our first conclusion is that video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach by involving students in having an

initial interaction with sources of meaning. This is achieved by developing visual and audiovisual interpretations (Kress, 2000b) that lead learners to make predictions and references to past experiences in connection with any given situation. Thus, the interaction of supplementary sources of meaning becomes fundamental for the development of initial understandings in the learner's mind (Twiner et al., 2013).

Secondly, the data analysis shows that besides having an initial interaction with multiple sources of meaning, the implementation of video-mediated listening activities engages students in building new interpretations from the sources experienced in their initial interactions. This is done by connecting prior knowledge and establishing hypothetical situations with the information provided by the sources of meaning. In this sense, Cope and Kalantzis (2009) support the role played by learners as 'active conceptualizers', who draw on past and present experiences to create new meanings. What is more, new interpretations are also achieved by enabling students to give reasons that support critically their upcoming meanings. In this regard, Cazden (2006) highlights the importance of critically analyzing the known and the new interpretations built from these knowledge processes. Likewise, Kalantzis and Cope (2008) suggest that all of this is a process of "shaping emergent meaning which involves re-presentation and recontextualization . . . of the Available Designs" (p. 204).

In this manner, our second conclusion is that video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach in English by involving students in an ongoing development of new interpretations. This is done when students connect their prior knowledge with obtained information (Cope & Kalantzis, 2009) and establish hypothetical situations with new incoming information provided by the sources of meaning (Kalantzis &

Cope, 2008). Additionally, students also give reasons that engage them in critically analyzing the new constructed meanings (Cazden, 2006).

Thirdly, the findings of this study evidence that students disclose new meanings by developing their own new sources of information. They convey those meanings by a) assuming new roles creatively; b) sharing experiences with others; c) making critical interpretations; d) expressing opinions; and creating new e) visual and f) audiovisual resources. In this line of thought, Cope and Kalantzis (2009) state that new resources of meaning represent “open and dynamic play of subjectivities and meanings. [Thus] One person’s designing becomes a resource in another person’s universe of Available Designs” (p. 177). Paesani et al. (2016) also support this by suggesting that once learners have constructed their own meanings, they apply those understandings by using them creatively to produce language. The potential value of language (The New London Group, 1996) to convey meaning in multiple ways (Kress, 2000a) is evidenced in the students’ products created through interaction.

Hence, our third conclusion remarks that video-mediated listening activities contribute to the construction of meaning under a multiliteracies approach in English by offering students opportunities to disclose new meanings creatively (Paesani et al., 2016). Students do this by taking advantage of the multifaceted characteristics of language (The New London Group, 1996); assuming new roles creatively, sharing their experiences with others (Cope & Kalantzis, 2009) and constructing critical interpretations of their own realities (Lankshear & Knobel, 2006) through the creation of new resources of meaning (Kress, 2000a).

Furthermore, the data analysis draws on the different contributions generated by video-mediated listening to students’ EFL learning. These activities allow students to approach

different contexts, compare them and mention the roles media plays within diverse backgrounds (Lankshear & Knobel, 2006). Besides, students are able to find elements that lead them to use resources to be applied in their own creative use of language, as well as to find the relevance of videotexts (Paesani et al., 2016). Moreover, students become aware of their learning process and are able to identify the methodologies that best help them to access new understandings (Cope & Kalantzis, 2015).

Finally, we conclude that video-mediated listening activities grant students' possibilities to appropriate the contexts presented through the media sources. This is achieved by characterizing their own environments and making comparisons with other contexts (Lankshear & Knobel, 2006). Similarly, the interaction with videos allows them to grasp a variety of information in regard to the topic of the video. What is more, videotext provides students with a diversity of language elements that are later on included in students' interactions (Paesani et al., 2016). Another important contribution is found in students' process awareness, since they become conscious of their meaning construction process and create new elements that elicit their reflections (Cope & Kalantzis, 2000; Kalantzis & Cope, 2008).

### **Pedagogical Implications**

Currently, the role of technology and the spread of media around the world are creating more and more opportunities for EFL learning. The way information is presented nowadays enhances constant processes of communication among learners, while at the same time fostering the creation of new ideas and conceptions. One of the underlying implications of this has to do with the way the concept of literacy learning has evolved. Shifting from regarding literacy as an individual act of development to that of a 'social practice' embedded through interaction,



constitutes a great advancement towards the understandings of our inherent meaning construction processes.

Considering the information derived from this research study as well as the experiences developed through the interventions, we regard videos as valuable tools to be used within the EFL classroom for various reasons. First of all, videos provide opportunities to interact with a great array of contents that, when integrated and guided through instruction, lead students to the development of new interpretations of the world. In this way, learning is not viewed as a simple act of information transfer (Paesani et al., 2016). Instead, it is regarded as a continuously developing process of meaning construction that encourages learners to interact with different modes of meaning (Kress, 2000b) and hence, establish connections between the information received and their own realities.

In addition to this, the use of videos has proven to provide multiple ways of enabling students in disclosing new meanings and transforming knowledge (The New London Group, 1996). The study evidenced that when students interacted among themselves and later on were able to create their own sources of meaning (Cope & Kalantzis, 2009).

As indicated in previous conclusions, the use of video-mediated listening activities helped students to become aware of different sociocultural aspects that, apart from facilitating their understandings of the language, also guided them to the development of their own ideas. To cite an example, by identifying the role of media in their own contexts (Lankshear & Knobel, 2006), students were able to find an authentic meaning between what they were learning and what they eventually evidenced in their surroundings.

Aside from this, we highlight the importance of increasing students' awareness on their own learning processes. We evidenced that by allowing them to approach EFL learning through videotexts, students were not only experiencing a new way of listening but also a new way of developing meaning. In order to make connections between the available sources of meaning encountered through videos and the disclosure of new ideas, students needed to understand what the videotexts were about. Therefore, comprehension was indeed achieved through the interaction of the multiple elements presented initially in the videos and the ongoing ideas they were creating from that starting point. As suggested by Paesani et al. (2016), video-mediated listening "is more than an ability to decode aural elements and use strategies to construct meaning from a videotext; it is also a socially situated practice that calls on learners to bring context and text together" (p. 209).

To sum up, we recommend the use of video-mediated listening activities in the language classroom as a way of engaging students in linking language with their realities; attaining not only proficiency levels of the language, but also reaching a critical perspective upon the issues enclosed in their own contexts.

Consequently, this research contributed to enriching our understandings on how a research process is carried out in a formal manner. In this view, while conducting it, we were able to strengthen the underpinnings and the array of elements underlying research procedures. What is more, we developed a broader comprehension on how multiliteracies allow the meaning construction process to take place in the classroom. Lastly, we constructed knowledge in theory and practice on what it entails a meaning-making process and the variety of useful elements immersed in it.

### **Challenges**

This research study, as many others in the field of EFL, faced some challenges. The first challenge to be mentioned is the size of the study. The research project was carried out in just one course. In the final focus group interview, some students expressed that they would like that other students from other courses have had the same experience. In this regard, it would be interesting to see the impact of the application of video-mediated listening when constructing meaning on other courses. Additionally, the school may benefit from student improvement at the moment of understanding different issues in a foreign language like taking tests.

The second challenge is the implementation of the different models offered by the multiliteracies framework that not only deals with video-mediated listening, but also provides opportunities to work on the meaning-making process from diverse perspectives (Paesani et al., 2016). Undoubtedly, there is a need to apply multiple practices under the multiliteracies approach that lead students toward a broader understanding of the meaning construction process. Besides, a new challenge is to find out how students from different ages and courses may show new ways in which they make meaning.

### **Further Research**

This study sets the ground for other researchers to explore the incidence of multiliteracies in the classroom. Moreover, how this approach can help students and teachers in the Colombian context to boost and strengthen the meaning-making process in the classroom, focusing on building understandings in regard to contexts and power relationships, rather than focusing on skills. Another important element to take into account are professional development courses for

teachers to help them understand the underpinnings of multiliteracies and the advantages they may bring to their teaching processes. Based on these insights, we would like to conclude this research report by proposing some questions for further research in the EFL field: a) What possible implications and changes does a multiliteracies approach bring to the EFL classroom?; and b) How does a multiliteracies approach benefit students from public institutions in the meaning-making process?

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## Appendix A

### Entry Survey



**Universidad Surcolombiana**  
**Faculty of Education**  
**Masters of Arts in English Language Teaching**  
**Entry Survey**

Name: \_\_\_\_\_ Course: \_\_\_\_\_

Dear student:

We are currently doing a research project to identify the level of awareness students have regarding the listening comprehension Sub-skills in English. We would like you to answer the following questions sincerely which will give us general insights on the development of listening skills and the type of tasks you would like to work on in class. This information will be confidential and data obtained from this survey will be used for research purposes.

1. Do you like listening to people speaking in English?
  - a. Yes, I do.
  - b. No, I don't.

Why?  
 .....  
 .....
2. How often do you listen to music and watch videos in English?
  - a. Usually
  - b. Sometimes
  - c. Hardly ever
  - d. Never
3. From your own experience, do you think that listening in English is:
  - a. Easy
  - b. Very easy
  - c. Not too complicated
  - d. Difficult
  - e. Very difficult
4. How do you feel when you work on a listening task in class?
  - a. Confident
  - b. Neutral
  - c. Doubtful
  - d. Not confident at all
5. When listening to an audio file or watching a video:
  - a. I try to understand the grammar structures
  - b. I try to understand the vocabulary used
  - c. I try to understand the main situation
  - d. I try to understand the details given
  - e. All of them
6. When listening to an audio file or watching a video:
  - a. I pay attention to the pronunciation of the speakers.
  - b. I pay attention to the words used in the conversations.
  - c. I pay attention to the noises and sounds in the recording/video.
  - d. All of them

7. What type of activities would you like to work on in class to develop the listening comprehension skills? (You can choose more than one option)
- a. Following instructions game
  - b. Multiple choice questions based on videos
  - c. Completing the lyrics of songs
  - d. Fill in the gap activities
  - e. Choosing the word that best completes a dialogue
  - f. Coloring the right objects based on a conversation
  - g. Sequencing the events of a story
  - h. Completing charts
8. How often do you practice your listening at home?
- a. Usually
  - b. Sometimes
  - c. Hardly ever
  - d. Never
9. If your previous answer was “usually” or “sometimes”, select what of the following activities do you do at home? (You can choose more than one option)
- a. Listening to music
  - b. Watching videos in English
  - c. Listening to radio in English
  - d. Watching movies in English
  - e. Playing video games in English
  - f. Other: \_\_\_\_\_
10. On a scale of 1 to 5 (1 = Low to 5 = High), how important is it for you to develop the listening comprehension skills at a literal and inferential level?
- a. 1      b. 2      c. 3      d. 4      e. 5
11. It is important to develop my listening comprehension skills because they help me to:
- a. Get the main ideas of a conversation
  - b. Understand details given in a conversation
  - c. Recognize the sounds of the words used in a conversation
  - d. Identify the situation(s) of a conversation
  - e. All of them

**THANKS FOR YOUR COLLABORATION!**

## Appendix B

### Metacognitive Awareness Listening Questionnaire (MALQ)

#### Metacognitive Awareness Listening Questionnaire (MALQ)

The statements below describe some strategies for listening comprehension and how you feel about listening in the language you are learning. Do you agree with them? This is not a test, so there are no "right" or "wrong" answers. By responding to these statements, you can help yourself and your teacher understand your progress in learning to listen. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
I like learning another language	1	2	3	4	5	6
1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
2. I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
3. I find that listening is more difficult than reading, speaking, or writing in English.	1	2	3	4	5	6
4. I translate in my head as I listen.	1	2	3	4	5	6
5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
6. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
7. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
8. I feel that listening comprehension in English is a challenge for me.	1	2	3	4	5	6
9. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
10. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
11. I translate key words as I listen.	1	2	3	4	5	6
12. I try to get back on track when I lose concentration.	1	2	3	4	5	6
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
14. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
15. I don't feel nervous when I listen to English.	1	2	3	4	5	6
16. When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3	4	5	6
18. I translate word by word, as I listen.	1	2	3	4	5	6
19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
21. I have a goal in mind as I listen.	1	2	3	4	5	6

**Appendix C**

## Video Selection Survey

**Universidad Surcolombiana****Faculty of Education****Masters of Arts in English Language Teaching****Survey**

Name: \_\_\_\_\_ Course: \_\_\_\_\_

Dear student:

We are currently doing a research project about multiliteracies and the use of video-mediated listening in the language classroom. We would like you to choose 5 videos from the list below taking into account the topics of your interest. This information will be confidential and data obtained from this survey will be used for research purposes.

1. Choose five videos of your preference from the list:

- |   |                          |
|---|--------------------------|
| ✓ Frans Lanting mini docu 25                                | <input type="checkbox"/> |
| ✓ The threat of invasive species                            | <input type="checkbox"/> |
| ✓ Supermarket psychology – Entrances, layout and shelving   | <input type="checkbox"/> |
| ✓ Thai prison fights  | <input type="checkbox"/> |
| ✓ The trap of materialism                                   | <input type="checkbox"/> |
| ✓ Bullying – Stop it  | <input type="checkbox"/> |
| ✓ Celebrities speak out on fame and materialism             | <input type="checkbox"/> |
| ✓ How China is changing your internet? – The New York Times | <input type="checkbox"/> |
| ✓ How to turn protest into powerful change? – Eric Lu       | <input type="checkbox"/> |
| ✓ The Power of Words: A documentary about bullying          | <input type="checkbox"/> |
| ✓ Who sounds gay? Op-Docs                                   | <input type="checkbox"/> |
| ✓ The Giants of Iceland                                     | <input type="checkbox"/> |

**THANKS FOR YOUR COLLABORATION!**



**Appendix D**

## Sample of Informed Consent Letter for Parents

Neiva, Agosto 29 de 2016

Apreciado Padre de Familia

Atento saludo.

Comedidamente me dirijo a usted con el fin de solicitar su autorización para que su hijo participe en un proyecto de investigación que realizo como tesis de grado en la Universidad Surcolombiana en el Programa de Maestría en Didáctica del Inglés. El título de la tesis es: **“Video-mediated listening and the multiliteracies approach in the construction of meaning”**.

La aplicación de la intervención pedagógica que se pretende realizar hace referencia al concepto de multiliteracidad en el aula de clase. Dicho concepto está relacionado con un cambio de perspectiva en la manera en que los estudiantes construyen significado. Algo que anteriormente se entendía como un proceso individual desarrollado en la mente de las personas es aquí comprendido como una práctica social donde la interacción, el contexto y la parte cultural juegan un papel fundamental en la construcción de significado y comprensión en los estudiantes. Por esta razón, en la investigación se valorará una perspectiva multimodal del aprendizaje, donde se tendrán en cuenta la importancia de las habilidades a desarrollar en el idioma de una manera integrada y complementaria. Como consecuencia, el estudio busca hacer énfasis en la identificación de factores influyentes en la construcción de significado bajo el marco de la multiliteracidad, a través de la implementación de lecciones que incluyen el uso de videos en el aula de clase.

Si usted autoriza la participación de su hijo/a, el estudiante formará parte de una serie de entrevistas grupales con otros estudiantes, el diligenciamiento de encuestas y la escritura de un diario de reflexión con el fin de verificar el logro de los objetivos del proyecto. Las grabaciones y en general la información recolectada, se analizará sin hacer referencias personales ni ninguna acción que conlleve a atentar contra el buen nombre e integridad del participante.

Cabe reiterar que la participación de su hijo/a en este proyecto es voluntaria y si fuera el caso, puede abandonar su participación en cualquier momento. Cabe resaltar que no habrá consecuencias negativas si el participante decide abandonar la investigación. No obstante, espero permita a su hijo/a formar parte de este proceso. En el informe final de tesis, los participantes

serán anonimizados para asegurar que sus identidades no sean reconocidas y de esta forma, se conserve la objetividad y confidencialidad del estudio.

Finalmente, cabe mencionar que este proyecto de investigación ha sido aprobado por el Programa de Maestría de la Universidad Surcolombiana.

### **Consentimiento de participación**

Si usted autoriza a su hijo/a formar parte del proyecto de investigación, firme el presente consentimiento y regréselo al profesor Jhon Jairo Losada Rivas. Si tiene alguna pregunta con respecto a los procedimientos y/o la investigación en sí, por favor envíe un correo a [Jhonja\\_1118@hotmail.com](mailto:Jhonja_1118@hotmail.com) con sus inquietudes.

Agradezco de antemano su colaboración.

Yo autorizo que mi hijo Juan Camilo Vargas Hernández forme parte del proyecto de investigación descrito anteriormente. SI / NO

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

Cordialmente,

Jhon Jairo Losada Rivas

## Appendix E

## Informed Letter for school



Universidad Surcolombiana  
Nit. 891.180.084-2 FACULTAD DE EDUCACION  
MAESTRÍA EN DIDACTICA DE INGLES



SC 7384 - 1

GP 205 - 1

CO - SC 7384 - 1

Neiva, Agosto 29 de 2016

Magister  
DIEGO ARMANDO LEBRO  
Rector Columbus American School  
Rivera

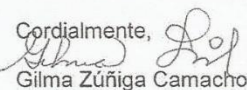
Atento saludo.

Comedidamente me dirijo a usted con el fin de solicitar su autorización para que el profesor Jhon Jairo Losada Rivas realice una intervención pedagógica en el grado 11A como aplicación de la tesis de grado que cursa en la Universidad Surcolombiana en el Programa de Maestría en Didáctica del Inglés. El título de su tesis es: **"Video-mediated listening and the multiliteracies approach in the construction of meaning"**.

El profesor Jhon Jairo Losada Rivas justifica la aplicación de su intervención pedagógica haciendo referencia al concepto de multiliteracidad en el aula de clase. Dicho concepto está relacionado con un cambio de perspectiva en la manera en que los estudiantes construyen significado. Algo que anteriormente se entendía como un proceso individual desarrollado en la mente de las personas es aquí comprendido como una práctica social donde la interacción, el contexto y la parte cultural juegan un papel fundamental en la construcción de significado y comprensión en los estudiantes. Por esta razón, en la investigación se valora una perspectiva multimodal del aprendizaje, donde se tienen en cuenta la importancia de las habilidades a desarrollar en el idioma de una manera integrada y complementaria. Como consecuencia, el estudio busca hacer énfasis en la identificación de factores influyentes en la construcción de significado bajo el marco de la multiliteracidad, a través de la implementación de lecciones que incluyen el uso de videos en el aula de clase.

Durante la intervención, los estudiantes deberán participar de entrevistas, encuestas, y escritura de un diario de reflexión con el fin de verificar el logro de los objetivos del proyecto. La información recolectada se analizará sin hacer referencias personales ni ninguna acción que conlleve a atentar contra el buen nombre e integridad de los participantes. A los padres de los estudiantes se les enviará una carta con el fin de que autoricen a sus hijos para participar en el proyecto.

Finalmente, cabe mencionar que este proyecto de investigación ha sido aprobado por el Programa de Maestría y es un requisito para obtener el título de Magister. Su asesora es la profesora Gilma Zúñiga Camacho.

Cordialmente,  
  
Gilma Zúñiga Camacho

Asesora Académica Maestría en Didáctica del Inglés

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**Appendix F**

## Lesson Plan Sample

**MULTILITERACIES – ORIENTED VIDEO-MEDIATED LISTENING LESSON # 1**

NAME OF THE TEACHER(S): Jhon Jairo Losada Rivas

SCHOOL: \_\_\_\_\_

<b>GRADE: 11-a</b>	<b>LENGTH OF THE CLASS: 2 hours</b>
<b>OBJECTIVE:</b> To provide recommendations and reflect critically about the consequences of airport security in a poster.	<b>TOPIC:</b> Airport Security - Colombia
<b>SKILLS:</b> Integration of skills (reading, listening, speaking and writing)	
<b>MATERIALS:</b> <a href="https://www.youtube.com/watch?v=F_XNddFBdwo">https://www.youtube.com/watch?v=F_XNddFBdwo</a> First seven minutes ONLY	

STAGE OF THE LESSON	Name of the activity	Procedure	Time
<b>Pre-viewing</b>	Guess what!	The class starts off with the presentation of a set of quotations related to the content of the video to be seen and students try to guess what the video will be about. Taking turns, students are chosen randomly to come in front. The selected student will have the chance to act out a set of quotations taken from the video and the rest of the class will aim at guessing the words included in the quotation given. By doing this, they will get to know some of the upcoming elements included in the video and in this way, a more general idea is developed. ( <i>Situated practice</i> )	10 minutes
<b>Silent Viewing</b>	Initial Introduction to the video Classifying concepts	Students watch the first 30 seconds of the video and talk to their elbow partner about the places, elements seen in the video, headlines and other aspects presented. All of this through the guided instruction provided by a set of questions	15 minutes

		shown by the projector. ( <i>Situated practice - Overt Instruction</i> )	
<b>Initial Viewing</b>		<p>Students watch the whole video for the very first time. They are told to pay close attention to the type of vocabulary used in the video and the information provided by it.</p> <p>Afterwards, the class is divided into 4 groups. Each group selects a leader who will get a set of “warning signs” with color cardboard paper and a plastic bag with “prohibitions”. Once they have gotten back to their seats, each group will match the “warning signs” they usually find at the airport with their definitions. These warning signs will be pasted on the cardboard paper given. (<i>Overt instruction</i>)</p>	15 minutes
<b>Detailed Viewing</b>		<p>With a view to analyzing the expressions, attitudes, thoughts and experiences of the people registered in the video, students are given a set of expressions taken from the videotext. They will get in pairs and among themselves, they will start making connections from the expressions given and each of the situations presented in the text. (<i>Overt instruction - Critical Framing</i>)</p> <p>In addition to this, students complete the transcript of the video based on their understanding of the video and the overall interpretation they make from it. (<i>Overt instruction</i>)</p>	15 minutes
<b>Critical Viewing</b>		<p>Taking into account the information students got from the video they will answer some critical questions related to the topic. They will explain and clarify their thoughts upon airport procedures and illegal activities.</p> <p>Why do you think the video was chosen?</p>	10 minutes

		<p>What is the role of police officers in the airport?</p> <p>Why is important to fight against drug trafficking?</p> <p>What would you do if you were unfairly accused of drug trafficking??</p> <p>What would be the most important tool to fight drug trafficking??</p> <p>Why do you think people choose to do these illegal activities? (<i>Critical Framing</i>)</p>	
<b>Into context</b>		<p>Students will create a handout listing an array of airport recommendations. They will reflect upon all the things that are forbidden and not in an airport-context. (<i>Transformed Practice</i>)</p>	20 minutes

## Appendix G

## Pupil Diaries Sample

Intervention # 1

**DIARIO DEL ESTUDIANTE**

Fecha: 22 Agosto de 2016

Nombre: [REDACTED]

Grado: 11A

Fecha Sesión de Clase: 22 Agosto 2016

Escribe aquí tus reflexiones de acuerdo a las actividades presentadas en clase a través del video *Airport Security Colombia*. Ten en cuenta los siguientes aspectos al momento de escribir tu reflexión:

- Descripción de las actividades de clase. (¿Qué se realizó en clase y de qué manera se hizo?)
  - Desarrollo de las habilidades - Construcción de significado a través de la lección (¿Qué habilidades se integraron a lo largo de la sesión de clase? ¿De qué manera te ayudaron las actividades a comprender lo planteado en el video?)
  - Relación del tema tratado con tu contexto (individual, social, cultural, etc.)
  - Reflexiona sobre las actividades desarrolladas. (¿Qué fue significativo para ti a lo largo de la lección? // ¿Qué aprendiste de ella?)
- 
- NOTA: Los anteriores aspectos son simplemente bases generales para la construcción de tu reflexión. Puedes hacer referencia a estos y otros aspectos que creas relevantes mencionar.

En clase se desarrollo una actividad teniendo en cuenta el video "Airport Security Colombia", comenzando por una actividad de adivinar palabras claves que salian en el video, posteriormente se vio el video sin audio de lo que se desarrollaron unas preguntas. Despues se vio el video con sonido y se solucionaron unas actividades en parejas mientras socializabamos experiencias personales relacionadas con el tema tratado en clase. En la siguiente sesion se nos pidio que realizaramos un poster relacionado con el tráfico de drogas o con la seguridad en los aeropuertos utilizando recortes de revistas que se nos habian pedido para esa clase. A lo largo de la sesion y de las actividades se pudieron reforzar las habilidades de la escucha y la interaccion entre los compañeros, tambien se logró que se relacionara el tema tratado con experiencias personales. Ya cosiderando el tema se tiene que aceptar que es de gran importancia conocer y reflexionar acerca de este por la cercania a esta problemática en el pais. Y se logro esta relacion y este desarrollo del tema de una manera didactica que llamo la atencion de la mayoria de los estudiantes debido a los diferentes puntos de vista y experiencias. en adicion a esto el vocabulario que adquiri de manera personal fue grande y pude ver como se llevaba acabo la busqueda de trafico de drogas en un aeropuerto, tema que para mi es muy interesante.

**Appendix H**

## Teacher's Field Notes Sample

**FIELD NOTES # 5**

<b>DEMOGRAPHIC INFORMATION</b>	
<b>IMPLEMENTATION # 1</b>	<b>DATE: October 3<sup>rd</sup>, 2016</b>
<b>GRADE: 11<sup>a</sup></b>	<b>PARTICIPANTS: 17 students</b>
<b>SCHOOL:</b>	
<b>Observation</b>	<b>Interpretation →</b>
<p>→ The teacher arrived at the classroom and greeted his students. Then, he proceeded to organize the classroom differently for the purposes of the activities planned for the session. The teacher told students to get into groups of three (approximately) and explained the first part of the lesson. After dividing the class for the activity, students had to take a look at a small piece of paper located in strategic places of the classroom and write as much as they could remember in the whiteboard.</p> <p>→ Once students were indicated to start with the activity, each of the groups worked as required. Students showed eager to participate and a sense of competitiveness was shared throughout the activity.</p> <p>→ The whiteboard got full of expressions and words taken from papers given for the first activity. Consequently, the teacher proceeded to ask students about the meaning of certain words and they shared their thoughts on it.</p> <p>→ Afterwards, students watched the first thirty seconds of the video without sound and each of them received a piece of paper with pictures on it. This time their task was to write what each picture meant to them.</p> <p>→ Later on, the full video was presented and for the first time, students had the chance to listen to the its content. Some of them talked silently claiming how close they had been to guessing the video's content in the last activity.</p>	<p>→ The class organization was important for the accomplishment of the objectives set in the first activity. Getting students into equal groups allowed a better control of the pupils and the activity itself. In regard to the students' engagement, they showed themselves positively interested and active. They looked attentive because the activity was different to what they were used to having in class.</p> <p>→ Getting students to write the words and expressions of the videotext before actually watching it was a good idea. To me, it becomes more meaningful in that way because in these initial stage of the implementation, they wonder about what will be shown afterwards. Recognizing words and getting rid of doubts was one the aspects that I would highlight the most from this part of the session.</p> <p>→ While some students claimed they knew the meaning of the words written on the board, there were others who got to know them for the first time.</p> <p>→ During the activity with the pictures, students made diverse interpretations of the images based on their previous knowledge and predictions on the video. Such predictions allowed students to use some of the words that had been reviewed throughout the previous activity.</p> <p>→ Watching the video with sound represented a bigger picture of the topic addressed. Students expressed their interest in the topic and seemed attentive to the</p>



<p>→ Sometime after, the video was played for the second time and students were required to answer multiple-choice questions based on the issues addressed in it. Students got more concentrated and asked questions among themselves in regard to the inquiries made in the paper given.</p> <p>→ Taking advantage of the content presented in the video and the script given, the teacher asked students to find expressions that contained relative clauses. All of this with the aim of reinforcing one of the grammar aspects reviewed throughout the school lessons.</p> <p>→ Before the end of the session, students got in a circle and watched six brief extracts from the video. Then, they took part in a group conversation where they shared their thoughts upon the extracts. While some students limited themselves to explaining what they had understood, others made connections between what they had watched and some current situations in regard to politics around the world.</p> <p>→ Throughout the next class session, students got the chance to share their ideas on one specific conflict they had read about. Their interventions centered on explaining the type of conflict it was and sharing the information they had collected in regard to them. Multiple questions were asked and some interesting points were made. Comparisons with our own Colombian context could not be avoided and generally, students seemed rather informed and ready for the session.</p>	<p>content given.</p> <p>→ Answering multiple-choice questions was a way of evaluating students' understanding of the video. They paid even more attention to it and by asking questions among themselves, they were able to respond most of the questions provided. This was an important part of the session due to the fact that predictions and assumed conceptions were clarified through students' conversations.</p> <p>→ Reviewing vocabulary and grammar aspects through the video turned the lesson into something more meaningful and valuable for students. Watching a video that contained all of this made think about the uses those words can get in real life situations.</p> <p>→ Presenting six parts previously selected from the video generated new ideas in students. Even though they had had some initial impressions, students went deeper and shared ideas that had not been provided before. These conversations brought about critical interpretations from the video, which was taken as a point of departure for the upcoming ideas.</p> <p>→ Having told students beforehand about the activity that would be developed, helped them to get better informed about a good number of conflicts they were interested in. They shared information about diverse contexts and opinions were known in regard to other issues. Their level of participation was high throughout the session.</p>
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## Appendix I

### Sample of Transcript of classroom interactions

#### TRANSCRIPTION POSTER DESCRIPTION

##### GROUP # 1

**DDS:** So, what we tried to do was ehmm like reflect how the drugs affect the society and we put some consequences of the drugs, so we put some ehmmm pictures that represent that consequences.

**DBS:** So we can see that the first one is like related with the health of the people who is anxiety and also it has many consequences in that ahmm like weight... yes,... I mean...

**DDS:** ... aspects of your life.

**DBS:** ... aspects in your life, yes. And the other things that we put it was hallucination that was also in the same circle... or in the same topic. Ahmmm... also we have affecting our children in their attitude, behavior, physical psychological... I don't know... ehmm way to act. And also these accidents and illegal economy income, they are other kind of consequence. For example, this is talking about the moral way or changes that consuming drugs and these are also taking part of the health, like anxiety and hallucinations.

##### GROUP # 2

**AMSS:** We kind of choose this topic because I remember when I was little, my parents always told me to keep my bag close and well, we put one of the reasons why you should keep your bag always with you and it's because people can put things inside your luggage while you are not watching so they can smuggle things to other countries and yeah...

**JCD:** So, for example we put this picture because sometimes we are so... How do you say "cansado"?

**AMSS:** Tired.

**JCD:** ...tired, and so sometimes we sleep and so this can.. this is a form to sleep and don't get warning... "no corre peligro"... how do you say?

**TEACHER:** Don't be at risk

**JCD:** ...don't be at risk for other person take your luggage.

**JCV:** Yes, ahmm... we consider that this was an important thing in a lot of airports, a lot of people lose their luggage or people try to smuggle different kind of stuff in other people's bags, so that's an issue that concerns every single airport in the world but especially here in Colombia it happens a lot. People try to put drugs or other kind of those stuff in other people's bags and yes... this is why we chose ahmm... because we want safety for our passengers and we want them to make sure that they're protected against any kind of risk.

**Appendix J**

## Focus Group Interview 1

**Universidad Surcolombiana****Master's Program of English Didactics****Focus Group #1**

Buenas tardes, en primera instancia les informo que la información dada a través de la focus group será grabada y se usará con propósitos investigativos. Cabe la pena recalcar que su participación es valiosa para este estudio que intenta entender como es la construcción de significado a través de “video-mediated listening through a multiliteracies approach”. En esta primera focus group queremos conocer sus apreciaciones sobre la primera ronda de intervenciones. (a continuación se presentan las preguntas hechas a los estudiantes.

**ENTREVISTA FOCAL 1**

Describa cómo han sido las clases de inglés en las sesiones de implementación de los videos.

¿Qué cree que es la construcción de significado?

¿Qué tipo de cambios ha podido evidenciar a partir de las implementaciones realizadas?

¿Qué aspectos te ayudan a comprender el mensaje de los videos implementados en la clase de Inglés?

¿Qué piensas de los videos implementados en las primeras tres sesiones de la investigación?

¿Qué impacto genera la utilización de videos como herramienta para el fortalecimiento de la habilidad de escucha?

¿Crees que es necesario conocer todas las palabras para poder entender lo que ves y escuchas?

¿Fue difícil para ti lograr entender los temas de cada video?

¿Los temas tratados en los videos presentados fueron de tu interés?

Desde tu punto de vista, ¿cuál de las tres intervenciones te pareció más interesante y por qué?

¿Qué cambios realizarías a las implementaciones realizadas en clase?

## Appendix K

### Focus Group Interview 2

#### Universidad Surcolombiana

#### Master's Program of English Didactics

#### Focus Group #2

Buenas tardes, en primera instancia les informo que la información dada a través de la focus group será grabada y se usará con propósitos investigativos. Cabe la pena recalcar que su participación es valiosa para este estudio que intenta entender como es la construcción de significado a través de “video-mediated listening through a multiliteracies approach”. En esta primera focus group queremos conocer sus apreciaciones sobre la ronda final de intervenciones y realizar un cierre del proceso llevado a cabo. (a continuación, se presentan las preguntas hechas a los estudiantes.

#### ENTREVISTA FOCAL 2

Piensa en las últimas 3 intervenciones y reflexiona si el proceso ha sido similar o diferente a las primeras 3.

¿Qué has notado diferente? (¿Porqué no has notado diferencia?)

Habiendo pasado por todo este proceso, ¿cómo concibes ahora la construcción de significado y qué aspectos crees hacen parte de este?

Piensa en la implementación que más te gustó y describe paso a paso cómo fue esta y porqué te gusto?

¿De manera personal comenta tu desempeño en las intervenciones y explica cómo tus compañeros te ayudaron a construir significado?

¿Teniendo en cuenta los pasos que se siguen en clase, crees necesario incluir un paso extra para optimizar el entendimiento y construcción individual y colectiva de significado?

Intenta recordar una de las intervenciones y describe cómo eran las interacciones en el salón de clase cuando se realizaban implementaciones.

¿A través de todo el proceso, consideras que este te ha ayudado a mejorar tu habilidad a la hora de entender cuando escuchas información sobre determinado tema?

¿Cuál crees que fueron las habilidades que más se fortalecieron durante el proceso?