



University English Learners Designing Digital Multimodal Texts about the Academic Community¹

Jessica Marcela Velandia Santamaría² 
Luz Mary Quintero³ 

Citation: Velandia, J. M. and Quintero, L. M. (2025). University English Learners Designing Digital Multimodal Texts about the Academic Community. *Colomb. Appl. Linguistic. J.*, 27(2), pp. 125-146.

Received: 23-Aug.-2024 / **Accepted:** 27-Aug.-2025

DOI: <https://doi.org/10.14483/22487085.22611>

Abstract

Today's education must address the challenges posed by an increasingly linguistically diverse society, in which communication has been profoundly reshaped by advances in information and communication technologies. In response to this complex communicative landscape, a qualitative action research study was conducted with a group of undergraduate students enrolled in an intermediate English course at a public university in Colombia. The study aimed to examine to what extent students maximize meaning making in English through the creation of multimodal texts within their university community. During the didactic intervention, which incorporated community pedagogy, multimodal activities were interwoven to scaffold students' multimodal text design. Data were collected through a teacher's journal, interviews and students' multimodal eBooks. The findings revealed that multimodality was a powerful means to make community members visible, highlight social issues, and inspire social transformation. Finally, the combination of community pedagogies and multimodality effectively promoted meaning-making in the target language, enhancing students' linguistic competence and critical literacy practices.

Keywords: critical literacies, community pedagogies, eBook, ELT, multimodality

¹ This article reports partial findings from the first author's master's research project, conducted under the supervision of the second author.

² M.A. in Language Didactics, Universidad Industrial de Santander. Assistant Professor, Universidad Industrial de Santander, Bucaramanga, Colombia. Email: jemavesa@correo.uis.edu.co

³ M.A. in Applied Linguistics for the Teaching of English, Universidad Distrital Francisco José de Caldas, Bogotá, Colombia. Associate Professor, Universidad Industrial de Santander, Bucaramanga, Colombia. Email: lumaquin@uis.edu.co



Estudiantes universitarios de inglés diseñan textos digitales multimodales sobre la comunidad académica

Resumen

La educación actual debe hacer frente a los retos de una sociedad cada vez más lingüísticamente diversa, en la que la comunicación se ha visto drásticamente remodelada por el desarrollo de las tecnologías de la información y la comunicación. En respuesta a este complejo panorama comunicativo, se llevó a cabo un estudio cualitativo de investigación-acción con un grupo de estudiantes de pregrado inscritos en una asignatura de inglés intermedio en una universidad pública de Colombia. Este estudio pretende analizar hasta qué punto los estudiantes maximizan la elaboración de significados en inglés a través de la creación de textos multimodales dentro de la comunidad universitaria. Durante la intervención didáctica, se entrelazaron actividades comunitarias y multimodales para fomentar el diseño de textos multimodales por parte de los estudiantes. Los datos se recopilaban mediante un diario del docente, entrevistas y los libros electrónicos multimodales producidos por los estudiantes. Los resultados indicaron que la multimodalidad es una herramienta útil para hacer visible a los miembros de la comunidad, destacar problemáticas sociales e inspirar procesos de transformación social. Por último, la combinación de pedagogías comunitarias y multimodalidad fomentó eficazmente la construcción de significados en la lengua meta, mejorando la competencia lingüística y las prácticas críticas de literacidad de los estudiantes.

Palabras clave: pedagogías críticas, pedagogía basada en comunidad, eBook, ELT, multimodalidad

Introduction

The advent of new technological devices has dramatically transformed the way people use language to relate to and communicate with others in their personal, social, public and professional lives. If the mission of education is to prepare students for full participation in public, community, and economic life ([New London Group, 1996](#)), should English as a Foreign Language (EFL) classrooms not also equip students with skills relevant to today's world? In this regard, [Kress \(2000, 2009, 2011\)](#), [Kress and Van Leeuwen \(2002\)](#), [Jewitt and Kress \(2003\)](#), and [Cope and Kalantzis \(1999, 2009\)](#) advocate for an educational approach in which educators examine how students use language in their real-life contexts and incorporate practices that embrace diverse forms of communication—including digital, visual, and oral modes—to prepare them for social, public and professional life. However, despite the increasing need to incorporate multimodal and real-world language practices in education, the academic settings and traditional instructional materials often fail to meet these demands ([Álvarez-Valencia, 2018](#)).

The project reported in this article emerged as part of a critical analysis of the English textbook used in an intermediate English course at a public university in Colombia. The analysis evaluated the didactic strategies, cultural content, and writing tasks proposed to support the development of writing. The results revealed, first, that most writing tasks served as a follow-up step for other activities related to listening, speaking, or reading; or as excuses for grammar and vocabulary reinforcement and practice. In other words, writing was conceived as a handmaid of grammar, vocabulary, and other language skills. Second, most writing activities followed a traditional, paper-based format that reflects a functional and structural view of language ([Richards & Rodgers, 2001](#); [Rowse & Walsh, 2011](#)), ignoring the multimodal nature of communication and meaning-making. Third, the objective and content of the writing tasks and activities tended to privilege hegemonic cultures, often presented as superior to local ones ([Kumaravadivelu, 2003, 2006](#); [Nuñez-Pardo, 2018](#); [Caro & Caro, 2019](#); [Nuñez-Pardo, 2020](#); [Nuñez-Pardo & Téllez-Téllez 2022](#)).

In response to the problems identified through this preliminary analysis, an action research project was implemented in which Community-Based Pedagogy (CBP, hereafter) and a multimodal approach engaged students in a social practice where language—understood from a multimodal perspective—functioned as a means to make visible both the university's assets and the issues identified through an inquiry process. This pedagogical intervention sought to enhance students' meaning-making in the target language by creating multimodal eBooks focused on their academic spaces at university and working environments. This paper presents an in-depth analysis of the multimodal eBooks created by the students in order to examine the extent to which the combination of a CBP and multimodality maximized students' opportunities to make meaning in the EFL class. These two complementary approaches to language learning created the conditions for participants to make meaning through the design of multimodal texts.

Theoretical framework

Multimodality and language learning

Since the invention of the printing press, the linguistic mode (speech or writing) has been the predominant mode for representation and meaning-making ([Kress & Van Leeuwen, 2002, 2006](#); [Kress, 2003, 2009, 2011](#)). However, the emergence of new communication landscapes and the shift from print to screen in contemporary societies ([Álvarez-Valencia, 2016](#)) have underscored the need to integrate diverse modes in order to meet the demands of current communication and meaning-making realities. Linguists such as Kress, Van Leeuwen, and Jewitt have proposed multimodality as an approach that challenges this verbocentric view of communication—that is, the predominance of the linguistic mode over others. From this perspective, meaning is understood as the result of culturally and socially situated configurations of multiple modes (image, gestures, body posture, sound, writing, music and space) as organized sets of semiotic resources ([Jewitt, 2008](#)).

This concept emerged as a response to the increasing cultural and linguistic diversity in globalized societies, where the development and widespread use of electronic devices has reshaped how people design, negotiate, and disseminate meaning. Consequently, educational practices should meet this new reality and rethink literacy, literacy

practices, and pedagogies ([New London Group, 1996](#); [Cope & Kalantzis, 1999, 2009](#); [Kress, 2000](#); [Álvarez-Valencia, 2016](#)). From a multimodal perspective, meanings are created, distributed, interpreted and recreated through many representational and communicational resources socially and culturally shaped ([Jewitt, 2009](#)). [Jewitt \(2009\)](#) argues that to address the full range of communication, modes such as image, gesture, gaze, posture, and sound should be treated as equally capable of contributing to the meaning-making of complex texts. Each of these modes permits the design of meanings, and the intersemiotic relationship among them.

The dominance of the digital era has underscored the necessity of enhancing meaning-making in the language classroom ([Jewitt, 2005, 2008](#); [Cloonan, 2008](#); [Rowse & Walsh, 2011](#); [Álvarez-Valencia, 2016](#); [Batchelor, 2018](#)). Research by [Cloonan \(2008\)](#), [Campano and Low \(2011\)](#), [Ghisso and Low \(2013\)](#), [Wang \(2015\)](#), [Batchelor \(2018\)](#), and [Sakulprasertsri \(2020\)](#) demonstrates that integrating multimodal practices in the English classroom enabled teachers to extend meaning-making beyond the linguistic mode, providing students with opportunities to utilize richer modes to represent and interpret the world. Similarly, [Royce \(2002\)](#) enriches the concept of communicative competence and incorporates *Multimodal Communicative Competence* (MCC). MCC recognizes the need to help English language learners to become competent in interpreting and constructing appropriate meanings multimodally. Being able to employ multiple modes of meaning-making supports language learners who may struggle to communicate in one mode but can express their thinking through another sign system ([Batchelor, 2018](#)).

Some researchers advocate for the integration of Digital Multimodal Composing (DMC) in EFL classrooms as a means of engaging students meaning-making through the interweaving of various modes available on digital devices, such as images, videos, and audio. Studies conducted by [Hafner \(2015\)](#), [Jiang and Luk \(2016\)](#), [Jiang \(2021\)](#), [Huang \(2019\)](#), and [Jiang and Guo \(2022\)](#) have reported the positive impact of DMC on students' critical reflection and participation in social issues. For instance, [Jiang \(2021\)](#) found that engaging students in the digital composing of multimodal texts (e.g., audio podcasts and slides) encouraged them to integrate their social activities outside the classroom into their conventional language learning. Similarly, [Huang \(2019\)](#) concluded that DMC enabled students to express their critical engagement with socio-political issues within local communities in ways that would have been constrained by reliance on the linguistic mode alone. In light of these findings, it can be concluded that DMC has the potential to facilitate the development of critical and participatory forms of digital literacy and digital citizenship education in media-rich environments.

The ideas discussed above force us to question the present and future of English learning and literacy processes in foreign languages classrooms, dominated by audiovisual cultures and practices that demand the ability to read, write and design complex multimodal semiotic texts ([Farías & Véliz, 2019](#)). There is an imminent need for EFL teachers to incorporate multimodal resources and multimodal pedagogies in order to potentiate foreign language learning processes; reconceptualize literacy, literacy pedagogy, and teacher educators' epistemological beliefs and assumptions about language and language learning ([Sharkey et al., 2016](#)); and design multimodal learning experiences and materials that help students develop their multimodal and communicative skills and think critically ([García León et al., 2019](#)). The present study was designed precisely to respond to these demands.

Community-based pedagogies

Community-based pedagogies (CBP) is an approach to learning that draws on the socio-cultural and critical approaches to education ([Freire & Macedo, 1987](#); [Moll et al., 1992](#); [Murrell, 2000](#)). CBP places local communities and students' knowledge of their local realities at the center of pedagogy and curriculum ([Clavijo-Olarte, 2015](#)). [Sharkey \(2012\)](#) defines CBP as the "curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and their students and their families inhabit" (p. 11). Thus, this approach claims for curricular practices that enable the integration of students' environments into academic learning so that students can construct knowledge about and with the local communities. [Sharkey and Clavijo-Olarte \(2012\)](#) further emphasize the importance of local knowledge in language and literacy education as a means to encourage language learners to value their local resources. In the same vein, [Quintero and Clavijo-Olarte \(2023\)](#) remark that CBP offers the opportunity to place local knowledge as a source to build spaces where unnoticed voices and the plurality of local subaltern knowledge are recognized and made visible.

Several studies in Colombia have shed light on the value of integrating the local community into the EFL classroom. Scholars such as [Sharkey and Clavijo-Olarte \(2012\)](#), [Clavijo-Olarte \(2015\)](#), [Medina *et al.* \(2015\)](#), [Rincón and Clavijo-Olarte \(2016\)](#), [Florez \(2018\)](#), [Bolaños *et al.* \(2018\)](#), [Nieto \(2018\)](#), and [Pabón \(2019\)](#) have brought community experiences, practices, symbols, and people into the classroom in order to strengthen students' community identity while improving their literacy practices from a critical perspective. Projects by [Quintero and Clavijo-Olarte \(2023\)](#), [Clavijo-Olarte \(2015\)](#), [Medina *et al.* \(2015\)](#), and [Florez \(2018\)](#) promoted interaction between students and the local context by incorporating inquiry activities. Findings of these studies evidenced that interacting with other members of the community leads to strengthening students' local identity and encourages them to become active agents in their communities. CBP has provided opportunities for English teachers to broaden their teaching repertoires for language teaching. Interactions with communities inside and outside the classroom has enabled learners to use English purposefully to design texts about their communities.

Concerning literacy, [Rincón and Clavijo-Olarte \(2016\)](#) highlighted the potential of community inquiries to create meaningful opportunities for transforming the traditional language classrooms by contextualizing language practices and creating flexible and meaningful ways to communicate. In the same vein, studies by [Quintero and Clavijo-Olarte \(2023\)](#), [Florez \(2018\)](#), and [Pabón \(2019\)](#) showed that giving students the opportunity to inquire and write about their own local community issues encourages them to take an active role in their local communities. By inquiring and documenting topics such as migration, violence, and historical memory language learners became more aware of everyday problems their communities and country face and recognized their own potential and the need to act as agents of change.

Similar studies have adopted CBP principles to transform preservice English teachers' education and their future teaching practices ([Quintero & Clavijo-Olarte, 2023](#); [Lastra *et al.*, 2018](#); [Sharkey *et al.*, 2016](#); [Clavijo-Olarte, 2015](#); [Sharkey & Clavijo-Olarte, 2012](#)). These studies conclude that when preservice English teachers conduct projects with and in the local communities, they become more sensitive and aware of their students' assets and problems, increase their recognition and appreciation of the local communities, design locally relevant materials, and are motivated to take action to transform their situated realities.

Findings and recommendations from prior research studies in multimodality and CPB, together with theoretical discussions in the field of EFL, provided critical insights that informed the research methodology and the pedagogical intervention of the study reported in this article.

Methodology

This qualitative study aligns with the principles of Action Critical Research ([Mills, 2011](#)) since it situates language learning in a more critical view where students can observe, interact, read, and transform their realities ([Clavijo-Olarte & Ramírez, 2019](#)). As teacher-researchers, we designed an adapted EFL environment that sought to enable participation, build a learning community, create conditions for empowerment, and enable the expression of students' full human potential (Stringer, 2004 as cited in [Mills, 2011](#)).

Setting and Population

This study was conducted at one of the most important public universities in the north-east of Colombia. Located in Bucaramanga, Santander, this university has more than 22,000 undergraduate and postgraduate students from different academic programs. The academic community is composed of students from different cities and towns across Colombia, making it a culturally heterogeneous institution. This university also implements a special admissions program that allocates a percentage of its enrollment quotas to individuals from Indigenous and Afro-Colombian communities and populations affected by the armed conflict. Furthermore, the university's autonomy allows for the free expression of religious, cultural, artistic, and political identities. Students are encouraged to share their ideas and cultural heritage through academic and cultural events, physical spaces, and student-led political and cultural groups. In addition, the campus of the institution offers varied and well-equipped facilities including

academic buildings, indoor and outdoor auditoriums, and museums for cultural expression. The campus also offers sport fields, where students can practice soccer, futsal, squash, basketball, volleyball, tennis, rugby, skateboarding, athletics, among other activities. The campus is also surrounded by green zones and diverse native flora and fauna, reflecting the natural richness of the Santander region. The above positions this university as a potential asset where students can experience and develop multimodal literacy practices.

The sample for this study consisted of sixteen undergraduate students enrolled in the Mathematics and Spanish Language and Literature programs; eleven women and five men, aged between 18 and 23 years. These students were expected to reach a B1 level according to the CEFR at the end of the semester. At the time of the project, participant students were enrolled in the Intermediate English course; as part of their curriculum, students are required to complete five compulsory levels of English.

The English course met for five hours per week and used a textbook as its main instructional resource. The syllabus and methodology, consistent with the university's pedagogical model, blends different learner-centered approaches that promote language comprehension and use in real-life situations, preparing students for social, cultural, and civic engagement with communities. However, upon critical examination, the textbook, which was did not fully meet these criteria. Thus, the action research project intended to follow the proposed syllabus and methodology by contextualizing them within the academic community. The sixteen students participated in a learner-centered project that positioned them as inquirers of their academic community and designers of the multimodal texts, as a way to integrate their interests, digital skills, creativity, and collaborative work into the EFL class. The classroom project included the grammatical structures and integrated the four skills throughout the process to design the multimodal eBook. It is important to remark that one of the teacher-researchers involved in this study (first author) was responsible for teaching the course and in charge of mediating, assessing, and monitoring students' design process.

Data collection instruments

Journal

According to [Mills \(2011\)](#) journals “are an ongoing attempt by teachers to systematically reflect on their practice by constructing a narrative that honors the unique and powerful voice of the teachers’ language” (p. 80). One of the researchers recorded students’ attitudes, behaviors, and comments as they completed each task, along with the researcher’s own reflections. Entries were recorded and organized in Google Drive.

Interviews

“Information from interviews can serve as the ‘methodological core’ against which observational data can be used to “feed” ongoing informal interviews” (Agar, 1980, cited in [Mills, 2011](#), p. 76). Mills suggests that observations combined with interviews are a valuable way of collecting complementary data. In this study, individual interviews were conducted at the end of the pedagogical project in order to analyze the students’ personal views of the pedagogical intervention and to explore further the findings from the artifacts and journals.

Artifacts (eBooks)

[Mills \(2011\)](#) describes artifacts as “written or visual sources of data that contribute to our understanding of what is happening in our classrooms and schools” (p. 86). In this study, multimodal eBooks were a rich source of data because they were designed by the participant students. These artifacts provided researchers with significant information about students’ choice of meaning making modes to represent their academic community.

Pedagogical Innovation

For this action research project, a didactic sequence consisting of six stages was designed (see [Table 1](#)). These stages incorporated pedagogical activities comprising both the community and multimodality. As evident in the table, the

pedagogical activities provided students with strategies to engage with the academic community in order to identify and inquire into the remarkable assets and issues present in the university context. Each pedagogical task proposed in each stage contributed to and progressively scaffolded the inquiry process in the community and the design of the final eBooks.

Collaborative work was placed as a central element for the realization of the project. Collaboration occurred through teacher and peers' feedback sessions, which provided students with practical recommendations about the overall multimodal design coherence, digital tools, language use and aesthetics. All sessions were held in a computer lab, where the students worked in teams and had access to a myriad of digital applications and information for the design of the multimodal eBooks.

Table 1. *Pedagogical innovation stages, time and activities*

Stages	Time	Activities
Engagement with the project.	1 session	1. Exploring students' understanding of their university community.
Mapping the community and negotiating the topics.	3 sessions	1. Mapping the university community. 2. Reporting the community mapping through multimodal paragraphs. 3. Negotiating topics identified in the community.
Inspiring stories and multimodal texts	6 sessions	1. Reading Fernando Montaña's biography. 2. Interviewing with an Indigenous student. 3. Creating a comic based on the Indigenous student's story. 4. Designing the first eBook about a university member.
Engaging with the community	3 sessions (independent work)	1. Designing the interview for a community member or group. 2. Interviewing university community members and groups. 3. Transcribing and systematizing the interview.
Multimodal composing process	7 sessions	1. Planning (outline). 2. Drafting. 3. Revising (professor and peer feedback). 4. Editing. 5. Revising (professor and peer feedback). 6. Producing the final version.
Sharing with the community	1 session	1. Presenting the eBook to the community

Note: This table shows the six main stages of the didactic sequence, the time taken to carry out each stage and the activities developed in each stage.

Data Analysis

In order to better understand and interpret the students' meaning-making process, the data from each instrument was triangulated in this study (Mills, 2011). Six eBooks were analyzed following the multimodal analysis suggested by Álvarez-Valencia (2016):

1) *Examining conditions of production and use*: the six eBooks presented in this article were produced by pre-intermediate English learners participating in the study, as part of the pedagogical innovation carried out by the researchers (see Table 1).

2) *Identifying base units*: reading and identifying the main units in connection with the modes.

3) *Identifying modes of communication and meaning-making functions*: examining and identifying the modes (visual, audio, linguistic, etc.) that students used in the design of each eBook.

4) *Establishing intersemiotic relationships*: identifying and analyzing the connections between the modes and their base units.

The six eBooks chosen for the purpose of this article represent the main results of the academic community assets and issues that students identified and investigated during the learning process. These six books were selected because they included all the topics that students identified and explored in their academic community. The multimodal analysis of each eBook is organized and presented in a table (Table 2, 3, and 4). After the analysis three main categories were consolidated: making socio-cultural groups visible, making social leaders and role models visible and making women at the university visible.

Findings and Discussion

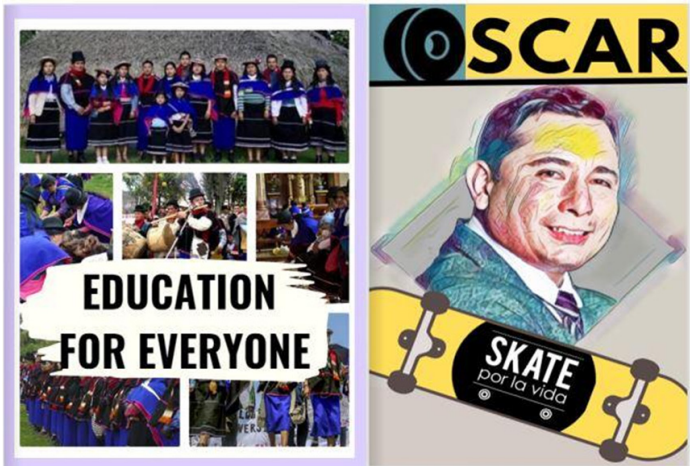
Making socio-cultural groups visible

This category discusses how students made visible two socio-cultural groups—the indigenous Misak community and skateboarding—that are part of the academic university community. The analysis of these eBooks demonstrated that the visual mode was the most predominant combined in some cases with the linguistic and spatial modes; followed by the audio mode (Table 2). Both eBook designers included photos and images in the covers to offer the readership a glimpse of the cultural practices of the represented communities and the content of the text (Figure 1). For instance, in Oscar Piñeres eBook (Figure 2), students used different photographs of the group of skaters together to illustrate their way of dressing and the way they express themselves. On the other side, the title 'Education for Everyone' in the Misak community eBook is placed in the center (spatial mode), written in capital letters and highlighted on a white background (visual and linguistic), in order to “draw attention to the fact that these communities also have a right to higher education” (Interview excerpt, Student 11, February 2023, Line 122). This aligns with Rincón and Clavijo-Olarte (2016), who argue that multimodality creates multiple opportunities to represent students' understanding of the socio-cultural issues identified during the community inquiry.

Table 2. Misak Community and Oscar Piñeres’ eBook base units

Base Unit	Communication mode		Function	
	Misak Community	Oscar Piñeres / Skateboarding	Misak Community	Oscar Piñeres / Skateboarding
Photographs	Visual	Visual	Familiarize the reader with cultural traditions of the Misak community	Familiarize the reader with the skateboarding culture
				Illustrate social issues
				Illustrate Oscar social labor
Images		Visual		In the cover to contextualize the reader with the topic
				Remind the reader the skateboarding
				Illustrate social issues
Capital letters	Linguistic / Visual	Linguistic / Visual	Recognize higher education as a right	Introduce the topic
Paragraph blocks	Spatial	Spatial	Present content	Present content
			Guide the reader	Guide the reader
Boldface	Linguistic/ Visual		Highlight cultural practices	
			Strengthen the intention of the photos	

Figure 1. eBook about the Misak community’s and Oscar Piñeres’ cover



Note. Links to [Misak Community’s eBook](#) and [Oscar Piñeres’ eBook](#)

Figure 2. Oscar Piñeres eBook



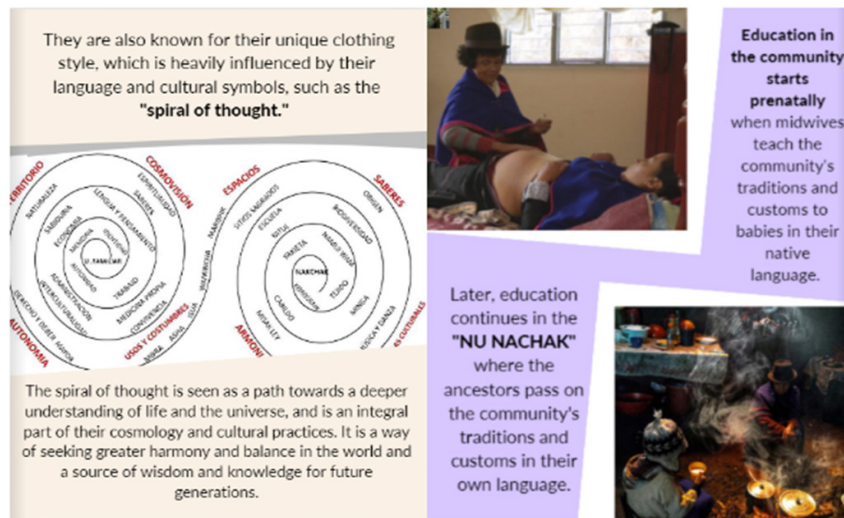
The *Misak community* eBook designers purposefully created a multimodal text that could remark on and depict the essential elements of the Misak's cosmovision of community members. Figure 4 illustrates how the visual and linguistic modes were interwoven to express how the Misaks conceive, represent, and visualize their world cosmogony through the spiral. For the Misak peoples,

the spiral is where the elders can read the history, as well as their vision of society as a whole and the way how things are interconnected. The origin of time and space is marked in the spiral. Everything begins in its center and returns to it. (Banguero Velasco & Gruber, 2022 p. 3)

The designers demonstrated their intention to represent the Misak cosmogony through the visual mode by stating:

We looked for the figure of the spiral, so we alternated it with other figures that they used to use in their clothing and in their weaving, because generally these communities weave something called a *chumbre*, so they express their thoughts through geometric figures. (Interview excerpt, Student 11, February 2023, Line 54)

Figure 3. Misak Community's eBook



Another key affordance of the visual mode used in the multimodal designs was color. Students’ intention in the selection of colors (blue and lilac) was coherent with the traditional colors used in Misak clothes (Figure 3). Similarly, in *Oscar Piñeres* eBook the use of bright yellow, orange, and blue colors were some of the visual tools used to place the reader in the urban skateparks of Bucaramanga, where skateboarders practice.

Finally, the audio mode also contributed to the representation of the Misak community, their way of thinking, and their love and respect for nature. This was depicted with an instrumental background that calls to the reader’s mind the gentle sounds of nature. Rowsell (2013) remarks that the synesthetic attribute of sound can evoke cultural references and meanings that the linguistic mode alone may not be able to convey. Student 7 and Student 8 also used the potential of the audio mode purposefully to represent skateboarders’ urban culture. As Student 8 indicated, they turned to an urban soundtrack that would transport the reader to the street where the sport is practiced. “Skateboarding is very urban, patching in the street, going out with your friends with that urban flow, so we chose that song” (Interview excerpt, Students 8, February 2023, Line 108).

Making social leaders and role models visible

The eBooks examined in this category are those that made social leaders and role models at the university visible: the social leader, Danovis Lozano, and the labor of a group of students that protects the animals at the university, Collective for Animals.

Table 3. *Danovis Lozano and Collective for Animals’ eBooks Base Units*

Base Unit	Communication Mode		Function	
	Danovis Lozano	Collective for animals	Danovis	What we call “human best friends”
Color	Visual/ Linguistic	Visual	Represent his political party	Represent nature, the place the animals inhabit
			Remark on Danovis’ personality	
			Emphasis on key information	
Photos	Visual/ Linguistic	Visual	Highlight the social leader Danovis	Portray the suffering of these animals at being abandoned and mistreated
			Emphasis on his social work in the Páramo	Highlight the work of the collective
			Illustrate his political and social ideas	
			Emphasis on Danovis’ struggle for justice, equality and against the traditional political parties	Illustrate the animal species that are in care of the collective
			Portray Danovis’ socio-political influencers	Illustrate the university campus where members of the Collective work

Images	Visual/ Linguistic/Spatial		Represent Danovis' political party Emphasis on socio-political injustice	Invite people to take care of the animals
Music	Audio	Audio	Represent Danovis' struggle for justice, equality and against the traditional political parties	Represent the environment these animals inhabit.
Boldface	Linguistic / Visual	Linguistic / Visual	Remark on Danovis' personality Emphasis on key information	Highlight key words and information / Strengthen the intention of the photos
Subtitles	Linguistic/Visual		Navigation and access to content	
Captions		Linguistic/ Visual		Provide information about the photos used like the names of the animals
Page number		Linguistic/ Visual	Emphasis on socio- political injustice	
Hyperlinks		Visual		Invite the reader to see more information about the Collective for Animals

The first eBook aims to make visible the trajectory of Danovis Lozano, a social leader whose perseverance and courage have driven his social and political career in favor of social causes in the community. The analysis of this eBook revealed that the visual mode prevails and is manifested through the affordances of color, photos, and images. The first affordance encountered in the analysis is the color brown, which represents Danovis' iconic brown hat and jacket and his slogan, which relates to the earth: "the color earth helps me keep my feet on the ground". The colors orange, green, and blue that appear in some words and phrases were used to comment upon the main features of Danovis' personality and his ideals and political affiliations (Figure 4), as participant Student 4 asserted:

Color palette was like browns, greens, yes? which are very representative colors of Danovis. On the other hand, we also emphasized the political clash with the traditional parties, so... representing these ideas was like basically representing Danovis, going against traditional political parties. (Interview excerpt, Student 4, February 2023, Line 55)

Figure 4. *Danovis' eBook*



Note. Link to [Danovis Lozano's eBook](#)

The affordance of the color, especially green, was also used in the Collective for Animals' eBook (Figure 5) to represent nature and the places the animals inhabit. This visual element works together with the green leaves and dog paws located on each page to represent nature and animals to give the eBook a nature-like style to match the theme of the text, as expressed by Student 16:

We chose that design because it is very natural because of the leaves and the colors that represent nature and because we are talking about little animals and little animals are part of nature, that's why we decided on that color and that design. (Interview excerpt, Students 16, February 2023, Line 146)

Figure 5. *Collective for Animals' eBook*



Note. Link to [Collective Animals' eBook](#)

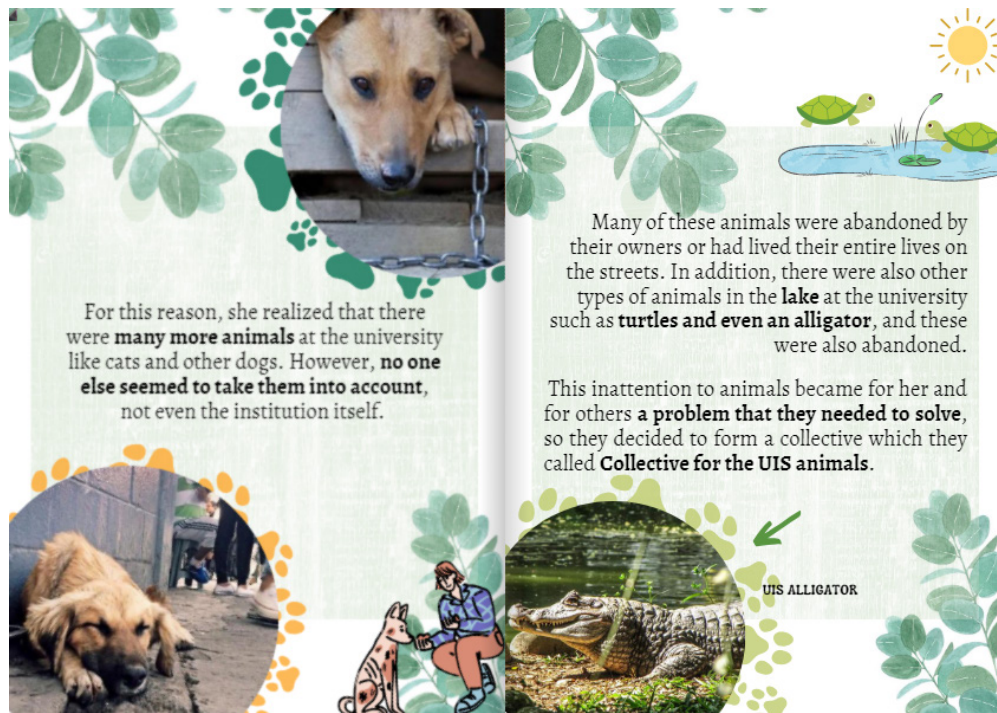
In addition to color, eBook designers also used photos as part of the visual affordances. In Danovis' eBook (Figure 6 page 9) students deliberately selected photos that illustrate his efforts to make visible the social problems that persist in the community, especially in the political, educational, and environmental fields. That is the case of photos that emphasize Danovis' fight for the Santurbán paramo. The photos contribute to his portrayal as an environmental leader who guides and invites young people to participate actively in these environmental causes. This purpose was reinforced by using affordances of the linguistic mode such as boldface and color in some parts of the written text that stand out that complement the information provided by the images.

Figure 6. Danovis Lozano's eBook



Similarly, the designers of the Collective for Animals' eBook resorted to photographs to represent the animals that inhabit the university campus and to highlight the work of the collective. In Figure 7, it is evident that the students have selected a significant number of photographs of the animal species that are under the care of the collective and depict the suffering of some of these animals. The photos are strategically placed along with a written text in bold that remarks key words whose intention is clearly to emotionally engage the reader and elicit a strong response. This is expressed by participant Students 16 in the interview excerpt below:

it's like highlighting the fact that there are many animals but most people don't seem to recognize that there are many abandoned animals, so we highlighted them as key words or words that we considered important for the idea we were expressing at that moment. (Interview excerpt, Student 16, February 2023, Line 158)

Figure 7. *Collective for Animals' eBook*

The affordances of images are other visual elements used by students to convey messages and reinforce color, photographic and linguistic information. In *Danovis'* eBook, the images of frailejones (Espeletia, a genus of perennial subshrubs, in the family Asteraceae) are used to emphasize his environmental labor; and the sunflowers represent the symbol of his political party. The brown hat in the page number (Figure 6) is used to help the reader to navigate the text and to remind the reader of representative attire. Similarly, in the *Collective for Animals* eBook, each visual element was carefully selected and placed in each page for a specific purpose (Figure 7). The repetitive images of animals at the bottom left of each page shows designers' intention to encourage readers to care for animals.

The final mode encountered in both eBooks is the audio mode, with two different purposes. On one hand, in the *Collective for Animals'* eBook, the affordance of natural sounds in the audio is consistent with the general nature-like style of the eBook. On the other hand, in *Danovis Lozano* eBook, the designers included the soundtrack of the popular artist Calle 13 to highlight the Danovis' leadership and compromise with different social and environmental issues and rights. Way and McKerrell (2017) recognize the potential of music as a source that provides socio-political concerns and social values that creatively reinforces the call for social and environmental justice. In the following excerpt, participant Student 4 affirms:

The music of the eBook is the track of this song by Calle 13 called Latinoamérica, which is often used when there are national strikes by university students and social groups. So we used this music because it's representative and also because Danovis was always in every march. (Interview excerpt, Student 4, February 2023, Line 59)

Making women at the university visible

This category examines how students portrayed the life trajectories of some women who are part of the academic community. The first eBook designed by Student 5 depicts the life of a female professor who is the first faculty female professor in the Mechanical Engineering program. The second eBook produced by Student 6 and Student 10 tells the story of three women who work in one of the campus cafeterias. Eight base units recurrent in the two eBooks were selected for the analysis. The most frequently used communicative mode was the visual mode combined with the linguistic mode, followed by the spatial modes.

Table 4. *Professor Yennifer and A Coffee with Love’ eBooks Base Units*

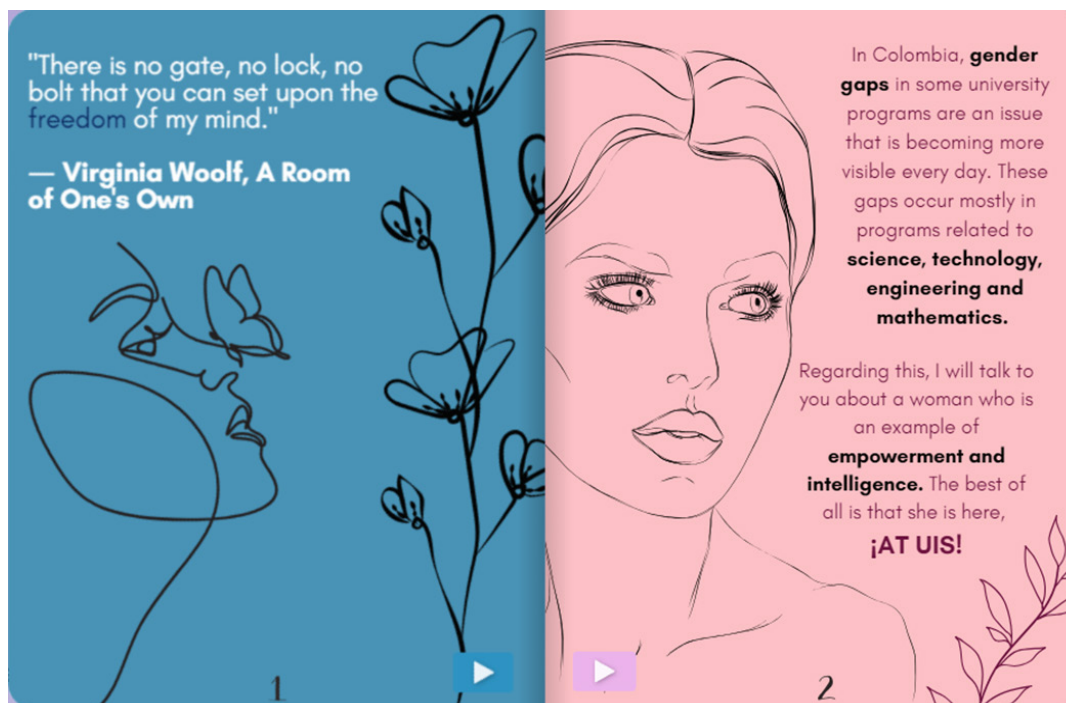
Base Unit	Communication Mode		Function	
	Professor Yennifer	A Coffee with Love	Professor Yennifer	A Coffee with love
Color	Visual	Visual	Represent feminism and empowerment of women	Highlight women’s job and place of work Represent their personality
Silhouettes	Visual		Represent freedom, beauty and subtlety of women	
Images (women)		Visual		Represent the essence of each woman Give voice
Capital letters, boldface, typeface and colors on words and phrases	Linguistic / Visual		Highlight words about women empowerment	
Boldface		Linguistic / Visual		Emphasis on key information
Boldface, typefaces		Linguistic / Visual		Legibility and readability
Virginia Woolf’s quote	Linguistic		Strengthen the idea of women empowerment	
Subtitles	Visual/ Linguistic		Navigation and access to content	
Chapters Paragraph blocks		Spatial/ Visual		Readability Guide the reader
Song	Audio	Audio	Strengthen the idea of women empowerment	Represent the essence beliefs of each woman

In relation to the visual mode, students established intersemiotic relationships among different affordances (color, images, and photographs) in order to visualize women’s strength and empowerment. One of the resources that students used was color, especially colors purple and green culturally and politically associated with women’s empowerment and historic struggle for their rights and freedom (Nachmann, 2021). In the interview excerpt below, Student 5 indicates that her choice of the colors (i.e. purple, green) relied on her social-cultural knowledge of the colors that represent feminism and empowerment of women.

Well, the character that I interviewed was a woman, so as it was about gender gaps and so on, then it seemed to me like it was very allusive to female empowerment and feminism, so the color purple and green, I think it’s like dark green, they are like the colors that are always used in the marches and in feminist collectives, so I said: purple is a color that is very allusive to the topic, so I said empowerment. (Interview excerpt, Student 5, February 2023, Line 147)

Such representative colors were purposefully chosen and combined with other visual modes (Figure 8), silhouettes of women and butterflies, to depict femininity and enhance the overall aesthetics.

Figure 8. Yennifer's eBook



Note: Link to [Yennifer's eBook](#)

The visual mode was also recurrently used in combination with different affordances of the linguistic mode. Capital letters, boldface, typeface, highlighted words and phrases were used to highlight Yennifer's scientific and professional achievements. They also served as tools to emphasize how she challenged and surpassed gender stereotypes and inequality in her educational and professional life. Thus, words such as *gender gaps*, *freedom*, *empowerment* and *intelligence* help the reader to identify the rhetorical situation given in the text.

Other predominant affordances of the linguistic mode combined with the visual mode are the typefaces, as illustrated in *A Coffee with Love* eBook (Figure 9). The designers used three different typefaces: *Bakery Bold*, *Anca Coder* and *Sweet Apricot*. These typefaces created a harmonic, aesthetic design as well as the handwritten font desired by the designers. The selected typefaces served a purpose beyond readability; the manuscript-like appearance of the eBook highlighted the essence, dreams, and life purposes of the three women, as expressed by Student 10 below.

The use of colours and different figures within the pages also helped me a lot to reflect their joy, their attitude, because they are very happy, very expressive, so I tried to include it a bit with the question of colours and so on... I wanted to make [her] dreams known, to show that they work day by day serving the community, but behind that, there are plans, some purposes, some dreams and that it would be very gratifying, and it would be very nice to see them make them come true. So, I wanted to emphasize that, and the images are very much related to their dreams. (Interview excerpt, Student 10, February 2023, Line 170)

Figure 9. *A Coffee with Love* eBook



Note. Link to [A Coffee with Love' eBook](#)

Another mode encountered throughout the eBooks was spatial distribution. Students distributed each linguistic and visual element on the pages in a way that not only guided the reader, but also communicated particular meanings and intentions. This is supported by Bateman (2008, as cited in [Álvarez-Valencia, 2016](#)) who claims that page elements and their organization have a strong influence on how readers interact and interpret the text in which they are contained. Students also chose a text layout to present information in short paragraphs, alternating their position with pictures, either on the left or right side of the page. This purposeful distribution facilitated navigation and gave a pleasant and organized look to the pages.

The audio mode was present in both eBooks. In *A Woman Who Empowers Us*, we can find the instrumental soundtrack of the song *Flowers*, by Miley Cyrus inserted in every page of the book. This song enriches the student's intention in narrating Yeniffer's story, as it has been interpreted worldwide as a plea for female empowerment and independence. In the same direction, the eBook *A Coffee with Love* is accompanied with the soundtrack of a Christian song that depicts women's religious beliefs. In this case, the audio was also purposefully chosen as a way to complement women's essence. The audio mode was coherently integrated in harmony with the themes, immersing readers in an aural multimodal sensory experience that offered a richer picture of the particular women ([Rowsell, 2013](#)). Student 5 reaffirmed our analysis:

[T]he song I used is one that's very popular at the moment, it's called Flower, it's by Miley Cyrus, and the song is about us women being independent, not being told that we have to depend on a man to do certain things.[...] the lyrics of the song are about how you can buy yourself flowers to be with yourself, so I decided to use that because it seemed to me that it had a lot to do with the theme of independence. (Interview excerpt, Student 5, February 2023, Line 219)

Limitations

After completing the present research project, the authors identified two main limitations. First, time constrains limited the scope of the study, preventing researchers from engaging students in further actions to contribute to changing some of the issues that they identified in the academic community—for example, women's struggles in some fields of knowledge and Indigenous students' unjust access to higher education. Second, some community members whom the students wished to interview were unavailable at the required time, so some topics had to be

changed as they could not get in touch with the person, which resulted in a delay to the interviews being delivered. As outlined in the didactic sequence, the final stage, “*Sharing with the Community*,” aimed to invite all the individuals who inspired the students’ stories. However, not all of them were able to attend the presentation, which resulted in low attendance and meant that some did not get to see the final eBook they inspired.

Conclusions

This qualitative study sought to examine the extent to which the combination of a community-based approach and multimodality maximized students’ opportunities to make meaning in the EFL class. This extensive analysis confirmed that engaging EFL students in the design of multimodal texts was a powerful means to make visible the members that have contributed, from different roles, to the construction of the academic and larger community. Through face-to-face interaction with the community and the text design process, students gained the capacity to carefully select from complex semiotic repertoires to best express the meaning they wanted to convey. The integration of language with visual, audio, and spatial modes contributed to meaning-making in a much more comprehensive and accurate way.

Findings further demonstrated that situating language learning activities within the academic community sparked students’ interest in using the target language and inspired them to design rich multimodal texts, in which language was only one of the communication modes. The extended view of meaning-making and literacy allowed learners to have a more complete and critical representation of the complexities of the university community, its nature, culture, discourses and socio-political issues. These findings align with the studies of [Rincón and Clavijo-Olarte \(2016\)](#), [Jiang \(2021\)](#), and [Jiang and Guo \(2022\)](#), which remarked multimodal practices as a means to encourage English learners to use semiotic repertoires for authentic communication, meaning-making, representational purposes, and genuine community engagement while also developing their language skills and critical thinking. All in all, community-based pedagogy and multimodality maximized students’ potential to critically capture and represent (through multimodal designs) the essence of some key academic community members who inspired them to strive for personal and social transformation.

Further research could center on analyzing the impact of community and multimodal approaches in pre-service English teacher education. Practical pedagogical applications could also provide valuable insights into how community situated practices can encourage language use for real-world purposes. In addition, future research can be extended to other communities outside the academic environment to involve students in observing, inquiring and participating in other urban and rural contexts. Considering some time constraints in the implementation of the reported project, future research could broaden the scope and engage English learners actively to take actions that contribute to alleviating issues that affect their local communities. Finally, we would recommend the exploration of other digital multimodal designs, besides eBooks, that integrate multiple semiotic modes to represent, communicate, and disseminate knowledge, cultures and practices of local communities.

References

- Álvarez-Valencia, J. A. (2016). Meaning making and communication in the multimodal age: Ideas for language teachers. *Colombian Applied Linguistics Journal*, 18(1), 98-115. <https://doi.org/10.14483/calj.v18n1.8403>
- Álvarez-Valencia, J.A. (2018). Visiones de lengua y enseñanza de lengua extranjera: una perspectiva desde la multimodalidad. In M. Machado (Ed.), *Reflexões, perspectivas e práticas no estágio supervisionado em letras* (pp.56-72). Cáceres, MG: Editora Unemat.
- Banguero Velasco, R., & Gruber, V. (2022). Emancipatory methodologies: Knowledge production and (re)existence of the Misak people in Colombia. *PACHA*, 3(8), 1–15. <https://doi.org/10.46652/pacha.v3i8.95>
- Batchelor, K. E. (2018). “My Story Came to Life!”: How multimodality can inspire revision in writing. *Gifted Child Today*, 41(3), 136–148. <https://doi.org/10.1177/1076217518768850>
- Bolaños, F., Florez, K., Gómez, T., Ramirez, M., & Tello, S. (2018). Implementing a community-based project in an EFL rural classroom. *Colombian Applied Linguistics Journal*, 20(2), 264–274. <https://doi.org/10.14483/22487085.13735>

- Campano, G., & Low, D. (2011). Multimodality and Immigrant Children. *Contemporary Issues in Early Childhood*, 12(4), 381-384. <https://doi.org/10.2304/ciec.2011.12.4.381>
- Canagarajah, S. (2005). *Reclaiming the local in language policy and practice*. London: Lawrence Erlbaum Associates.
- Caro, H J, & Caro, D A. (2019). Cultural Hegemony Portrayed in Cutting Edge Pre-Intermediate Textbook. *Enlletawa Journal*, 12(2), 42–57. <https://doi.org/10.19053/2011835X.10951>
- Clavijo-Olarte, A. (2015). Implementing Community Based Pedagogies with Teachers in Colombia to enhance the EFL curriculum. En Perales, M. y Méndez, M. (Eds.). *Experiencias de docencia e investigación en lenguas extranjeras*. pp. 31-43. Chetumal, México: Editorial Universidad Quintana Roo
- Clavijo-Olarte, A., & Ramírez, L. M. (2019) *Las Pedagogías de la Comunidad a través de investigaciones locales en el contexto urbano de Bogotá*. Bogotá: Fondo UD.
- Cloonan, A. (2008). Multimodality Pedagogies: A Multiliteracies approach. *The International Journal of Learning: Annual Review*, 15(9), 159–168. <https://doi.org/10.18848/1447-9494/cgp/v15i09/45952>
- Cope, B., & Kalantzis, M. (1999). *Multiliteracies: Lit Learning*. Routledge. <https://doi.org/10.4324/9780203979402>
- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: new literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195. <https://doi.org/10.1080/15544800903076044>
- Farías, M., & Véliz, L. (2019). Multimodal texts in Chilean English teaching education: Experiences from educators and pre-service teachers. *Profile: Issues in Teachers' Professional Development*, 21(2), 13-27. <https://doi.org/10.15446/profile.v21n2.75172>
- Florez, A. M. (2018). Strengthening local identity by writing chronicles in the EFL classroom. *Colombian Applied Linguistics Journal*, 20(2), 185–195. <https://doi.org/10.14483/22487085.13121>
- Freire, P. (2005). *Pedagogía del oprimido*. Siglo XXI.
- Freire, P., & Macedo, D. (1987). *Reading the world and the word*. Bergin & Garvey.
- García León, D. L., García León, J. E., & Hernández Roza, Y. (2019). Students' beliefs: Multimodal texts as pedagogical tools in foreign language learning. *Papeles: Revista de la Facultad de Educación Universidad Antonio Nariño*, 11(21), 21–38.
- Ghiso, M.P., & Low, D. E. (2013). Students using multimodal literacies to surface micronarratives of United States immigration. *Literacy*, 47(1), 26-34.
- Hafner, C. A. (2015). Remix culture and English language teaching: The expression of learner voice in digital multimodal compositions. *TESOL Quarterly*, 49(3), 486–509. <https://doi.org/10.1002/tesq.238>
- Huang, S. (2019). EFL learners' critical multimodal reflections on the politics of English. *TESOL Journal*, 10(3). <https://doi.org/10.1002/tesj.435>
- Jewitt, C. (2005). Multimodality, “Reading”, and “Writing” for the 21st Century. *Discourse*, 26(3), 315-331. <https://doi.org/10.1080/01596300500200011>
- Jewitt, C. (2008). Multimodalidad y alfabetización en las aulas escolares. *Revista de Investigación en Educación*, 32 (1), 241–267. doi:10.3102/0091732X07310586
- Jewitt, C. (2009). The Routledge handbook of multimodal analysis. In *Routledge eBooks*. <http://discovery.ucl.ac.uk/10000883/>
- Jewitt, C., & Kress, G. (2003). *Multimodal Literacy*. Peter Lang Publishing.
- Jiang, L. (2021). Facilitating EFL students' civic participation through digital multimodal composing. *Language, Culture and Curriculum*, 35(1), 102–117. <https://doi-org.bibliotecavirtual.uis.edu.co/10.1080/07908318.2021.1942032>
- Jiang, L., & Guo, M. M. (2022). Understanding youths' civic participation online: a digital multimodal composing perspective. *Learning, Media and Technology*, 47(4), 537–556. [10.1080/17439884.2022.2044849](https://doi.org/10.1080/17439884.2022.2044849)
- Jiang, L., & Luk, J. (2016). Multimodal composing as a learning activity in English classrooms: Inquiring into the sources of its motivational capacity. *System*, 59, 1-11. doi:10.1016/j.system.2016.04.001
- Kress, G. (2000). ‘Multimodality’ Multiliteracies: Literacy Learning and the Design of Social Futures. En B. Cope y M. Kalantzis (Eds.), *Multiliteracies: Literacy Learning and the Design of Social Futures* (pp. 182-202). Macmillan.
- Kress, G. (2009). *Multimodality: A Social Semiotic Approach to Contemporary Communication* (Illustrated). Routledge.
- Kress, G. (2011). *Multimodal discourse analysis from: The Routledge Handbook of Discourse Analysis*. Routledge
- Kress, G., & Leeuwen, T. V. (2006). *Reading Images: The Grammar of Visual Design* (2nd ed.). Routledge.

- Kress, G., & Van Leeuwen, T. (2002). Colour as a semiotic mode: notes for a grammar of colour. *Visual Communication*, 1(3), 343–368. <https://doi.org/10.1177/147035720200100306>
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22(4), 539–550.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod* (1st ed.). Taylor and Francis. <https://doi.org/10.4324/9781410615725>
- Lastra, S. P., Acosta, D., & Durán, N. C. (2018). Community based pedagogy as an eye-opening for pre-service teachers' initial connections with the school curriculum. *Colombian Applied Linguistics Journal*, 20(2), 196–209. <https://doi.org/10.14483/22487085.13047>
- Medina, R.A, Ramírez, L. M., & Clavijo-Olarte, A. (2015). Reading the community critically in the digital age: a multiliteracies approach. In P. Chamness M., Mantero. M. & Hendo. H (Eds). *ISLS Readings in Language Studies: Vol. 5.* (pp.45-66). Grandville, MI: International Society for Language Studies
- Mills, G. E. (2011). *Action Research: A Guide for the Teacher Researcher*. Upper Saddle River, NJ: Pearson.
- Moll, L. C., Amanti, C., Neff, D. & González, N. (1992). Funds of knowledge for teaching: A qualitative approach to connect households and classrooms. *Theory into Practice*, 31(2), 132-141.
- Murrell, P. C. (2000). Community Teachers: A Conceptual Framework for Preparing Exemplary Urban Teachers. *The Journal of Negro Education*, 69(4), 338–348. <https://doi.org/10.2307/2696249>
- Nachmann, S. (2021). “Dignity, purity, hope” (The slogan of the British suffragettes). In *Towards emancipation? Women in modern European history: A digital exhibition & encyclopedia*. <https://hist259.web.unc.edu/the-colors/>
- New London Group. (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*, 66(1), 60–93.
- Nieto, Y. (2018). Promoting the Use of Local Literacies in EFL Pre-Service Teachers to Inspire their Teaching Practice. *Colomb. Appl. Linguist. J.*, 20(2), 249–263. <https://doi.org/10.14483/22487085.13005>
- Núñez-Pardo, A. (2018). The English Textbook. Tensions from an Intercultural Perspective. *GIST – Education and Learning Research Journal*, (17), 230–259. <https://doi.org/10.26817/16925777.402>
- Núñez-Pardo, A. (2020). Inquiring into the Coloniality of Knowledge, Power, and Being in EFL Textbooks. *HOW*, 27(2), 113–133. <https://doi.org/10.19183/how.27.2.566>
- Núñez-Pardo, A., & Téllez-Téllez, M. F. (2022). *Defying Culture Hegemony through Teacher Generated EFL Materials*. U. Externado de Colombia.
- Pabón, L. (2019). *Integrating Community-Based Learning to Improve Academic Writing* [Master Dissertation]. Universidad Industrial de Santander.
- Quintero L. M., & Clavijo-Olarte, A. (2023). Decolonizing ELT teacher education by incorporating knowledge of local communities in the teaching practicum. *F1000Research*, 12, 1264. <https://doi.org/10.12688/f1000research.133704.1>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. <https://doi.org/10.1017/cbo9780511667305>
- Rincón J., & Clavijo-Olarte A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience. *Colombian Applied Linguistics Journal*, 18(2), pp. 67-82 <http://dx.doi.org/10.14483/calj.v18n2.10610>
- Rowell, J. (2013). *Working with Multimodality: Rethinking Literacy in a Digital Age*. Routledge.
- Rowell, J., & Walsh, M. (2011). Rethinking Literacy Education in New Times: Multimodality, Multiliteracies, & New Literacies. *Brock Education Journal*, 21(1). <https://doi.org/10.26522/brocked.v21i1.236>
- Royce, T. (2002). Multimodality in the TESOL classroom: Exploring visual-verbal synergy. *TESOL Quarterly*, 36(2), 191-205.
- Sakulprasertsri, K. (2020). Teachers' Integration of Multimodality into 21st Century EFL Classrooms in Thailand: Practice and Perception. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 13(2), 225-242.
- Sharkey, J. (2012). Community-based pedagogies and literacies in language teacher education: Promising beginnings, intriguing challenges. *Ikala: Revista de Lenguaje y Cultura*, 17(1), 9-13. <https://doi.org/10.17533/udea.ikala.11519>
- Sharkey, J., & Clavijo-Olarte, A. (2012). Promoting the value of local knowledge in ESL EFL teacher education through community-based field assignments. In B. Medrado & C. Reichmann (Eds.), *Projetos e práticas na formação de professores de língua inglesa* (pp. 71–86). Editora Universitária UFPB.
- Sharkey, J., Clavijo-Olarte, A., & Ramírez, M. (2016) Developing a Deeper Understanding of Community-Based Pedagogies With Teachers: Learning With and From Teachers in Colombia. *Journal of Teacher Education*, 67(3), 1–14. <https://doi.org/10.1177/0022487116654005>

- Wang, Q. (2015). Study on the New Model of College English Teaching under the Setting of Multimodality. *Universal Journal of Educational Research*, 3(8), 473–477. <https://doi.org/10.13189/ujer.2015.030801>
- Way, L., & McKerrell, S. (2017). *Music as multimodal discourse: Semiotics, power and protest*. Newcastle University eBooks. <https://eprints.ncl.ac.uk/213148>
- Yuan, H. (2017). Preparing Teachers for Diversity: A Literature Review and Implications from Community-Based Teacher Education. *Higher Education Studies*, 8(1), 9. <https://doi.org/10.5539/hes.v8n1p9>

