

**ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION
OF COLOMBIAN AND SCOTTISH CULTURES SUPPORTED ON AUDIOVISUAL
MEDIA RESOURCES**

**Enhancing oral communication through the interpretation of Colombian and Scottish
cultures supported on audiovisual media resources**

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A research inquiry depicted to obtain the degree of Major in Spanish and English

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Table of contents

Chapter 1.....	1
Introduction.....	1
Characterization of context.....	1
Participants.....	3
Diagnosis.....	6
Problem statement.....	9
Research question.....	10
General objective.....	11
Specific objectives.....	11
Rationale.....	11
Chapter 2.....	16
Theoretical framework.....	16
State of the art.....	21
Chapter 3.....	25
Methodology.....	25
Research paradigm.....	25
Type of study.....	26
Data collection instruments and procedures.....	27
Data analysis methodology.....	29
Trustworthiness.....	30
Ethical issues.....	31
Chapter 4.....	32
Vision of language.....	32
Vision of learning.....	32
Teaching approach.....	33
Pedagogical intervention.....	33
Chronogram.....	35
Possible impacts.....	39

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES SUPPORTED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 5.....	41
Data analysis.....	41
Grounded approach theory.....	42
Oral communication development.....	46
Cross-cultural approaching.....	52
Chapter 6.....	61
Conclusions.....	61
Limitations.....	63
Recommendations.....	64
References.....	65

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES SUPPORTED ON AUDIOVISUAL MEDIA RESOURCES

Annexes

Annex A: Map of the classroom.....	72
Annex B: The Students' Survey.....	73
Annex C: The Teachers' Interview.....	74
Annex D: Field Notes 1, 2, 3, 4 and 5.	75
Annex E: Diagnostic test.....	77
Annex F: Consent form.....	78
Annex G: Data percentages of students' survey.....	79
Annex H: Lesson plans.....	80
Annex I: English teacher interview at the end of the first unit.....	83

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES SUPPORTED ON AUDIOVISUAL MEDIA RESOURCES

Tables and figures

Table 1: Stages of interpretation of culture.....	19
Table 2: Instruments to gather data and research purposes.....	30
Table 3: Chronogram of activities.....	35
Figure 1: Categories of analysis depiction.....	45
Figure 2: Subcategories of analysis.....	46
Figure 3: Students' survey at the end of the first unit.....	48
Figure 4: Students' survey at the end of the first unit.....	51
Figure 5: Students' survey at the end of the first unit.....	55
Figure 6: Class hashtags.....	56
Figure 7: Posters for presentations made by the students.....	57
Figure 8: Students' survey at the end of the first unit.....	59

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES SUPPORTED ON AUDIOVISUAL MEDIA RESOURCES

Abstract

The present action research was carried out with 30 sixth grade students between 11 and 13 years old at the Instituto Pedagógico Nacional. This study sought to analyze the students' interpretations of cultural customs in Colombia and cultural customs in Scotland orally while implementing audiovisual media. In order to achieve this proposal, the data were collected through data collection instruments such as field notes, surveys, interviews, audio and video recordings, and these data were triangulated to give trustworthiness to the research. In addition, the data analysis was done with the basis of the Grounded Approach Theory which allowed the researcher to establish two categories of analysis. The inquiry findings were that promoting confidence to speak helped the students to improve their fluency through oral communicative practice and this process had a positive impact on their oral communication development. Finally, it was found that audiovisual media resources enriched the cultural interpretations of the students..

Key words: Oral communication, culture interpretation, audiovisual media, cross-cultural approaching.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 1

Introduction

The aim underlying this chapter was to describe the context of Instituto Pedagógico Nacional (IPN) using information about the school's Individualized Education Program (I.E.P) and field notes of class observations. In addition, the participants of the research were characterized based on the triangulation of data collection instruments such as field notes of the classes, student's survey, and the head teacher's interview. Thus, based on this information and a diagnostic test administered to the sixth-grade students the problem was stated, as well as the research question, and the research objectives about the language learning difficulty identified in participants. Finally, the studies and the teaching strategy that justified the development of the research were explained.

Characterization of context

The research was developed at the Instituto Pedagógico Nacional, a school that is characterized as public. It is in the north of Bogotá, in the Usaquén locality. The institution is placed on a whole block between 11th Avenue and 127th Street. It has two accesses, one for primary school and one for high school. The central building is used for secondary school grades, and the one in the west is destined for primary school. Around the buildings there are wide spaces of grass with courts that are enjoyed by the students to run and to play sports. Moreover, classrooms are large and illuminated, the 601 classroom has a Smart TV (Annex A). There is a library and a bilingual classroom that is visited by the students for one hour every fifteen days. Hence, the facilities and the environment provide the school's community with good conditions in which good experiences emerge.

The institution provides areas of knowledge in sports, natural and human sciences, as well as environmental and artistic education. Students can only enter the school from

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

kindergarten, and this gives them continuity during the process of their school life. The school's IEP is focused on multiple intelligences. The predominant aspect that leads the IPN's IEP is the importance of the teacher's reflection about institutional practice. Moreover, there is an emphasis on autonomous action and reflection about culture. One principle of the institution is "for education in life and for life" (IPN, 2001, p. 53). Since the school has the space for experimentation and innovation for the Universidad Pedagógica Nacional students, the importance of inquiry and pedagogical processes are crucial for them (IPN, 2001, p. 49). For this reason, each grade has an English teacher and each semester a student - teacher helps them while developing his or her own research project.

The mission and the vision of the institution are linked with its own practices. The school commitment (IPN, 2001) is to think about education and to contribute to the nation through the construction of a democratic society, which is pluralistic and live in peace (p. 57). In addition, the institutions' intention is to educate students who are open to learning new things, who are autonomous, who have many values, who embrace the Colombian culture, and who critically understand government decisions (p. 58). With regards to the vision, the IPN seeks to lead the youth and children to be leaders. This is inspired by the idea of helping student teachers to become leaders as well. Also, to be an institution of educational and pedagogical experimentation and innovation of the UPN (p. 58).

Bearing in mind the strong link between the UPN and the IPN, the student teacher could contribute to the reflection about teaching practices. Furthermore, the aim of the institution is achieved because the student teacher observed the constant reflection of the students guided by the English teacher about the English class practices, for instance, they used to reflect on past activities weaknesses (Field Note 1, line 1).

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Participants

The participants were 6th-grade students during the period which covered from February to November 2019, then, in the 2020, when they were in seventh grade it was not possible to develop any activity with them at the school from March to June 2020 as a result of a quarantine which was the consequence of a pandemic virus. They were 30 students, 16 girls, and 14 boys; most of them were between 11 and 13 years old, only one student was 10 years old. Most of the students lived in the strata 3 and 4, and 9% lived in the strata 2 and 5; although most of them lived in different strata, it did not imply any difficulty in the classroom. Besides, most of them were from Bogotá. Moreover, 41% of them had a nuclear family, while 37% had an extended family, 17% lived with a single parent, and one student lived in a stepfamily. In most families, parents were professionals: 35% were teachers and 30% worked in administrative and economic sectors, and 12.5% worked in medical services. Finally, 22.5% worked in technical and independent areas.

Based on the previous information it can be stated that the parents worked most of the day, but according to the students' survey, the majority of them affirmed that their family was who helped them with homework, this allowed recognizing the importance of the role of the family in students' education (Annex B). Following this idea, the head teacher stated that the students who had behavioral and academic problems in the English class, they had issues in their families (Annex C). Besides, some parents who were teachers were aware of the students' English learning problems.

Students' hobbies were related to sports, arts, films, study, TV series, use of technology and videogames. Furthermore, most of them had tools to learn English such as the internet, computers, tablets, cellphones, TV sets, and books. Regarding extracurricular activities, nine students took English courses, twelve of them took sports classes and one student went to

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

psychological treatment. The head teacher mentioned the English extracurricular courses in the interview (Annex C), he argued that the parents who paid for these English classes were interested in students keeping in contact with the English language. Concerning the academic section of the survey, nine students liked Math class, six liked Art class, five liked English class, four students liked Biology class, and four liked Physical Education class. Furthermore, according to the survey what the students liked the most about the school were the wide green spaces and the school environment, they also liked spending time with friends, the two breaks, classes and the methodology of teaching English applied by the head teacher.

English class was given four hours per week, each hour was 45 minutes; the students went to the bilingual classroom for one hour every fifteen days. Sixth grade students were between A1 and A2 level of English, as the European Framework of Reference states (Ministerio de Educación, 2002).

The students argued that the aspects they liked about the English class were: learning a second language, the bilingualism classroom, class activities, to participate in class, and the workbook *Move Beyond 1* that was used (Annex G); as it could be observed, some students liked to participate in engaging activities (Field Note 1, line 5). For this reason, some of them were active during the classes. In addition, the head teacher stated that students were motivated to participate, and they asked the English teacher to do engaging activities (Annex C). According to this, students mentioned that the activities that they usually did in the English class were doing activities in the book *Move Beyond 1*, using computers at the bilingual classroom, reading, playing games, and doing activities to improve past mistakes.

Concerning the students' relationships among themselves, most of them said that they were good, and this was observed because the students communicated among themselves in proper language, with some exceptions in which a few of them were not careful with their

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

own words and this was not respectful (Field Note 1, line 14). Moreover, the head teacher talked about the importance of dialoguing with students to know about their behavior. Taking this into account, most students were motivated to learn English.

The students expressed their points of view about their own communicative skills. Most of them considered listening as a difficulty because of lack of practice and distraction. Some others considered they had difficulties in speaking because their pronunciation was not good, and because they were afraid to speak (Annex G). It was observed that during the classes the teacher spoke in English and translated into Spanish, for this reason students tended to translate and asked for translation to most of the words (Field Note 3, line 1). A few of them considered reading and writing as a difficulty because they got confused or distracted (Annex G). Two of them considered that there are no difficulties because they attend English extracurricular classes (Annex G).

On the other hand, the head teacher considered that the weaknesses of the students included listening and speaking language skills because he argued that there was not enough class time for him to give them activities to practice these skills (Annex C). Therefore, it was observed in one class that the teacher tried to give them listening activities at least to make them familiar with the language. Considering that the institution follows a communicative approach they selected the book *Move Beyond 1* to develop the contents of the curriculum plan (Annex C).

These data were observed, recorded, and collected through surveys, interviews, and field notes by the student teacher. In conclusion, the students' point of view of their own learning process was similar to the teacher's opinion and their practices of teaching and learning in the classroom. The researcher noted in the students' survey and in the class

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

observations that their likes were oriented to do engaging activities in which they could participate.

Moreover, the students considered having weaknesses in listening and speaking language skills in English, which were the consequence, as some of them stated, of lack of attention or distraction during the class and lack of practice by them (Annex G). The head teacher's opinion about the students' language weaknesses was that there was not enough time to do listening and speaking activities (Annex C). Thus, it can be inferred based on class observations that most of the students had problems with listening and speaking. Also, it was observed that the students liked to participate, to read aloud and to write their answers on the board (Field Note 2, line 3).

Considering the teacher, the students, and the observer's opinions, it is important to reflect about the teaching practices, since the constant reflection allows the teacher and the student teacher to reconsider and implement positive changes which directly affect the student learning at IPN (Field Note 1, line 1).

Diagnosis

In this section, the process of the diagnostic test design, which aimed to find the language skills of sixth-grade students was explained in detail. Its design was based on the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (MEN, 2006), for fifth grade, as the students were in the first academic term at the school at the beginning of the research. Bearing in mind the observations, the English school curriculum, and the national standards, the researcher decided to assess reading, writing listening, and speaking skills using a diagnostic test. In general terms, this diagnostic test of reading, writing listening and speaking skills (Annex E) was passed by 70% of the students.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

First, the reading part was related to the national standard “I comprehend short descriptions about people, places, and familiar actions” (MEN, 2006, p. 20). In this section, students were asked to read a paragraph about a person’s description, then, they had to answer five open questions about the text. The researcher found that despite some grammar difficulties, they understood what they read. The next question was based on five true or false questions and most of them passed this section. Thus, based on the results it could be inferred that the students’ reading skill corresponded to the national standards.

With regards to the writing, 90% of students passed this section. Thus, it was designed based on the national standard “I write descriptions and short narrations based on illustration sequences” (MEN, 2006, p. 21). This activity had a link with the reading one because based on what they read before, they had to create their own paragraph describing themselves using some topics they had to include. Thereby, it could be seen that they had strengths in writing because despite a few grammar mistakes, they could describe things about their own lives.

Concerning the listening activity, 70% of the students passed and 30% failed. This item was planned with the basis on the national standard “I identify objects, people, and actions that I acknowledge in a short descriptive text read by the teacher” (MEN, 2006 p. 22). In this part, students listened to a recording about the description of an image, then, they had to select the image that had been described and answer five true or false questions. Based on the results and the observations, it can be stated that students could identify relevant details from a listening activity which in the diagnosis was the family description. Furthermore, as the students had some doubts during the English classes, the researcher found that explaining to them the meaning of unknown vocabulary using body gestures and synonyms in English was a good way for them to comprehend.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

The students' speaking skills of oral communication were diagnosed through two speaking activities. The first activity was based on the standard "I describe myself and people that I know using simple sentences, having in mind the person, his age and his appearance" (MEN, 2006 p. 21). In the activity the students had to describe an image of the classroom, or the family, or the house. Most of them could describe the images but they had problems with some vocabulary and basic grammar. Besides, some of them used some words in Spanish to complete their descriptions. The following activity was based on the standard "I talk about the activities I usually do" (MEN, 2006 p.21). During this diagnostic activity, the students had to narrate their own daily routine, few of them were afraid to speak, some others just named the activities they usually did such as "breakfast", "brush the teeth", "wake up", a part of them narrated their daily routine using hours such as "at three o'clock wake up". The researcher observed that the students asked for the meanings of the words in Spanish when they did not know how to say something. In some cases, they tried to communicate but they had not had the proper words to express their ideas.

On the other hand, the researcher observed that there were classes in which students did not talk in English, they communicated among them in Spanish, they sometimes tried to talk in English to call the teachers' attention, to formulate questions, and to answer questions based on class activities. The head teacher stated that the students did not talk in English most of the time because of the lack of speaking activities, and it was observed in the English class by the researcher (Field Note 4, line 7). Moreover, the English teacher translated most of the things he said, because of that, students expected to know the translation of most words and expressions.

Finally, based on the diagnosis, the class observations, and the head teacher interview; the researcher recognized that the students of sixth grade had weaknesses mostly in

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

their oral communication skill through English language. They understood what they read, they wrote and communicated ideas despite some grammar mistakes, they could understand sentences in English and if not, they asked for the meaning, sometimes in Spanish. Nevertheless, most of them did not speak very much beyond basic sentences, and they communicated among them most of the time in Spanish during the English classes.

Problem statement

All the data that were collected during the inquiry process allowed detecting a language skill problem in the 601 students of IPN concerning the oral communication. According to the MEN (2006) students should "keep a simple English conversation with a classmate when they're doing an activity" and "answer questions about their likes and preferences" (p.21), among other national standards of conversation. However, these standards were not achieved because as it was observed in the diagnosis, the English classes, and the teacher interview, the students did not try to speak in English among them most of the time. Besides, the students who spoke the most in English during the classes are the ones who attended English classes as extracurricular activities.

The researcher observed the fact that the students did not speak in English in the class. They only tried to speak when they were asked to do it by the teacher, they speak in Spanish most of the time in the class, they asked questions in Spanish to the English teacher, and they asked for translations most of the time. For these reasons, the research sought to work on the oral communication in the classroom enriching the class interactions between students, student - teacher, and teacher – student. These interactions could hopefully make them feel more comfortable to practice oral communication, to establish conversations, and to give meaning to their words.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

On the other hand, as the IPN (2001) establishes in its IEP that the social function of education seeks to provide access to knowledge, science, technique, and all the goods and values of culture (p. 57); the researcher decided to consider the step interpretation of culture which is a level of the intercultural competence, proposed by Byram (1997) for them the IC is: “ability to interpret a document or event from another culture to explain it” (p. 98). This cultural interpretation (that was initially planned to be about Colombian, Scottish, and Indian cultures but due to the national quarantine it was about Colombian and Scottish cultures only) was important in order to lead this proposal linked to the institution principles such as “educate students who are open to learning new things and who embrace the Colombian culture” (IPN, 2001, p. 50).

Following the principle mentioned before and the steps to approach culture proposed by Chlopek (2008) first, the students approach their own culture, second, an English speaker culture, and finally other cultures in the world (p. 12-15). For these reasons, it was decided to select the Colombian culture because this is the students’ first approach to culture, then, Scottish culture, as this is a country which has part of the United Kingdom and the circle of world power, also, because it was possible that a Scottish language assistant at the UPN visited the English class to share her culture with the students, finally, India which is a country that has not part of the circle of power. As the students were expected to interpret the Colombian and Scottish culture, it was done through oral communication and audiovisual media. Considering these reasons, the researcher proposed the following research question and objectives.

Research question

-How might sixth-grade students make interpretations of Colombian and Scottish cultural customs orally while implementing audiovisual media?

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

General objective

-To analyze the students' interpretations of cultural customs in Colombia and cultural customs in Scotland orally while implementing audiovisual media.

Specific objectives

- To describe the students' interpretations of Colombian and Scottish cultural customs.
- To characterize the students' oral communication while interpreting Colombian and Scottish cultural customs.
- To determine the impact of audiovisual media on the students' interpretations of Colombian and Scottish cultures.

Rationale

This study intended to help the sixth-grade students to practice and improve their oral communication through the interpretation of Colombian and Scottish cultures. The students' interpretations of cultural customs in Colombia and Scotland based on audiovisual media could help them to practice their oral communication and they could build an intercultural awareness through those theory devices. According to Morin (1999), to accomplish the pertinence in knowledge, it must be situated in a context, because if the knowledge is pertinent, it may expose the meaning of the things that exist and happen in the world (p. 13), therefore, the students' English learning situated in their context and the Scottish context could help them better understand their own culture and the Scottish one.

In addition, the workbook Move Beyond 1 used in the sixth-grade class contained some topics related to culture. The English area of the school designed this book to be used throughout the academic year. For this reason, it was important to link this study to the workbook content that dealt with some topics that were related to culture. Consequently, the approach to culture through the lessons and activities planned by the researcher and the class

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

workbook could have helped the students to enrich their intercultural awareness (Baker, 2011). Besides, the students could work on their oral communication to understand the other, and to give meaning to what they learned. Regarding intercultural communicative competence Byram (1997) argues that foreign language teaching (FLT)

FLT needs to be based on such a syllabus but also to go beyond linguistic realizations of politeness to take account of the ways of living out of which others speak and write. Only then can FLT claim to prepare learners to communicate and interact with foreigners who are ‘other’ and accepted as such, rather than being reduced to people assumed to be (almost) ‘like us. (p. 4)

The researcher searched references to lead the proposal of this document, seven inquiries were found. The searching criterion was based on three main constructs which were oral communication, intercultural learning, and audiovisual media. Additionally, the publication date searched was from 2014 to 2019, and the population was from first grade to eleventh grade. The inquiries were searched in the UPN repository in which three studies were found; then in databases and repositories of universities in Bogotá in which was found one Master Thesis, and in Colombia in which was found one. Finally, the researcher searched international studies and it was found one.

Some studies in the Universidad Pedagógica Nacional have worked on speaking and cultural awareness. Angulo (2016) developed research at I.E.D Prado Veraniego with ninth grade students. The aim of the project was to promote a communicative environment and cultural awareness using songs. The findings of the research were the positive impact of songs to enhance speaking skills, the improvement of the students because of group work, and the meaning that students gave to the songs. This allowed them to recognize the culture and compare it with others. This inquiry remarked important aspects such as oral communication,

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

culture awareness, and the use of audio material that was useful in order to give elements of the culture to the students and develop their oral communication skills. These elements helped the student teacher to recognize the importance of group work for the proposal of this document.

Bohórquez (2018) carried out a study at the I.E.D Prado Veraniego with first-grade students. The project intention was to connect students to other cultures through new vocabulary because it was important to develop students' cultural awareness. The basis was the importance of including cultural material in the English class. The methodology was based on audiovisual resources such as images and videos. The conclusions were the complexity of bringing cultural information to the students in an English beginner level; the students made comparisons and associations between two cultures to evaluate them; also, the audiovisual materials were good tools to reinforce the learning of vocabulary, and the importance of assessing the students' knowledge to bring them pertinent material. For the student teacher it was important to consider the students' needs in order to create a proposal that was adequate for them, for this reason, there were applied instruments to gather data such as interviews, surveys, and field notes. The audiovisual material allowed the students to comprehend the culture and its real characteristics, for this reason the teacher needed to adapt the material according to the students' English level.

Cristancho (2016) carried out a study at the I.E.D Prado Veraniego with third-grade students. The aim of the study was to foster vocabulary learning through a cultural context and ICTs resources. The findings were the positive incidence of authentic materials in the students' English vocabulary learning. Besides, this vocabulary gave the students the possibility to communicate in a basic way among them. The students understood and respected other cultures and their traditions. Moreover. The use of Google Maps allowed the

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

students to get closer to other cultures. This research helped to understand the incidence of authentic resources and technology to help the students to be aware about culture, and that it was important to foster the understanding and respect the other which is one of the principles of intercultural competence.

Cuervo (2014) carried out her Master Thesis research at Jose Allamano Bilingual School. Participants were eleventh-grade students. The researcher wanted the students to identify false cognates and improve their oral communication considering the cultural elements which reinforced the knowledge. The use of technology was presented in the project as a useful tool that contextualizes the students. A self-assessment was implemented through which the students could identify the weaknesses and strengths they had during the activities. The conclusions were the positive impact on the students' development of cross-cultural awareness and the positive influence of speaking tasks on the students' oral production. Cuervo talked about the importance of developing intercultural activities to foster oral skills. Nevertheless, as it was carried out at a bilingual school, the student teacher had to take into account the students' learning needs and English level in order to propose activities accordingly.

Hincapie, and Rubio (2016) accomplished their study in a school located in Pereira with fifth-grade students. The purpose of the research was to develop the students' speaking skills through speaking tasks. Videos, recordings, and texts were used to bring to the students' intercultural knowledge, then, students were involved in conversations to interact among themselves and to compare their own country with another one. The findings were that there were few cultural authentic audio materials to bring to the students, therefore the researchers had to record their own voices to show other countries' greetings. By speaking activities, the students made unconscious comparisons between their own culture and the target culture.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Moreover, the use of technology helped the researchers to contextualize better intercultural topics. In this study it was remarkable that there were few audiovisual materials of cultures for the fifth-grade students' English level. As the teachers had to record their own voices, they could not show to the students' real pronunciation of the speaker's country of origin.

Finally, Kheder (2016) developed an inquiry in Iraq. The purpose of this inquiry was to emphasize intercultural teaching. Therefore, through the English language it is possible to acquire knowledge and understand other cultures' customs and beliefs. For this reason, through language, the student could communicate and interpret culture. Thus, language awareness and intercultural awareness were crucial elements through which knowledge understanding was developed. He concluded with the importance of cultural awareness about other cultures and the students' own culture. The result of these actions was the student's ability to communicate with other cultures. The student teacher recognized that the teacher must have wide knowledge to share it with the students. In the study it was not mentioned audiovisual media, the tool that is going to be used in the proposal of this document.

In this chapter were analyzed the data collected by the student teacher through field notes of class observations, students' surveys, teachers' interview, and English skills diagnosis. The triangulation of these data allowed the researcher to know about the institution, the students' environment, the students' English learning and their behavior. The result of the data analysis was the detection of a problem which was the oral communication speaking skill. Finally, some theories were explained, and previous studies to support the inquiry proposal were presented.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 2

Theoretical framework and state of the art

Theoretical framework

To develop the current research, it was essential to bear in mind some theories which supported it. Since the general objective was “To analyze the students' interpretations of cultural customs in Colombia and cultural customs in Scotland orally while implementing audiovisual media”, it was relevant to explain the importance of oral communication because through it students could communicate their interpretations of cultures and this oral communication was meaningful if it was contextualized for the them. Additionally, culture and culture interpretation were fundamental constructs to lead the proposal of this document. Finally, intercultural competence and intercultural awareness were theoretical constructs which helped the researcher to know how to approach the students to their own culture and the Scottish culture, and to interpret these cultures.

Oral communication

In this study, oral communication was an important construct to be developed in the participants. Rahman (2010) defines oral communication as “the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction” (p. 3). He also argues the importance of oral communication and its effectiveness to make the conversational speech natural in all the environments such as the academic one.

Brown (2007) states the importance of oral communication in the classroom to students “know the details on how to convey and negotiate the meanings of language” (p. 69). Brown (2007) describes these skills of oral communication as: conversational discourse,

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect. The ones that are going to be considered in this research are:

Accuracy and fluency

Both are important goals, as through accuracy the student can be aware of the clear, articulate, grammatically and phonologically correct use of language. On the other hand, fluency allows the student to sound fluent and natural. Those elements can be worked on by the students within the speaking activities because these concepts are in favor of “natural” activity language in the classrooms, which was important to achieve the objectives of the current research. Moreover, accuracy and fluency are linked to meaningful language involvement (p. 268).

Brown (2007) also maintains that fluency is achieved by the student if he or she lets the stream of speech to flow and that speech goes beyond comprehensibility. The author mentions the technique of message-oriented or teaching language use, which is important because it involves the use of meaningful language (p. 269).

The interaction effect

This interaction allowed the students to co-construct language learning and be involved in a process of negotiation with which they gave meaning to the words (p. 269). As the students interacted among themselves, they could achieve collaborative conversations.

Taking into account the goals proposed by Brown (2007), the intention of incorporating these two micro skills of oral communication is to encourage students to speak in class (p. 271), this is related to their closest contexts, because as Delgado (1998) states: “oral skills such as comprehension and oral production allow to develop in the students the process of relating and interacting, therefore, language becomes an effective instrument of action” (p. 18). Besides, oral communication is linked to the contextualized English learning

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

in which students can give meaning to the language. For instance, Halliday (1978) maintains that language apart from sentences, it consists of discourse that is the exchange of meanings in interpersonal contexts (p. 19). For these reasons, in this study the students practiced oral communication locating their knowledge in a context to give meaning to their words, therefore, these contexts were of Colombian and Scottish cultures.

Culture

Culture was what the participants interpreted in this research. Hall (1997) states: “culture is about ‘shared meanings’, and that language is the privileged medium in which we ‘make sense’ of things, in which meaning is produced and exchanged” (p.1). Also, Hall (1997) says: “the word culture is used to refer to whatever is distinctive about the ‘way of life’ of a people, community, nation or social group” (p.2). By way of illustration, the sixth-grade students who live in the Colombian culture shared their ways of representing the world between them, their ideas, and feelings about the world, in ways in which they could be understood among them. Clarifying the definition of culture and the relations that it has to the language was important to develop this study.

Kramsch (1993) declares that culture also has a link to discourse because in the EFL class the students and the teacher create a culture through discourse (p. 47). For this reason, the communication in the cultural context between student-student, student-teacher, and teacher-student, allowed them to interpret cultures. This is a principle of intercultural competence (Neuner and Byram, 1997).

Culture interpretation

Geertz, C (1973) talks about culture and he argues that it is “not an experimental science in search of law but an interpretive one in search of meaning” (p. 5). This is to say that culture can be interpreted, and it has a meaning, an explanation because people interpret

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

social expressions of the culture as they perceive them in a context. He states that he approaches cultures from the semiotic perspective in which there are structures of signification, therefore codes with which a culture expresses by itself. Byram (1997) maintains that the interpretation of culture is the “ability to interpret a document or event from another culture to explain it” (p. 98). Having in mind these ideas and the three stages of Intercultural competence proposed by Chlopek (2008), the students interpreted first their own culture which is Colombian culture, then, they interpreted Scottish culture. The stages of interpretation as García (2013) points out, are literal meaning, explicature and, implicature as in the following table:

Table 1

Stages of interpretation of culture

Literal meaning	The first approach to get a general idea, it emerges without a context
Explicature	The use of contextual information
Implicature	The search for the meaning

Having in mind that culture interpretation was one of the most important constructs in this inquiry, it has part of the intercultural competence.

Intercultural competence (IC)

In the IC, the students could contextualize the English language learning through their oral communication. Chlopek (2008) defines three stages of intercultural approach: the focus on the own country culture, the focus on the English-speaking countries, and the focus on all cultures in the world (p. 12-15). Through these stages the students could recognize particular things of their own culture which was Colombian and the target culture which was Scotland.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Fantini (1995) declares that the IC goal concerns how both language and its dimensions and intercultural areas are developed (p.143). Neuner and Byram (2003) mention that the aim of IC

Is to prescribe the ways in which people ought to act. Prescription can then be related to norms, for example, normative standards of human rights, but this presupposes an agreement on norms which has to be created in each context where language teaching takes place. (p. 9)

As the intercultural competence was too wide to develop in the participants of this research, the researcher was focused on the level of interpretation that Byram (1997) proposed, which is the “ability to interpret a document or event from another culture to explain it” (p. 98).

Intercultural awareness (ICA)

In this study it was important that the participants interpreted events from their own culture and the target culture, which was Scotland, in this process they could develop an intercultural awareness. Concerning this construct, Baker, W (2011) maintains:

Intercultural awareness is a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication. (p. 10)

This is related to culture and language because they propitiate intercultural communication. Besides, there are different levels to get ICA: The basic cultural awareness, which is a general awareness of the role of cultures on our own and ‘others’ communication; the advanced cultural awareness, which is the awareness of the complexity of cultures; and the intercultural awareness of the role of cultures in intercultural communication (p. 14).

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

The previous theory allowed the researcher to be aware of what theoreticians said concerning this study aims. Also, the researcher designed and shaped the proposal according to the students' needs, contexts, and English language level. It was important to bear in mind that the students were the center of education, and that it was important to help them to develop the skills of interpreting through oral communication to achieve what was proposed in this inquiry.

State of the art

Oral communication is in everyday life, and human beings are immersed in a culture, in its costumes, traditions, and ways of life understanding. For these reasons, the importance of interpreting one's own culture and other cultures. Some researchers have carried out inquiries that concerns oral communication and intercultural competence.

One of them was developed by Angulo (2016) in I.E.D Prado Veraniego. With ninth grade students. The aim of the research was to promote a communicative environment and cultural awareness using songs. Therefore, the findings of the research were the positive impact of songs to enhance speaking skills, the improvement of the students' skills through group work, and the meaning that students gave to the songs. This allowed them to recognize the culture and compare it with others. Oral communication and culture are elements that are linked, because as Reid (2015) proclaims: "Teaching culture cannot be considered an extra skill, but has to be a part of teaching listening, speaking, reading and writing" (p. 940). This was important in order to provide the students with elements to develop an intercultural competence with which they could interpret cultures' customs of their own culture and Scottish culture. Kramsch (1993) maintains that it is important to give clear information to the students about a new culture to help them to avoid misunderstanding as a result of their expectations because expectations change from one culture to another (p. 47). This research

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

gave significant elements to the current research, as the enhancement of oral communication skills and the cultural awareness through audiovisual media were achieved.

Cuervo (2014), carried out her Master Thesis research at Jose Allamano Bilingual School. Participants were eleventh-grade students. The researcher wanted the students to identify false cognates and improve their oral communication considering cultural elements. The use of technology was a useful tool that contextualized the students. A self-assessment was implemented through which the students could identify the weaknesses and strengths they had during the activities. The conclusions were the positive impact on the students' development of cross-cultural awareness and the positive influence of speaking tasks in the students' oral production. Both intercultural competence and oral communication were developed in this study, despite the grade differences between this study to the current research, there were some elements that concern to both studies. The researcher points out the importance of what Byram (1997) states: "teaching for linguistic competence cannot be separated from teaching for intercultural competence" (p.22). Besides, Unesco (2013) points out the importance of incorporating intercultural competence in the learning process of all the academic levels to help the students to interact between them and others (p. 27). In this study was remarkable that the use of audiovisual media directly implied the use of technology, also that it was essential to consider the English level of the participants to make understandable the classes and the materials to achieve a significant knowledge.

Cristancho (2016), carried out a study at the I.E.D Prado Veraniego with third-grade students. The aim of the inquiry was to foster vocabulary learning through a cultural context and ICT's resources. The findings were the positive incidence of authentic materials in the students' English vocabulary learning. Besides, this vocabulary gave the students the possibility to communicate in a basic way between them. The students understood and

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

respected other cultures and their traditions. Moreover, the use of Google Maps allowed the students to get closer to other cultures. The researcher identified two key aspects in the results that were the communication between the students in a basic way and the students' understanding and respecting for other cultures. The researcher wanted to focus on the communication because the students could communicate using basic vocabulary, therefore, they achieved the interaction effect proposed by Brown (2007), because they got involved in a process of negotiation with which they gave meaning to the words they learned (p. 269). Regarding this process, Delgado (1998) maintains that this oral interaction allows the students to use the language that is an effective instrument of action (p. 18). From this study it was important to take into consideration that providing the students with vocabulary is a way to help them to understand and to locate their knowledge, also, the researcher recognized that the use of technological resources were good tools to enhance the students intercultural awareness.

Hincapie, and Rubio (2016) accomplished their study in a school located in Pereira with fifth-grade students. The purpose of the research was to develop the students' speaking skills through speaking tasks. Videos, recordings, and texts were used to bring to the students' intercultural knowledge, then, students were involved in conversations to interact among themselves and to compare their own country with another one. The findings were that there were few cultural authentic audio materials to bring to the students, therefore they had to record their own voices to show other countries' greetings. By speaking activities, the students made unconscious comparisons between their own culture and the target culture. Moreover, the use of technology helped the researchers to contextualize better intercultural topics. The use of authentic materials was important in order to develop the intercultural competence because this was linked to the student's expectations about other culture that can

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

create misunderstandings in them (Kramsch, 1993, p. 47). The researcher's pronunciation was not the same as a native one. But, despite the lack of authentic materials, the researchers achieved what Hall (1997) proclaims: "language is the privileged medium in which we 'make sense' of things, in which meaning is produced and exchanged" (p.1). This study helped to take into consideration that the selection of the cultural materials was crucial to teach culture, and that the use of these materials impacted positively the oral communicative activities.

The previous studies allowed the researcher to locate the theory in inquiries that had similar aims to this research. The globalized world that promotes interaction between cultures through media is one reason to give importance to oral communication and intercultural competence, to interpret the own culture and Scottish one and to avoid cultural misunderstanding.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 3

Methodology

To achieve the objectives of this study, it was necessary to point out the research paradigm that was qualitative, the type of research which was action research, as well as the data collection procedures, the data analysis methodology, trustworthiness, and ethical issues.

Research paradigm

Qualitative research is “a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that make the world visible. These practices transform the world” (Denzin and Lincoln, 2008, p. 4). The situated activity also allows the researcher to approach the world in real settings to gather information, interpret it and make sense of the behavior that the people show to him or her, and the events that occur during the observations.

Following the paradigm of qualitative research, Corbin and Strauss (2015) point out that the researcher has part of the research as the participants have. Moreover, the characteristics that qualitative researchers tend to share are:

The humanistic bent, curiosity, creativity and imagination, a sense of logic, the ability to recognize variation as well as regularity, a willingness to take risks, the ability to live with ambiguity, the ability to work through problems in the field, the acceptance of the self as a researcher instrument, and the trust in the self and the ability to see value in the work that is produced. (p. 4)

Following these ideas, the current research was qualitative since the researcher was immersed in the real context of the participants, there, she found an educational problem. Additionally, the researcher proposed a pedagogical intervention, and in this process, she was observing and collecting data through instruments such as interviews, surveys, field notes, and

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

recordings. Finally, the researcher triangulated and analyzed the data using the grounded theory approach to find the categories of analysis which emerged in this process. This inquiry sought to help the students to work on their oral communication through English which is the educational issue the researcher found. Then, strategies to work on this skill were formulated.

Type of study

Action research as Hatch (2002) presents, is an investigative practice that seeks to make changes and improve an educational problem through the action. Action research helps the teachers to be the basis of theory and knowledge production as well as it is a tool that helps them to overcome class problems experienced in educational practices, community, and in life (p. 31).

The purpose of action research (Burns, 2009) is to fill the gap between what is established on how to do the things (the ideal) and the real social situations that occur in daily class processes. As its name states, action research is based on a cycle between action and research, therefore, its stages are observing and identifying an educational problem; planning a solution to this educational issue; implementing the plan; evaluating and reflecting on the results and effects; based on the reflection, acting and reconsidering the possible solutions (p. 290).

Consequently, the action research paradigm was adequate and through which the researcher carried out this inquiry. The steps proposed by Burns (2009) were a reference to develop this study and to achieve the reflection about the teaching practices as it was stated in the IEP of the IPN school (IPN, 2001) because the importance of creating and implementing plans to help the students to learn and reflect from the real life experiences need to be constantly in the school (p. 54). In addition, the evaluation of the solution results proposed by the researcher allows to improve the teaching of EFL (p. 60).

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Data collection instruments and procedures

Collecting data allowed the teacher researcher to consider all the events that occurred throughout the process of this inquiry. Besides, these data allowed the researcher to analyze it and reflect about it. The instruments to collect data were:

Field notes: The notes that the researcher collected in the classes are defined as “field notes are data that may contain some conceptualization and thoughts about these” (Corbin and Strauss, 2015, p. 120). These data are filtered by the observer eyes who think about the information and classify it. As the information is written, the researcher can remember later what happened during the observations. Then, based on the information the researcher analyzes it. Field notes are an instrument to report what is observed, the reflections, and the reactions of these observations; field notes also “provide the teacher-researcher a biographical record about his or her development as a teacher” (Hopkings, 2008, p. 105). For this study, field notes were a useful resource to gather data because through them there were explored the class environment, the students’ behavior, their performance during the classes and their response to the activities proposed by the student teacher.

Surveys: Burns (1999) establishes that surveys are a good tool to gather information to have it organized. It is important to think carefully when designing a survey and choosing the questions because a survey needs to be understandable for the students and the researcher has to be aware of avoiding ambiguity and to make the answering process easier for the students (p. 129). In this study two surveys were administered to the students. The first one was a survey to know about the students’ background; their social and familiar aspects; their perceptions about the English class; and their likes about learning English, its questions were mostly open-ended and they were used to collect qualitative and quantitative information (Annex B). The second survey was made at the end of the first unit of the program to know

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

about the students' perception of the development of the classes, to know what the students learned in the cycle and their opinions about the activities carried out to help them to make interpretations of cultures orally, its questions were open. These surveys were reliable and trustable because they were designed to obtain authentic information from the students' own answers. Besides, the information that the surveys contain is valid because it was focused on the population grade.

Audio and video recording: "audio and video recording are techniques for capturing in detail naturalistic interactions and verbatim utterances" (Burns, 1999, p. 94). These artifacts allowed the researcher to be aware and reflect on the implicit beliefs, the classroom scripts in the classroom processes, to catch the information that concerns a focus such as the speaking performance of the students, their work group and the results of these activities that implied oral communication. Audio recordings were transcribed considering the most important segments to scan episodes during the class, to report, and to support the researcher's analysis and findings (Burns, 1999, p. 94). The researcher recorded videos of most classes to reflect on the classroom management, the student's performance, and the students' gestures during the speaking activities. Moreover, these artifacts helped the researcher to revise and to reflect on his or her own practices to improve them. For this reason, audio and video recordings were used in this research, as the problem the student teacher wanted to work on was oral communication. Through audio and video recordings the researcher could reflect about the activities and review the students' performance during the oral activities in the classes.

Interviews: (Burns, 1999) points out that this artifact is used to gather data in areas in which the researcher is interested, and it is useful to know different points of view. It can be developed with one person or with a group (p. 118). In this study, the researcher applied an interview to the head teacher to know about the students' context; their behavior; their skills'

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

weaknesses and strengths in class; the English teaching methodology and the development of the English academic curriculum in the institution. This interview was based on structured questions. At the end of the first unit, it was applied to the English teacher a perception interview to know about his perception of the class activities, the development of the class according to the researcher proposal and his recommendations.

The researcher took field notes every class. Also, two surveys were applied to the students, one at the beginning of the study and one at the end of the first unit. The English teacher answered two interviews, one at the beginning of the research and one at the end of the first unit. Finally, audio recordings and videos were collected when oral communicative activities took place.

Data analysis methodology

This methodology was based on certain activities about Colombian and Scottish cultures and the student's interpretations of these cultures orally. The reference of data analysis was the grounded theory which is defined as "theory that is grounded in data systematically gathered and analyzed" (Holliday, 2007, p. 16). For this reason, the inquiry sought to be organized, to gather the data from the data collection instrument, therefore, to be reflective and critical to analyze the data. The instruments to gather data and research purposes were explained to give reliability and validity to this inquiry.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Table 2

Instruments to gather data and research purposes

Activity	Data type	Research purpose	How it connects to the instrument data above
The students' interpretations of their own culture and other cultures' customs orally based on audiovisual media	Field notes about the classroom phenomena. Voice recording/transcription to identify the student's ability to express their ideas	To identify how the students communicate orally their interpretations about Colombian and Scottish cultures.	To evaluate the student's interpretations about cultural customs in Colombia and Scotland. What can I say about my own culture and Scottish culture?
The students' oral communication to share their ideas among themselves.	Field notes about the classroom phenomena. Voice recording/transcription to identify the student's oral communication improvement	To identify the oral skills such as accuracy, fluency, and interaction effect in the interpretations orally.	To recognize how the students communicate their ideas orally.
The students' perception of the research process	Students' perception survey: one at the end of the first unit. Head teacher interview: one at the end of the first unit.	To know the students' and the head teacher points of view of the study development and the teacher researcher methodology	

Trustworthiness

To make this study valid and reliable, the researcher triangulated the data collected through data collection instruments such as field notes, surveys, audio and video recordings, and interviews to take into account different perspectives of the students, the English teacher, and the student teacher. Besides, the triangulation of these data gave trustworthiness to this study. (Phillips and Carr, 2014) remark that the data are systematized and organized to keep it virtually (p. 115). Keeping virtually the information helped the student researcher to demonstrate that the information was reliable and that it could be provided to people who were interested in looking at them. For this intention, the data collection instruments were designed considering the students' school grade, which was sixth grade.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Ethical issues

This study was designed, developed and the data which was collected and analyzed was based on ethical principles with regard to the participants, therefore, “Accessing potential participants not only requires providing information about the research but also that individuals are in a position to exercise choice around whether or not to give their consent to participate” (Mauthner, Birch, Jessop, and Miller, 2002, p .54). As the students were children, the researcher provided a consent form in which an adult in charge of the child decided if the student participated in the study. In the consent form, the information of the research was provided (Annex F). Besides, it was stated that the students’ personal information was not exposed, as their names were replaced by a pseudonym. These forms were scanned to be systematically organized.

The methodology of this research was developed considering the research paradigm, type of study, data collection instruments and procedures, data analysis methodology, trustworthiness, and ethical issues to achieve the objectives proposed.

Next, the pedagogical intervention was developed considering the student teacher visions of language and learning. Also, the chronogram of activities was explained according to the period of time and the lessons proposed to achieve the study aims.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 4

Pedagogical intervention

In this chapter the visions of language and learning were proposed. Also, the teaching methodology, the pedagogical intervention, the activities chronogram, as well as the possible impact of the results of this study were presented.

Vision of language

Language is seen in this study as functional. Halliday (1978) argues that language is interpreted and exchanged within a sociocultural context, for this reason, it is understood as a social practice (p. 3). As the students interacted with audiovisual materials of the Colombian and Scottish cultures such as images, videos, and music; these materials were used to enrich their language learning and based on them the students communicated orally. Also, as the students approached the culture, the language in this inquiry could be seen as culture and ideology (Tudor, 2001, p. 69). For this reason, language is not only a linguistic system but an expression and communication of culture and the worldview of the speaker (p. 69). This is related to the students' oral communication to express their own cultural customs and know about Scottish cultural customs.

Vision of learning

Regarding the vision of learning, Tudor (2001) proposes two visions that were related to this study. First, the habit formation that is a linguistic competence which helps the students to develop their verbal stimuli for using elements of language such as words pronunciation and fluency; this was important for the students to develop oral activities. In addition, the role of affect is a humanistic vision that points out the importance of the students' positive affective relationships between the class material and the classroom to create a warm

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

environment of learning to the students. Finally, the students' predisposition to learn is crucial to develop their own learning process (p. 70).

Teaching approach

This methodology was based on the intercultural approach, (Chlopek, 2008) states that learning a language cannot be separated from learning a culture (p. 10). Moreover, Chlopek (2008) proposes three stages to approach the culture: first, the own culture, second, an English speaker culture, and finally other cultures in the world (p. 12-15). For these reasons in this study the students approached the Colombian and Scottish cultures through the class activities.

In addition, Byram (1997) proposes the following levels of the intercultural competence: the first one is the knowledge about the social practices, the beliefs; the second one, are language skills such as: interpreting and relating; discovering and interacting; and the third one, that are the attitudes that students develop in order to respect the other (p. 98). Concerning these levels, the student teacher decided to develop the interpretation level of the intercultural competence to approach the students to the Colombian and Scottish cultures.

Pedagogical intervention

This intervention was planned from the beginning to be developed in four units. Two from September to November 2019, and two from April to July 2020. As a consequence of a mandatory quarantine which was the result of a pandemic virus from April to June 2020 the pedagogical intervention had to be modified. In total there were seven weeks from September 2019 to November 2019. In these weeks only the first two units were developed, the units were linked to the curricular content that is implemented in the IPN school. The student teacher had two hours per week for developing her pedagogical intervention. Along with the two units (Cultures' dressing in Colombia and Cultures' dressing in Scotland), it was

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

expected that the students made processes of interpretation of their own culture, and the Scottish culture through the oral activities done in groups. For this reason, the first unit's part was devoted to teaching the students how to interpret.

The input that the students received to co-construct their knowledge was based on vocabulary of unknown concepts through images, then, the student teacher helped them to approach cultures through images, videos, and songs. The activity that followed was the students' interpretations of their own culture and the Scottish culture through an oral presentation, showing what they researched, understood, and interpreted concerning those cultures.

Two cycles were proposed. A cycle was composed of two units, each unit was about a country cultural custom. First cycle was for the student teacher to reflect about the results of the students' English learning process, and to adequate the chronogram according to the analysis of the results. Additionally, the first cycle followed the structure of: approaching the students to interpret and to know how to do it, encouraging the students to interpret traditional elements of their own culture and Scottish culture, and reflecting about the process. The second cycle was expected to follow this structure: interpret cultural customs of the Scottish and Indian cultures, and reflect about the process, too. As it was said, due to the quarantine the second cycle could not be implemented in the classroom.

At the end of the first unit a perception survey was applied to the students to know about their own points of view of the learning and teaching process of cultures because it was important that the students and the researcher reflected on what they have been learning within the process. Additionally, the student teacher made an interview to the English teacher to know his perception and recommendations to evaluate the first unit process.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chronogram

In this part were presented the activities chronogram. I was designed from September to November 2019 and from April to July 2020. As it was mentioned before, due to the national quarantine, the period from April to July 2020 was not developed in the classroom; therefore, only the first cycle which covered the first two units was developed.

Table 3

Chronogram of activities

Month	Week	Unit	Objectives	Description of tasks	Time
First cycle September 2019	1, 2 and 3	1. Interpreting and communicating my country regions ways of dressing and some typical food	-To identify how to interpret and which things can be interpreted.	-The teacher shows a video of someone interpreting a musical instrument and asks the students what she is doing? (Video introduction)	15'
			-To interpret Colombian culture based on images and videos.	-The teacher shows the students images of Colombian touristic places to ask the students interpretative questions. (Approaching the own country)	30'
			-To practice oral communication.	-The teacher gives the students a conversation about Colombian places for them to practice oral communication. (Speaking about my country)	1h 30'
				-The teacher shows images of nonverbal language and asks some questions to the students. (Approaching ways to interpret)	30'
				-The teacher shows a video of someone interpreting a song through sign language and ask questions to the students. (Approaching ways to interpret)	15'
				-The teacher shows incomplete images about Colombian customs and	45'

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

				asks the students to make a list of traditional things. (Connecting and interpreting)	
October 2019	3,4 and 5	Oral presentations in groups about the characteristics of dressing in Colombian regions.	-To identify and interpret how people dress according to the region in Colombia and describe it orally.	-The teacher shows images of how people dress in each region of Colombia. (Approaching my country customs) -Group work for each group to identify and interpret the dressing characteristics of Colombian regions. (cultural raising) -Students creation of an outline and drawings to make an oral presentation of each region's way to dress. (Creating a product to present it) -Oral presentations. (Showing our cultural interpretations)	45' 45' 1h 30' 2h
November 2019	6 and 7	2. How do people dress and what they eat in Scotland? Interpreting a new culture orally.	-To identify how people dress and what they eat in Scotland and describe the findings orally. -To formulate questions to a Scottish native about her cultural customs.	-The teacher will ask the students as homework to watch videos of Scotland and formulate 5 questions to ask them next class to a Scottish native. (Documenting activity) -The teacher explains to the students where Scotland is located and make questions to them. (Interpretation questions) -The teacher will show the students a video for them to identify traditional clothes from Scotland. (Video introduction) -The teacher will provide the students with images and vocabulary of clothes and food from Scotland. (Making connections of information) -The students' identification of clothes people use in Scotland through questions formulated by the teacher. (Focus what I learned)	15' 15' 15' 20' 20' 5'

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

				<p>-The teacher shows a video of food in Scotland and the Scottish native makes comments about it. (Recognizing Scottish accent)</p> <p>-The students' formulation of questions to a native from Scotland. (cultural raising)</p> <p>-The teacher, the native and the students' game to recognize traditional food and clothes from Scotland. (Practicing what I learned and interpreted)</p>	<p>1h</p> <p>20'</p>
<p>Second cycle</p> <p>April 2020</p>	10, 11 and 12	<p>3. Remembering and approaching to what interpreting is about through Scottish culture</p>	<p>-To encourage the students to interpret Scottish's culture through images and videos</p> <p>-To help the students to practice oral communication</p>	<p>-The teacher shows a video of someone interpreting a musical instrument and asks the students what she is doing? (Video introduction)</p> <p>-The teacher shows the students images of touristic places in Scotland to ask the students interpretative questions. (Approaching the own culture)</p> <p>-The teacher gives the students a conversation for them to practice oral communication. (Speaking activity)</p> <p>-The teacher shows images of nonverbal language and asks some questions to the students. (Approaching ways to interpret)</p> <p>-The teacher shows a video of someone interpreting a song through sign language and asks questions to the students. (Approaching ways to interpret)</p>	<p>15'</p> <p>30'</p> <p>1h 30'</p> <p>30'</p> <p>15'</p>
May 2020	13, 14, 15, and 16	<p>My house</p> <p>Housing in Scotland</p>		<p>-The students' oral communication of interpretations in couples about types of housing in Colombia. (Cultural raising)</p>	<p>30'</p> <p>5'</p>

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

		4. Being a tourist in Colombia and India!	<p>-The students' interpretation of types of housing in Scotland</p> <p>-Students interpretations of touristic places in Colombia and Scotland</p>	<p>-Video showing types of housing in Scotland. (Introductory video)</p> <p>-The students' interpretation of types of housing in Scotland through conversation with a classmate. (Interpreting orally)</p> <p>-The students drawing of their favorite housing in Colombia and Scotland. (Approaching culture)</p> <p>-The students' individual oral presentation of their drawings. (Showing cultural interpretations)</p> <p>-Brainstorming about tourist places in Colombia. (Introductory activity)</p> <p>-The teacher asks the students which one is their favorite and why. (Interpretative questions)</p> <p>-The students prepare a presentation about a tourist place, and the props that are going to be used. (Creating a product to present it)</p>	<p>10'</p> <p>30'</p> <p>45'</p> <p>15'</p> <p>15'</p> <p>1h</p>
June 2020	16, 17, and 18	Being a tourist in India!	The students' interpretations of tourist places in India.	<p>-The students' presentations of their favorite tourist places. (Showing our cultural interpretations)</p> <p>-A video of tourist places in India. (Video introduction)</p> <p>-Vocabulary and ideas through questions about the video. (Recognizing Indian culture)</p> <p>-The students' interpretations of housing in India orally through questions asked in groups. (Cultural raising)</p> <p>-The students' creation of a poster of housing in Colombia and India. (Creating a product to present it)</p> <p>-The students' presentation of the poster as a TV show. (Showing</p>	<p>1h</p> <p>10'</p> <p>40'</p> <p>45'</p> <p>2h</p> <p>2h</p>

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

				our cultural interpretations)	
July 2020	19 and 20	Final reflection	Reflecting on the importance of interpreting cultures.	-Discuss what the students learned and the importance of learning about other cultures.	1h 30'

As it was stated, there were four units as follows: Unit 1 Interpreting and communicating my country's ways of dressing, Unit 2 How do people dress in Scotland? Interpreting orally a new culture, Unit 3 Remembering and approaching to what interpreting is about through Scottish culture, and unit 4 Being a tourist in Colombia and India! Most of the class works were done in pairs and groups. The class works were about the intercultural competence stage proposed by (Neuner & Byram, 2003) which was interpreting. The researcher included two examples of lesson plans (Annex H). The unit's content was linked to the contents of the curricular plan for sixth grade and the word book Move Beyond 1 which were related to intercultural competence. Moreover, as the four units were not applied due to the national quarantine, only the two first ones which covered Colombia and Scotland from September to November 2019 were applied.

Possible impacts

This study aim was to promote the students' development of interpretations about Colombian and Scottish cultures customs orally from the small C culture interpretation referred to customs (Chlopek, 2008, p. 11). The possible impact of this study was that students recognized and interpreted customs of their own culture, and Scottish culture. These processes helped them to understand what is different and unknown to them and to enhance a cultural awareness.

As the students were expected to create their own interpretations, it was done through oral communication which helped them to work on their fluency and their pronunciation.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Finally, in this chapter the visions that guided this inquiry such as the language as a social practice, culture and ideology, and the learning as habit formation and role of affection were explained. Besides, the intercultural approach, and the pedagogical intervention that explained the process which was developed to achieve this study aims were presented. Moreover, the chronogram which described the activities done in the pedagogical intervention was depicted. In the end, the possible impacts of this research were described.

Next, the data analysis was structured using the grounded approach, the results of the pedagogical intervention and the data collected. This process was done having in mind the research objectives which helped to propose the categories of analysis.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 5

In this chapter the analysis of the data collected was done using the grounded approach theory. Also, the categories which emerged were analyzed and triangulated to conclude the findings.

Data Analysis

The current research paradigm was qualitative, and its type was action research. For these reasons, the researcher collected information to find an educational problem in the participants English performance. Then, when the problem was found the researcher proposed a solution based on the participants context for applying it through a pedagogical intervention. Finally, based on the data collected the researcher made an analysis of the categories that appeared from the data to conclude the findings using the *grounded approach theory*.

Considering the problem that the researcher found in the oral communication skill of the sixth graders, the present inquiry intended to analyze the data obtained throughout the pedagogical intervention that was devoted to enhance the sixth grade students' oral communication through the interpretation of Colombian and Scottish cultures with the basis of audiovisual media resources at the Instituto Pedagógico Nacional. These data were analyzed from the *grounded approach theory*, which Holliday (2007) defines as the construction of theory from the analysis of the data collected during the researcher intervention with the participants, for this reason the categories of analysis were not chosen at the beginning of the inquiry, they emerged from the analysis, comparison, and saturation of the data which helped the researcher to make conclusions (p. 5).

The analysis of the data was based on the triangulation of four data collection instruments. First, the perception survey made at the end of the first unit to the students. Second, the perception interview made at the end of the first unit to the English teacher who

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

was an observer of the educational environment during the pedagogical intervention of the student teacher. Finally, the voice recordings and video recordings that were taken in the speaking activities. The samples selected to examine were the ones that provided enough information to support the categories description and analysis.

Grounded approach theory

Grounded theory is a “general methodology for developing theory that is grounded in data systematically gathered and analyzed” (Corbin and Strauss, 1994, p. 273). For this reason, the researcher organized the data collected in physical and virtual folders. Physical ones for data provided by diagnosis, field notes, and surveys which also were scanned to have organized them in a computer. Concerning virtual folders, they were employed to save videos, audio recordings of speaking exercises and recordings of interviews, all of them with their own transcriptions. Corbin and Strauss (1994) declare that this theory in the research is the result of the data collection, the analysis and the comparisons made with them (p. 273). For doing this analysis it was essential to bear in mind the importance of the inquiry aims which helped the researcher to be focused on the searching of categories.

As Grounded theory is a qualitative method, it is related to the complexities of social phenomena (Corbin and Strauss, 1990, p. 4) For instance, the researcher was meticulous, because there was a diversity of data obtained from the sixth grade participants who had different perspectives and reactions to the educational environments whose they were exposed. For this purpose, there are procedures established to achieve the data collection and analysis from the instruments to collect data mentioned before. These procedures are the following:

For Corbin and Strauss (1990) the data collection and the analysis of them to reflect constantly has to be interrelated processes and it has to start from the first data obtained

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

because it helps to shape the data collection instruments to the participants context. Besides, the data have to be conceptualized to become basic units of analysis because different kind of concepts which share phenomena can belong to a category. These categories need to be related to conform higher level categories since they propitiate the theory creation. The authors also declare that the sample the researcher takes needs to be diverse to identify different phenomena, for instance, the time is a factor that had an incidence and for the present research a data sample was a group of students selected due their participation in class (p. 6-9).

Additionally, Corbin and Strauss (1990) mention that data analysis requires to make comparisons and contrast of the data to avoid bias. Also, the patterns and variations in data must be taken into consideration, as the search of understanding the regularity of the patterns. For these reasons, an analysis process is crucial to be constructed into theory, process reveals action/ interaction of the data (p. 9-10).

Writing theoretical memos, as Corbin and Strauss (1990) maintain is a good system when analysis of the categories, properties and the questions takes place. Memos also help the researcher to make the theory more elaborated and integrated, and to talk about the study implications (p. 11). As the authors propose the procedures of collecting and analyzing data, they also consider coding as a “fundamental analytic process. In grounded theory research there are three basic types of coding: open, axial, and selective” (Corbin and Strauss, 1990, p. 12).

Open coding is a process of analysis that the authors define as “interpretive process by which data are broken down analytically. Its purpose is to give the analyst new insights by breaking through standard ways of thinking about or interpreting phenomena reflected in the data” (Corbin and Strauss, 1990, p. 12). In this procedure the researcher makes contrast on

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

the data events, actions, and interactions, from these comparisons the researcher creates labels to identify the concepts, then, concepts are associated to establish categories and subcategories. When the categories are determined, they can be used to be sampling of theoretical grounds (p. 12).

Following the idea of open coding proposed by Corbin and Strauss (1990) in which the categories are identified, once this process is done, axial coding is the procedure for the researcher to relate categories to subcategories. These relationships found by the researcher allows him or her to create hypotheses that must be verified and critically evaluated (p. 13). “A major strategy in grounded theory is to seek systematically the full range of variation in the phenomena under scrutiny” (Corbin and Strauss, 1990, p. 13)

Selective coding is “the process by which all categories are unified around a “core” category, and categories that need further explication are filled-in with descriptive detail” (Corbin and Strauss, 1990, p. 14). The core category must incorporate the whole analysis because it signifies the main phenomenon of the inquiry, and the categories are related to the central, it can be established through a diagram. This analysis process is designed to be applied during the last part of the data examination (Corbin and Strauss, 1990, p. 14).

Based on the previous information, the researcher highlighted the importance of a grounded theory approach for the inquiry, because through its procedures, she clarified and avoided ambiguity to formulate, to argue, and to find results about categories and subcategories of analysis. Finally (Corbin and Strauss, 1990) argue that “grounded theory specifies the conditions under which a phenomenon has been discovered in this particular data” (p. 15). Consequently, the researcher recognized the importance of being rigorous and having a critical analysis to achieve valid research results of the findings.

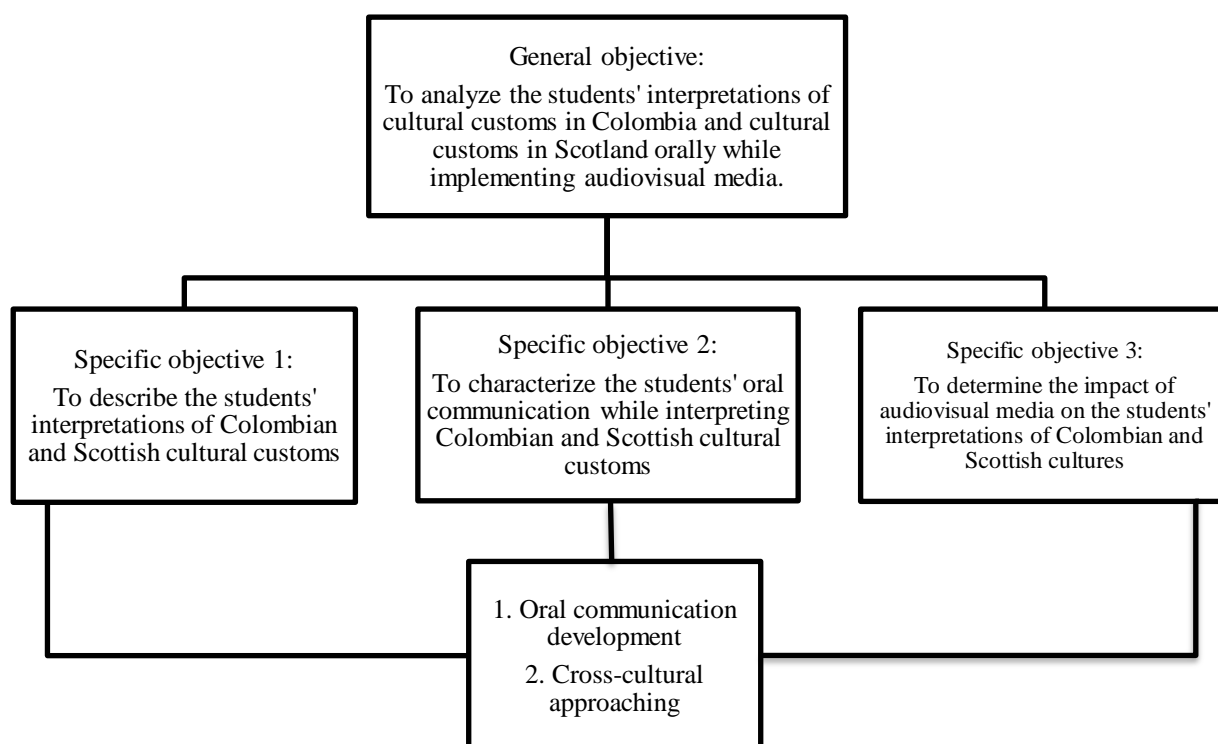
ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Categories of analysis

As the present research aim was “to analyze the students' interpretations of cultural customs in Colombia and cultural customs in Scotland orally while implementing audiovisual media”, the researcher made an examination a posteriori of the data which was collected linked to the main objective of the study and the specific ones. Then, the researcher got a list of words through which she established two main emergent categories of analysis as the following figure shows:

Figure 1

Categories of analysis depiction

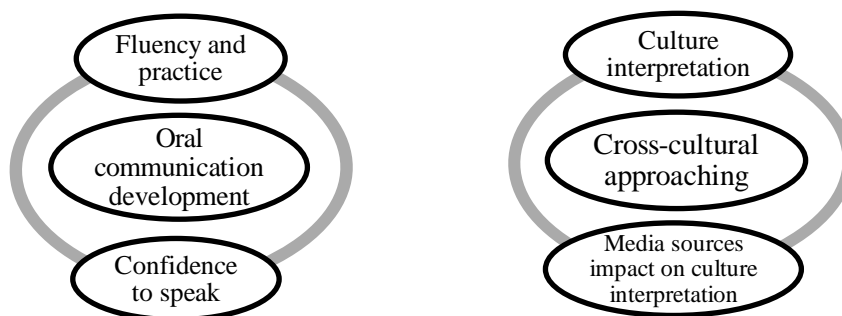


Each category had two sub-categories which were related to it as the figures show next:

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Figure 2

Subcategories of analysis



Oral communication development

This was one the objectives of the inquiry. The category emerged and it was supported on the learning process perspectives of the researcher, the English teacher, and the students that could be seen in the data that the artifacts provided. The artifacts which guided the oral communication development category of analysis were videos and audio recordings of some speaking exercises, the English teacher's opinion on the class activities through an interview, and the students' opinion through a perception survey. As sub-categories there were found fluency and practice, and confidence to speak.

Fluency and practice

This was the first sub-category of oral communication which as Brown (2007) indicates "is best achieved by allowing the "stream" of speech to "flow" (p. 269). The researcher observed that in some cases the students tried to be fluent when speaking, as the result of some exercises in which they had to practice and then make an oral presentation. According to Swain (1995) producing language gives the students practice and the result of this language production is fluency improvement (p. 127). For instance, the students presented a conversation using a structure that the student teacher gave to them, this oral

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

communication practice could be observed in a voice recording exercise (This is the link of the recording <https://soundcloud.com/biviana-pira/first-audio-recording-september-19th-2019>):

Almita: Hello.

Anonimous: Hello, how are you?

Almita: Good I'm traveling.

Anonimous: I like it, where are you?

Almita: I'm in Colombia.

Anonimous: I like it. I went there in 2009.

Almita: Really? I arrived here on Monday.

Anonimous: Good, I like La Candelaria and Salento, because they have these things in common: The two places are colorful, and they are in the mountain.

Following the idea that Brown (2007) proposes, the researcher found that as the students were practicing their discourse, they also left the speech to flow, they sounded fluent and these kinds of exercises helped them to work on their fluency as a result of the oral repetitions. Also, the researcher observed throughout the speaking activities that some students devoted time to practice. Brown (2000) argues that practice can be compared to imitation, this practice helps the children to create a habit, therefore, practice is a way through which the child acquires the English language (p. 40). According to the English teacher's opinion, speaking exercises using a previous conversation structure were a good way to help the students to practice oral communication, because as he argued "the students talked spontaneously" (Annex I).

Brumfit (1984) defines fluency as "the maximally effective operation of the language system so far acquired by the student" (p. 57). For this reason, the student teacher designed most of the class works devoted to practicing this fluency operation to be done in pairs or in groups of four students. Brumfit (1984) argues that these sort of activities in small groups need to be demanding for the student to be fluent, and that the teacher has a deep influence in the speaking activities development, since he or she intervenes in the group class

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

works (p. 81). The author also points out the importance of situations that forces the student to “use the language as fluently as possible” (p. 57). Following these proposals, the student teacher also made some questions to the students while they were practicing their speaking activities in groups, as the following recording exposed (This is the link of the recording <https://soundcloud.com/biviana-pira/second-audio-recording-october-3rd-2019> it is from min 10:30 to 11:19):

Teacher: Do you think that people use mochila Wayúu in other countries?
Juparoba: Is possible, because the people come here to Colombia and buy these mochilas and bought its to other countries, United States, Africa, Russia...

Based on the student’s answer, the researcher could recognize that the situation is an important factor which forced the student to be fluent.

Additionally, in the survey made at the end of the first cycle, some of the students agreed on the answer “Could you practice your oral English communication in the classes? Tell me about your experience”:

Figure 3

Students’ survey at the end of the first unit

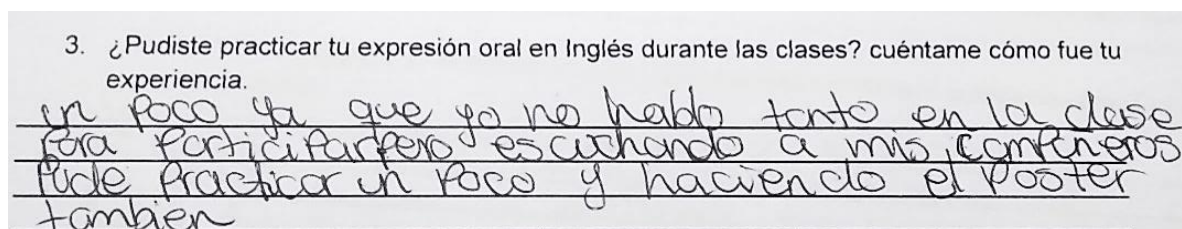
S5

3. ¿Pudiste practicar tu expresión oral en Inglés durante las clases? cuéntame cómo fue tu experiencia.

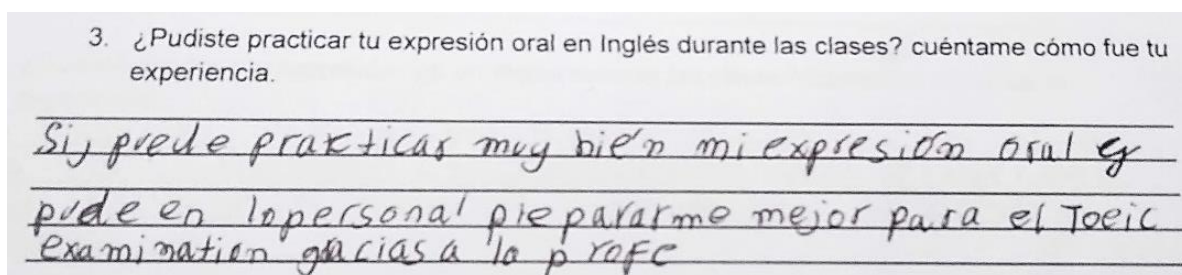
Pues... me fue bastante bien creo que e mejorado
mi fluidez en el inglés

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

S2



S7



With the basis of the survey student's answers the researcher identified that the majority of them coincided that through the speaking exercises they could practice their oral communication and improve their oral communicative skill and fluency. The researcher identified that the improvement of the fluency in oral tasks was linked to activities that the students developed throughout the process, the support of the student teacher, and the integration of skills such as writing in the case of the students' creation of a poster. Besides, the motivation and the confidence to speak, therefore this was the next sub-category.

Confidence to speak

The student teacher role of helping the students to accomplish their oral communicative tasks goals was important in this study. In this process it was imperative to support the student's confidence to speak, as well as the respect principle. Brown (2007) establishes that "our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be" (p. 269). For this reason, the student teacher encouraged the students to be confident when the oral

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

communicative exercises took place, if the students were not sure about how to say something, the teacher helped them to organize their ideas, therefore, the students felt comfortable to speak. For example, in the following audio recording it could be observed (This is the link of the audio recording <https://soundcloud.com/biviana-pira/second-audio-recording-october-3rd-2019> it is from min 18:00 to 19:16):

Teacher: Do Colombian people dress the same clothes as in other countries?
Jumbo: No because, ¿lo puedo decir en español?
Teacher: Try to do it in English, I'm going to help you.
Jumbo: No, because...
Teacher: They
Jumbo: The... Bueno, they on other countries different...
Teacher: Are different
Jumbo: ¿Formas de vestir?
Teacher: Different ways
Jumbo: Different ways from Colombia
Teacher: Which are they ways other people dress?
Jumbo: ¿Cómo se dicen esos vestidos que usan en la india?
Teacher: Traditional dress
Jumbo: Traditional dress is different in other countries for example India.

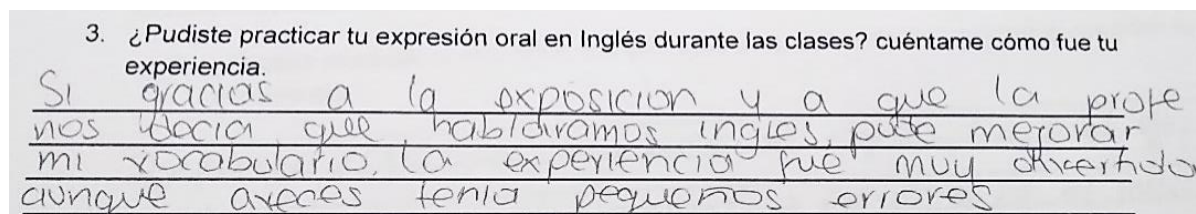
In this sample, the researcher identified that as the students wanted to say the things in Spanish, they could also try saying them in English with the teacher's help. Arnold and Brown (1999) remark that "there is a great deal of vulnerability involved in trying to express oneself before others in a shaky linguistic vehicle" (p. 9). Seeing that, the teacher wanted to provide a good environment in which they could speak, if they were not sure to speak the student teacher helped them to solve their doubts. The survey done at the end of the first unit showed in some answers that the students felt better when they spoke in class:

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

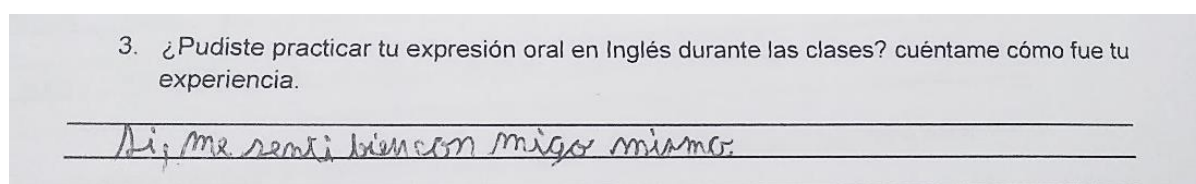
Figure 4

Students' survey at the end of the first unit

S9



S6



The English teacher's opinion about the students' development of oral communicative skills coincided to what the researcher identified in the students' confidence to speak, "The students improved their spontaneity to talk, they could prepare a presentation and a conversation" (Annex I).

As the students approached the Scottish culture through a native girl, they could ask some questions to her, and as she kept talking every time to them in English some of them were engaged in the activity and established a conversation with her. This is the transcription of a sample taken from the video (This is the link of the video

<https://photos.app.goo.gl/yYZK5PTnuTuoA8JL6> it is from min 1:35 to 1:48):

Lu: Which place in Colombia would you like to visit?

Scottish woman: Amazonas

Lu: Ay!

Scottish woman: I hopefully go next year

Lu: I love it

All in all, the students' confidence to speak was a sub-category which the researcher identified through the data that were analyzed and triangulated. The teacher had an important

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

role to motivate the students to speak through the group activities proposed, as well as she talked to them most of the time in English, but the decision of taking the risk of talking was only of each one of the students. While the students developed the communicative exercises, they also were talking and learning about Colombian and Scottish cultures, therefore, the next category was cross-cultural approaching.

Cross-cultural approaching

This category was related to this study aim, all the contents that the students approached were about Colombian and Scottish cultures. In consequence, the category emerged from all the data evidence analyzed which allowed identifying that the students learned about these cultures. Seeing that, the researcher established two sub-categories that were culture interpretation and media sources impact on culture interpretation.

Culture interpretation

This study sought to help the students to interpret Colombian and Scottish cultures customs such as clothes and food. Robinson-Stuart and Nocon (1996) remark that “learning a culture is a process that is a way of perceiving, interpreting, feeling, and being in the world” (p. 432). Having in mind the Robinson-Stuart and Nocon’s ideas the researcher propitiated the environment in which the students could express their cultural interpretations. According to Byram (1997) the interpretation of the culture is the “ability to interpret a document or event from another culture, to explain it” (p. 98). Hence, the student teacher linked each unit with a culture, the Colombian and Scottish ones.

As it was mentioned before, due to a quarantine the student teacher could not develop the three units that she designed to approach the cultures from the three stages that (Chlopek, 2008) proposes, which are: first, the own culture, second, an English speaker culture, and finally other cultures in the world (p. 12-15). These cultures at the beginning

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

were planned to be Colombian, Scottish, and Indian cultures, then, the student teacher only could develop the two first units designated to Colombia and Scotland.

In view of the fact that the students did not know how to interpret a culture, the student teacher brought them some classes to approach them to the process of interpreting. Then, the exercises of oral communication were focused on the students' interpretation of the Colombian and Scottish cultures. This process was not easy, because of the students' English level, however, there were important events in the data analyzed that showed the students approaching to the interpretation of cultures. Neale (2010) stresses that "interpret is to draw an interesting conclusion about something" (p. 240). Thus, some students could communicate orally their interpretations of the culture, as an example, the following video transcription showed it (This is the link of the video <https://photos.app.goo.gl/hMokqDPiJGdb79RNA> it is from sec 0:16 to 1:19)

Aguacate: People in pacific region rarely use scarf because in pacific is not cold.

Aguacate: How often people in pacific region use t-shirt

Jumbo: People in pacific region normally use t-shirt because in pacific the modern clothes are perfect for weather

Aguacate: How often people in pacific use traditional clothes?

Jumbo: People in pacific normally use traditional clothes because sometimes traditional celebrations of region

Jumbo: How often people in pacific use shorts?

Tango: People in pacific normally use shorts because the shorts are perfect for water.

This was a presentation in which the students had to show what they researched about a Colombian region that the teacher assigned to them. In the previous fragment, the researcher identified that the students interpreted the reasons why each Colombian region use certain clothes to dress. The next video transcription also showed these cultural interpretations (This is the link of the video <https://photos.app.goo.gl/hMokqDPiJGdb79RNA> it is from min 3:39 to 4:39):

Mai: My grandma is of this region, of the town of Mompox, the town is located of Sucre Sincelejo. In the school the uniform is "diario". The students to graduate use

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

skirt and dress because the weather is hot. In the morning, the students go to a pray in a church in the front of the church the students pray.

It could be seen that the student made an analysis of the reasons why the students dress to go to school according to the region; she made an interesting conclusion about how people dress in the region in which her grandmother lives. Neuner and Byram (2003) point out that the learner's usage of the language should be placed on the development of discursive communication strategies such as interpreting (p. 50). The English teacher's perception about the students' interpretations of the culture expressed in the interview made at the end of the first unit agreed with the student researcher's perception, as soon as he thought that the process of interpreting a culture is something complex, yet, the students were in a good interpretation process thanks to the student teacher pedagogical intervention (Annex I).

When the classes with Scottish content took place, the students could interpret this culture and communicate their opinions. Neuner and Byram (2003) maintain that concerning the contexts of communication "there is no suggestion that students will take with them any curiosity or any social, historical, economic or political awareness" (p. 71). Consequently, the students approached the Scottish culture, the contents the student teacher brought them, and with curiosity the native girl meeting. They also researched information on Scotland. In an activity, the student teacher formulated some questions based on the contents with which she provided them, and they gave their opinions, such as in the next excerpt of a video transcription shows (This is the link of the video

<https://photos.app.goo.gl/s62fAQdbHkNb1NXa6> it is from the min 5:26 to 5:52):

Teacher: Why is fish traditional from Scotland?

Mai: Because Scotland is located in front of the sea.

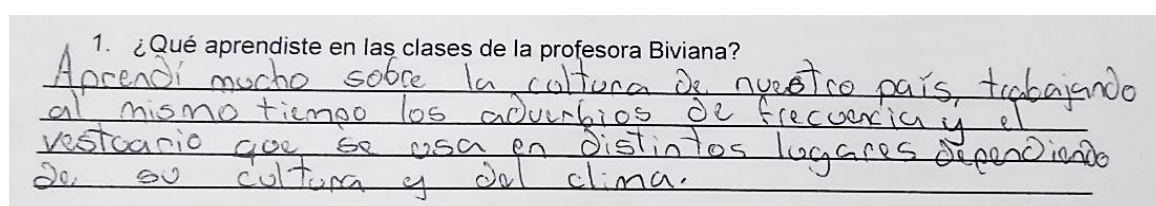
ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Regarding the students' opinions about their own process in the survey made at the end of the first unit, most of them argued that they learned about their culture, as their answers showed:

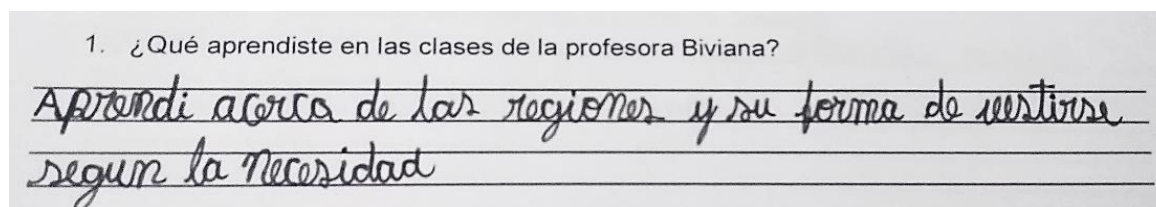
Figure 5

Students' survey at the end of the first unit

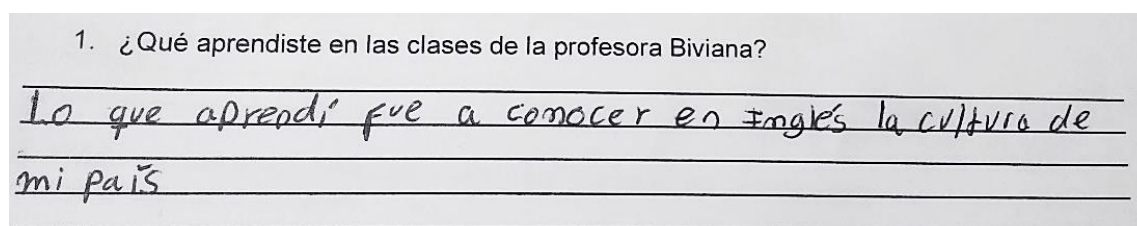
S1



S3



S10



Having in mind the information analyzed before, the researcher determined that the students had an approximation to the culture's interpretation, even if their interpretations were not deep in terms of language because of their English level, they at least tried to express orally their interpretations. Geertz (1973) maintains that culture interpretation is the "search of the meaning" (p. 5). Hence, the students found a meaning to the cultural contents

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

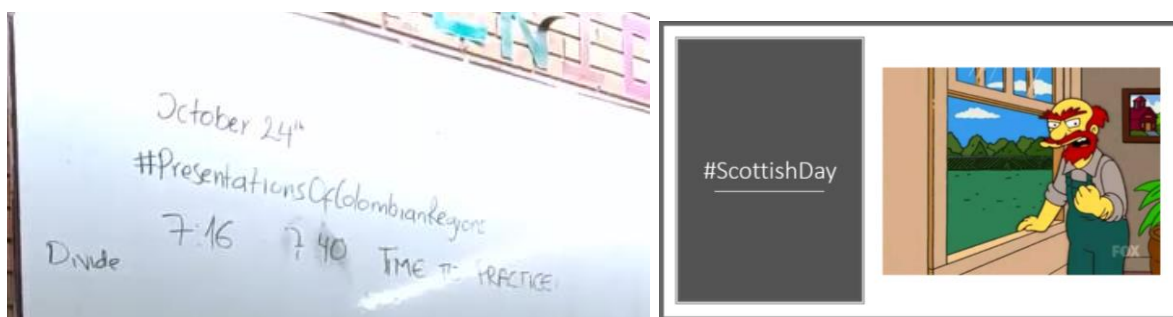
and material that they were exposed to. This process was done using media sources such as images, videos, and songs, thus, this is the next sub-category.

Media sources impact on culture interpretation

Approaching a culture to interpret was a process in which the teacher needed to use cultural materials to locate the students in the cultural context. Neuner and Byram (2003) remark that the use of audio-visual media helps the teacher to filter the world to the students, as they could not be immersed in the real world of the culture (p. 17). For this reason, the materials used were audiovisual ones, as there was a TV in the classroom, the student teacher could show them images, videos, and songs through power point presentations. Each class had a hashtag and the teacher showed them some memes at the beginning of the class related to the learning of English.

Figure 6

Class hashtags



Neuner and Byram (2003) proclaim that cultural aspects in English language class are mostly characterized and influenced by the use of media (p. 36). The activities to achieve these principles of using media to interpret their own culture were, for instance, one in which the teacher brought the students materials to create a parallel between their closest context which was La Candelaria in Bogotá and another one with similarities which was Salento in Quindío. For this, the teacher brought images of the two places and a video, then, they found

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

things in common as it could be seen in the next audio recording (This is the link of the audio recording <https://soundcloud.com/biviana-pira/third-audio-recording-september-19th-2019>):

Huracán: Hello

Orión: Hello, how are you?

Huracán: Good I'm traveling

Orión: I like it, where are you?

Huracán: I'm in Colombia

Orión: I like it. I went there in 2009

Huracán: Really? I arrived here on Monday.

Orión: Good, I like La Candelaria and Salento, because they have these things in common: The houses are colorful, there are monuments and there are some statues.

The student teacher showed the students some audiovisual materials whose intention was opening their minds to recreate the world and interpret Colombian and Scottish cultures. The students also created artifacts based on what they researched before for a presentation about regions in Colombia as the following figures show:

Figure 7

Posters for presentations made by the students



Chlopek (2008) stressed out that “it is not enough for our students to assimilate new information—they need to digest it, feel it, and experience it! —“. This was done using media

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

resources. As an example, the students saw images and videos of Scottish traditional clothes, then, the teacher asked them about their findings compared to what they researched, as the following video transcription showed (This is the link of the video

<https://photos.app.goo.gl/rCgkYMYgjPmLLnit5> it is from min 6:14 to 6:30):

Teacher: What did you identify about the dress?

Jumbo: Tartan

Mona: Kilt

Cristal: Jacket

Also, based on the audiovisual material they approached at home and in class they prepared questions to a Scottish native girl as the following video transcriptions showed (This is the link of the first two transcriptions <https://photos.app.goo.gl/yYZK5PTnuTuoA8JL6>):

From sec 0:44 to 1:17:

Moon: Do you like haggis?

Scottish girl: I like veggie haggis, I'm vegetarian, so...

Banana: ¿Qué es haggis?

Scottish girl: Do you remember?

Moon: Lo que mostraron ahorita.

Scottish girl: I don't eat meat, do you understand?

Moon: Yes

From min 8:40 to 9:02:

Orange: Why in this place have a lot of castles?

Scottish girl: In Scotland, yeah, we have a lot of castles, I don't know why, maybe if all the rich people want the castle, so we have the castles.

(This is the link of the next video transcription

<https://photos.app.goo.gl/s62fAQdbHkNb1NXa6> and it is from min 14: 45 to 15:28):

Giyi: What do men wear in this place?

Scottish girl: In the past, men used to wear kilt every day, have you noticed, did you see in the video that there are different colors? that's because in the past, all the colors represented a family. So, people went to the designer and said I'm from a clan, do you know what is a clan?

Giyi: Yes

Scottish girl: Nowadays, it is only for special occasions, for weddings, graduations; but in the past it was to represent your family.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Neuner and Byram (2003) maintain that as the real world is filtered by the media it also helps the student to create a 'fictional scenario' with their own properties from their own interpretation (p. 46). Considering that the students had the opportunity to ask questions to the Scottish native, they could express and know about her country and some traditional elements from there, but this process started when they approached the Scottish culture through audiovisual media at the beginning of the unit.

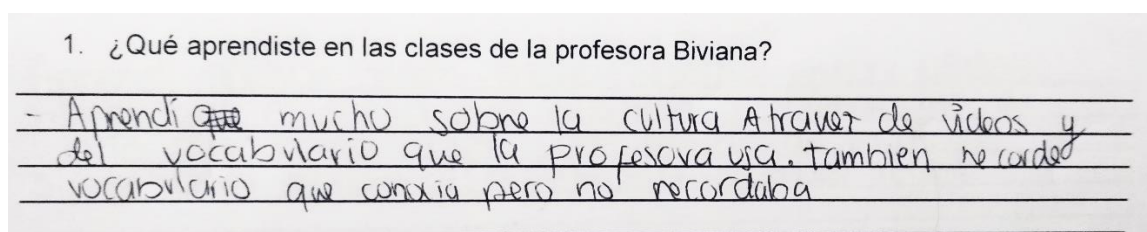
The English teacher's made a recommendation to the student teacher about the usage of audiovisual material because he noted that due to the videos length some students tended to lose their attention, but on the other hand, he argued that these kinds of materials helped the teacher to teach English (Annex I).

Additionally, in the students' perception survey made at the end of the first unit, most of them said that they learned from the use of audiovisual media, from the study of vocabulary, some other students argued that they learn about Colombian typical food and that the hashtags motivated them to learn English, other students said that it was a different way to learn English in contrast to traditional methods, as the following excerpts showed:

Figure 8

Students' survey at the end of the first unit

S4



ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

S15

1. ¿Qué aprendiste en las clases de la profesora Biviana?
 Aprendí muchas cosas sobre Colombia, conocí platos típicos que no sabía que existían y aprendí que el jugito para hablar inglés y los hastack de la profe sirven para motivar y incentivar a aprender inglés.

S8

1. ¿Qué aprendiste en las clases de la profesora Biviana?
 YO APRENDÍ QUE SE PUEDE APRENDER DE FORMAS DISTINTAS Y NO SIEMPRE HAY QUE ESTAR PEGADO A UN CUADERNO PARA APRENDER.

S13

1. ¿Qué aprendiste en las clases de la profesora Biviana?
 Yo aprendí con la profe un vocabulario nuevo, a hablar en inglés y que todas las clases pueden ser didácticas y no solo libro y copiar y a poner más atención a la clase.

All in all, the students could interpret customs of the Scottish and Colombian cultures based on the audiovisual media resources that the teacher provided them. These kinds of resources helped the teacher to approach the students to these cultures. It is important to mention that the technology was important for the present inquiry development, therefore, the classroom TV was a helpful tool to display these resources.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Chapter 6

Conclusions

The data analysis made in the previous chapter revealed two categories of analysis which were the guide to determine the present study conclusions. For this concluding process it was important to bear in mind the general objective of the research “to analyze the students' interpretations of cultural customs in Colombia and cultural customs in Scotland orally while implementing audiovisual media.” and the specific objectives.

To start with, the students at the beginning of the research neither communicated in English among them, nor with the teacher, their oral interactions were in Spanish. As a result of that, the student teacher designed a pedagogical intervention focused on oral communication. As one of the principles of the school is that students appreciate culture (IPN, 2001, p. 57), the researcher decided to design the oral communication activities based on cultural content in order to analyze how the students made interpretations of Colombian and Scottish cultures orally. Since the inquiry started the researcher collected relevant data through data collection instruments such as surveys to the students, English teacher interviews, audio, and video recordings of communicative activities. These artifacts helped to obtain the data from which emerged the categories of analysis that were oral communication development and cross-cultural approaching.

Although the students did not have the habit of speaking in class, the student teacher encouraged them to speak through communicative activities. Rahman, M (2010) stated “oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction” (p. 3). First, the students improved their fluency based on practice among them. During this process they were supported by the student teacher, she gave them feedback on their performance. Also, as some of them were afraid to speak or to

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

commit mistakes, thus, the teacher helped them to be confident to speak, propitiating a warm environment and listening to them to solve their doubts. Due to these facts, the researcher recognized that enhancing the student's confidence to speak also helped them to improve their fluency through the oral communicative practice, thus, this process had a positive impact in their oral communication development.

On the other hand, at the beginning of the pedagogical intervention the researcher wanted to approach the students to different ways to interpret through some activities using audiovisual media. Neale (2010) stresses out that "interpret is to draw an interesting conclusion about something" (p. 240). When the students were familiar with interpretative activities, the researcher initially showed them audiovisual material from Colombian culture, and then from Scottish culture. These audiovisual materials approximated the students to cultures customs and helped them to create their interpretations. The students were engaged in these activities, and they were interested in knowing about their own country culture and the Scottish culture.

Based on the information exposed before, teaching English cannot be separated from culture (Chlopek, 2008, p. 10). As culture enriched the lessons, the students located their knowledge on a cultural context (Morin. 1999, p. 13). Also, cultural contents exposed through audiovisual media were a good way to approach the students to cultural learning, throughout this process the students increased their cultural awareness. (Byram 1997) argue "FLT claims to prepare learners to communicate and interact with foreigners who are 'other' and accepted as such, rather than being reduced to people assumed to be (almost) 'like us'" (p. 4). For this reason, the meeting with the Scottish girl in the classroom was an opportunity to approach the students to foreign people who speak English and who belong to another culture.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

All in all, the main objective and the specific objectives of this investigation were achieved. The first specific objective was “to describe the students' interpretations of Colombian and Scottish cultural customs” and the second one was “To characterize the students' oral communication while interpreting Colombian and Scottish cultural customs”. The data collected provided enough evidence of the student’s interpretations of Colombian and Scottish cultures orally, since they could approach each culture to interpret them; and the oral communicative exercises were about these cultures. The third specific objective was “to determine the impact of audiovisual media on the students' interpretations of Colombian and Scottish cultures”. It was analyzed and evidenced that audiovisual media had a positive impact on the students’ cultural interpretations, in view of these contents, it was recreated in the real world to the students.

Limitations

The first limitation was time. As it was mentioned before, due to a national quarantine only the first cycle was developed. Besides, during the classes’ development in some cases the time was not enough to carry out all the activities proposed. In some other times the school planned institutional events that took place during the class time. As a result of that, all the classes to interpret the Colombian culture were achieved and the ones devoted to interpret the Scottish culture were a few as there were planned some of them to be developed in the second cycle which was not possible to implement due to the national quarantine.

Another limitation was the students’ English level. Interpreting a culture is not an easy process, and it demands to have an advanced English level, for this reason the students did not get an advanced level of intercultural competence. However, the student teacher

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

adapted the contents and encouraged the students to approach the culture and to express orally their conclusions about the cultural contents.

Recommendations

This study intended “to analyze the students' interpretations of cultural customs in Colombia and cultural customs in Scotland orally while implementing audiovisual media”. As the research question was answered and the main and specific objectives were achieved, the researcher found that there were some adjacent subjects to consider in further research.

The first one is the relations among cultures. In some exercises the students beyond interpreting, they made comparisons and found common facts into their own culture, and between Colombian and Scottish cultures. Finding relations between cultures help the children to enrich their cross-cultural experience (Brown, 2000, p. 185). Considering that, the relations that students find between cultures are important in order to work on their communicative skills as they develop cultural awareness.

The second aspect to take into consideration is to continue exploring the audiovisual media resources in the English teaching of intercultural content since these resources usage in the classroom make significant the student's knowledge.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

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ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

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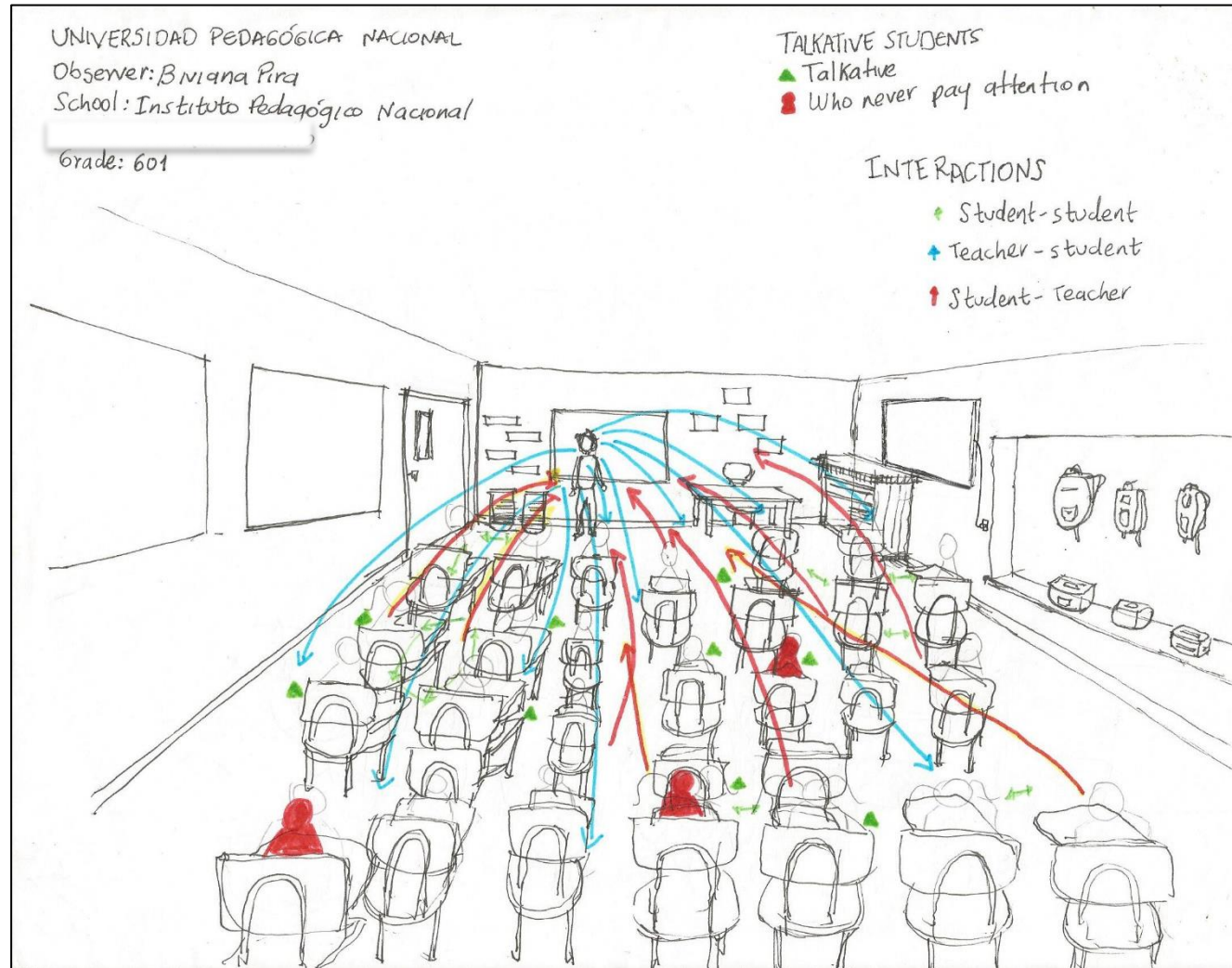
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ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annexes

Annex A: Map of the classroom



ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex B: The Students' Survey



ENCUESTA ESTUDIANTES 601

La presente encuesta diseñada por Biviana Pira, estudiante de la Universidad Pedagógica Nacional, tiene como fin poder conocerte mejor y conocer tus procesos de aprendizaje. Agradezco tu participación. Recuerda que no hay respuestas correctas o incorrectas.

1. Nombre _____
2. ¿Por cuál seudónimo te gustaría ser llamado? (Seudónimo: Un nombre diferente al propio. Ejemplo: Rosa, Cristal, Girasol) _____
3. Ciudad de origen _____ 4. Edad _____ 5. ¿En qué barrio vives? _____
6. Estrato _____ 7. ¿Con cuántas personas vives en tu casa? _____ ¿Quiénes? _____
8. ¿Cuál es la ocupación de tus padres o acudientes? _____
9. ¿Qué te gusta hacer en tu tiempo libre? _____
10. ¿Asistes a alguna actividad extracurricular? (Clases fuera del colegio; por ejemplo, de inglés, de algún instrumento, etc.) _____ ¿Cuál? _____
11. ¿Cuáles de los siguientes instrumentos tienes en tu casa para practicar inglés?
 - a. Internet _____
 - b. Computador _____
 - c. Tablet _____
 - d. Celular _____
 - e. Televisor _____
 - f. Libros _____
12. ¿Cuál de las siguientes tradiciones se practican en tu hogar? (Puedes señalar más de una respuesta)
 - a. Ir a conciertos _____
 - b. Ir a museos _____
 - c. Hacer fiestas de cumpleaños _____
 - d. Otra(s) _____ ¿Cuáles? _____
13. ¿Cuál es tu materia favorita en el colegio? _____
¿Por qué es tu favorita? _____
14. ¿Qué es lo que más te gusta de tu colegio? _____
15. ¿Qué es lo que más te gusta de la clase de inglés? _____

16. ¿Cómo es tu relación con tus compañeros de clase?

- a. Excelente _____
- b. Buena _____
- c. Regular _____
- d. Mala _____

17. ¿Qué tipo de actividades realizas en la clase de inglés? _____

18. ¿Cuáles actividades te gustaría que se incluyeran en la clase de inglés?

- a. Leer historias _____
- b. Escuchar historias _____
- c. Crear historias _____
- d. Crear canciones _____

19. ¿Quién te ayuda con las tareas en casa? _____

20. ¿En cuál o cuáles de las siguientes actividades consideras que tienes dificultades en la clase de inglés?

- a. Leyendo _____
- b. Escribiendo _____
- c. Hablando _____
- d. Escuchando _____

21. ¿Por qué consideras que tienes dificultades en la clase de inglés en la actividad que elegiste en el punto anterior? _____

22. Marca con una X las opciones que usas para aprender inglés mejor:

- a. Configuración del celular en inglés _____
- b. Utilizar apps _____
- c. Visitar páginas web en inglés _____
- d. Ver videos _____
- e. Describir imágenes _____
- f. Escuchar conversaciones _____
- g. Copiar del tablero al cuaderno _____
- h. Traducir palabras _____
- i. Leer un libro _____
- j. Otro, ¿cuál? _____

23. ¿De qué manera te gusta aprender inglés?

- a. En grupo _____
- b. Individualmente _____



¡Gracias por tu tiempo y por tus respuestas!

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex C: The Teachers' Interview

Student teacher researcher: Biviana Marcela Pira López

School: Instituto Pedagógico Nacional

Teacher: English teacher

Grade: 601

Date: April 24th, 2019

3. ¿En qué medida este contexto afronta en la manera que ellos aprenden y se comportan?

Eh... sí definitivamente esto afecta en todo, en su comportamiento en clase, en su desempeño académico, en todo. Generalmente el contexto en que viven los estudiantes se ve reflejado en las aulas.

4. ¿De qué manera en la clase de inglés usted ha detectado esos casos?

Digamos que es muy general el aprendizaje no es que solo sea enfocado al inglés. Cuando hay unos estudiantes que sobresalen más que otros, ya la parte del inglés, uno nota que en las familias hay más interés que el estudiante esté en contacto con la lengua, entonces uno nota que papás que se preocupan bastante por eso y lo mandan a cursos o tienen el tío que les ayuda o aquí en el colegio hay muchos hijos de profesores, ellos son muy preocupados. En general, académicamente, si se afecta el aprendizaje cuando un estudiante tiene una problemática.

6. ¿Cuáles son las fortalezas de aprendizaje del inglés en sus estudiantes?

Digamos que este grupo, en estos grados de sextos, en general los niños tienen mucha disposición para el aprendizaje, entonces es muy fácil motivarlos. Eh, porque ellos no les da pena participar, trabajar. Entonces la fortaleza es tener esa disposición para aprender. Ellos como que antes le exigen a uno a hacer actividades. Es la mayor fortaleza que tienen ellos, en general.

7. ¿Qué debilidades encuentra usted en el aprendizaje de inglés en sus estudiantes, puntualmente en los estudiantes de 601?

Bueno, digamos que por la intensidad horaria a veces es difícil hacer un poco más de énfasis en ciertas habilidades que uno detecta en general con los que más requieren como refuerzo, más que todo en las habilidades de listening y speaking, pienso que le hace falta más, porque en lectura y en escritura ahí más o menos uno ve que tienen un buen desempeño, gramática también, pero la parte de listening, sobre todo la de speaking son las que más tienen falencia.

11. Ya que me ha hablado usted del enfoque. Me podría contar un poco más, ¿cómo es el enfoque y cómo se maneja en el curso?

Nuestro plan de estudios en el área es el énfasis en el poder comunicativo, y yo trato en mis clases de ir fortaleciendo cada una de las habilidades poco a poco. Hay clases en que me dedico solamente a hacer ejercicios de listening, otros de writing; de speaking son más poquitos, pero trato de hacerlo en el día a día. Cuando un estudiante se me acerca y me dice algo en español yo trato de que lo repita en inglés, para que vaya acostumbrándose a eso, a hacer lo mínimo de contacto de la lengua.

12. ¿Por qué decidieron en el área seguir un libro de texto como el Move Beyond 1 para el grado sexto?

En general siempre hemos acudido al libro porque consideramos que tiene varios inputs que no tiene digamos que nativos y de otros contextos donde realmente la lengua inglesa se da. Entonces acudimos a un libro que tiene lecturas, listening que son de nativos, entonces por eso siempre acudimos al libro, y el Move Beyond, nosotros generalmente invitamos a varias editoriales que nos traigan muestras de libros y entre todos escogemos la que más se acomode a la intensidad horaria del colegio y al costo, porque sabemos que no podemos pedir un libro muy costoso y bueno, son más que todo esas dos cosas. También que se acomode a la malla curricular.

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex D: Field Notes 1, 2, 3, 4 and 5.

	UNIVERSIDAD PEDAGÓGICA NACIONAL Observer: Biviana Marcela Pira López School: Instituto Pedagógico Nacional English teacher: English teacher Grade: 601 Date: April 4th, 2019 Time: 7:00 am - 8:30 am	
	Research observation Field Note 1	
	OBSERVATIONS	ANALYSIS, COMMENTS
1	The teacher mentioned the weaknesses identified in the last class activity. The teacher says that the topic in which most students made mistakes were Wh questions. -The teacher writes on the board a similar example as seen in the photocopies of the first activity using the name, and nationality of a famous Colombian soccer player. Students get engaged in the activity. Afterwards, the teacher goes back to the topic and reinforces the explanation about Wh questions. -The teacher asks for an example about an answer to a “why” question using “because”. A student says “Porque - student- es boba” -A student called another “perrita” -The teacher asks the question “where do you live” and some students raise their hand to answer, some others talk without raising their hand. -The teacher asks students to give him kinds of places in Bogotá. He assigns a turn for students to express their answers.	-This is great for students to reflect on their weaknesses.
2		-Helping students to identify mistakes and working on them is linked with the mission of the IPN, to reflect on the practices and improve them.
3		-Contextualizing topics with familiar ones to the students is a good idea to help them to understand.
4		
5		
6		
7		
8		
9		
10		
11		
12		-It would be important for the teacher to let students know about the importance of being respectful.
13		
14		
15		
16		
17		
18		
19		
20		
	Date: May 2nd, 2019 Time: 7:00 am - 8:30 am	
	Research observation Field Note 2	
	OBSERVATIONS	ANALYSIS, COMMENTS
1	The teacher asks some students to go to the board and write down one answer per student about the past activity. The students are motivated to write their answers on the board, they raise their hands to be selected by the teacher. The teacher sings a song to select some students to pass to the board. to answer questions A student asks aloud “qué significaaaa?” (referring to the song that the teacher sings to select them to go to the board) and the teacher did not answer	The students like to participate actively in activities which make them to be active, to move and to write.
2		
3		
4		
5		
6		
7		
8		
9		
10		
	Date: April 4th, 2019 Time: 7:00 am - 8:30 am	
	Research observation Field Note 3	
	OBSERVATIONS	ANALYSIS, COMMENTS
1	The teacher speaks in English and translates what he said into Spanish	Some students sometimes do not understand at all what the teacher spoke in English. In some cases, it can be done, but there are more resources to get the
2		

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

3		students under and make them familiar with English listening.
4		
5		
	Date: April 26th, 2019 Time: 7:00 am - 8:30 am	
	Research observation Field Note 4	
	OBSERVATIONS	ANALYSIS, COMMENTS
1	-A student repeats what the teacher said, “arrives on time” and laugh about it. -Some students ask for a translation. -Students do not speak in English during the activity.	-This laugh can be interpreted as the consequence of him having learned something new and the impression that this causes for him
2		-This is not good every time, it is better to help the Ss to understand through images and explanations
3		-Lack of encouraging speaking activities.
4		
5		
6		
7		
	Date: May 9th, 2019 Time: 7:00 am - 8:30 am	
	Research observation Field Note 5	
	OBSERVATIONS	ANALYSIS, COMMENTS
1	-The teacher asks a student "where is Washington?" and the student answers “Washington is the capital of U.S.A.” The teacher helps her with pronunciation. -A student asks a question in English and talks to the teacher using English.	-Those kinds of activities are necessary. Speaking is a skill that is not much practiced in class. Moreover, helping students to improve their mistakes is important.
2		-Those students who use English in class are an example for their classmates to start speaking in English.
3		
4		
5		
6		
7		

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex E: Diagnostic test



DIAGNOSTIC TEST 601

Name: _____ Date: ____/____/____

Pseudonym: _____

1. Read the text:



My name is Poncho Rosas and my pseudonym is Papuchis. I am from Perú. I am a doctor. I am thirty-four years old. I wear glasses and my hair is black and straight.

I live in a big house. I have two cats: Amy and Lila. They are funny. I have two dogs: Bruno and Luna. They like to run.

My favorite food is fruit like banana, apple, grapes, orange. I like books and movies.

2. Answer the questions about the text:

- What is his pseudonym? _____
- What nationality is he? _____
- How old is he? _____
- How many cats does Poncho have? _____
- What is Poncho's favorite food? _____

3. Answer true T or false F:

- Poncho is a farmer: T___ F___
- Poncho is forty three years old: T___ F___
- Poncho wears glasses: T___ F___
- Poncho's cats are Bruno and Max: T___ F___
- Poncho likes books and movies: T___ F___

4. Writing. According to the previous text create a paragraph describing yourself.

Include:

-name -pseudonym -age -nationality -occupation -where you live
-parents' names -pets (if you have a pet) -favorite food -hobbies

5. Listening. Which picture is being described? Put an X on the correct one.

a.



b.



c.



d.



6. Answer True or False

- The parents of Isabel are Carmen and Claudio _____
- Isabel is traveling with her parents _____
- Carlos and Clara are smiling _____
- The father of Isabel wears glasses _____
- Isabel has a camera to take pictures _____

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex F: Consent form

FORMATO	
 CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 3

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de Lenguas
Título del proyecto de Investigación	Interpreting cultural customs through audiovisual media to enhance oral communication
Descripción breve y clara de la Investigación	-Se trabajarán las habilidades comunicativas por medio de la interpretación de las culturas: colombiana, escocesa e india en inglés con base en materiales audiovisuales. -Se grabarán audios para identificar procesos comunicativos en inglés entre los estudiantes. -Se grabarán videos con el fin de reflexionar sobre la práctica docente del maestro en formación. -La identidad de los menores no será revelada, ni sus nombres, ni los audios, ni los videos.
Descripción de los posibles riesgos de participar en la Investigación	Ninguno
Descripción de los posibles beneficios de participar en la Investigación.	-Conocimiento de costumbres de la cultura colombiana, escocesa e india por medio de recursos audiovisuales. -Mejoramiento de habilidades comunicativas orales y de interpretación. -Interpretación de las culturas colombiana, escocesa e india haciendo uso de la lengua inglesa.
Datos generales del Investigador principal	Nombre(s) y Apellido(s): Biviana Marcela Pira López N° de identificación: 1016068696 Teléfono: 3178839315 Correo electrónico: vivianlopez@gmail.com Dirección: Cra 103 22h 86

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____ Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de identificación _____ N° _____

Documento Oficial. Universidad Pedagógica Nacional

FORMATO	
 CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 3

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio o video que se generen, que reconozco haber conocido previamente a su publicación en:

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____
 N° identificación: _____ Fecha: _____

Firma del Testigo: _____

Nombre del testigo: _____ N° de identificación: _____ Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: Biviana Pira López
 N° identificación: 1016068696
 Fecha: 06/06/19

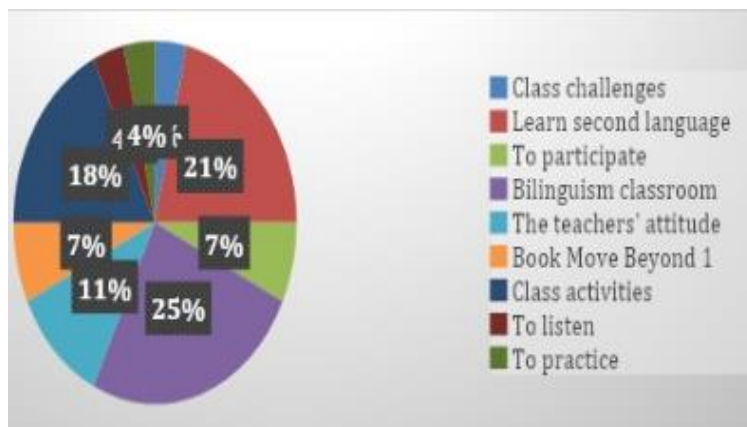
La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial. Universidad Pedagógica Nacional

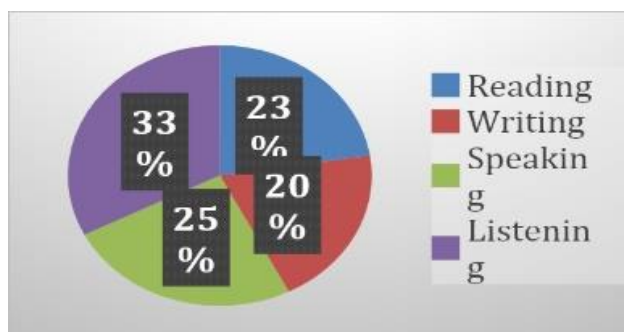
ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex G: Data percentages of students' survey

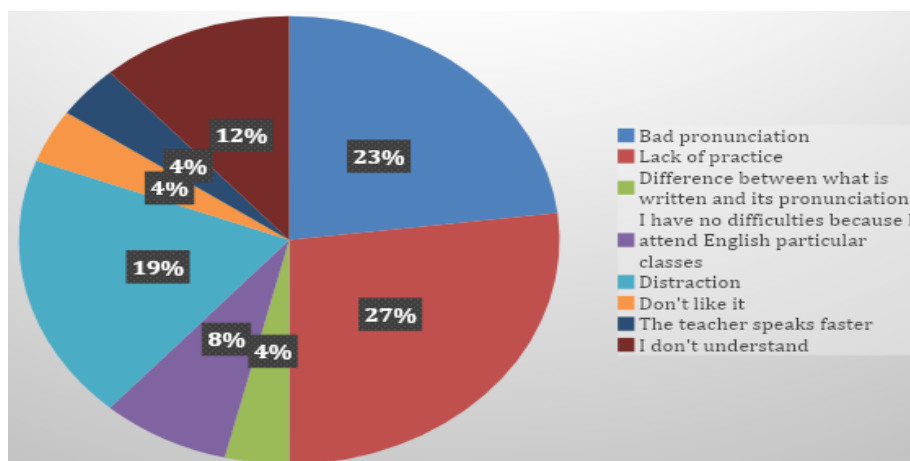
-What do you like of your English class?



-In which skill of English do you have difficulties



-Why do you consider that you have a difficulty to learn English in this skill?



ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Annex H: Lesson plans

English teacher					
Student - teacher: Biviana Marcela Pira López					
Participants: 30 students					
Grade: 601					
Lesson objectives: - To encourage the students to interpret Colombian's culture through images and videos. - To help the students to practice oral communication.					
Resources: Images, written text					
Lesson division	Stage	Time	Aim	Procedures	Interaction
	Warm up	15'	To approach the students with different ways of interpreting.	-Show a video of a girl interpreting the piano. Ask the students "what is she doing?" Explain that the girl is interpreting music through the piano. -Ask who of the Ss interprets music through an instrument	T & Ss
	Discovering and speaking	30'	To encourage the students to speak about touristic places.	-Show images of La Candelaria and Salento and ask the students "Do La Candelaria and Salento have things in common?" Which ones?	T & Ss
		45'		Ask the students to work in pairs to answer the following question on the book and orally: "How often do you visit touristic places?" -Give the students a piece of paper with the following conversation to practice orally in pairs: Sarah: Hello! Richard: Hello! How are you? Sarah: Good, I am traveling. Richard: I like it, where are you? Sarah: I am in Colombia Richard: I like it. I went there in 2009 Sarah: Really? I arrived here on Monday Richard: Good. I like La Candelaria and Salento because they have in common: (Blank space for them to fill the things common in the line)	T & Ss

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

				-Help the students with pronunciation and unknown words.	
	Warm Up	30'	To approach the students to interpret	-Show images of nonverbal language and ask the students what the images mean, help the students with new vocabulary and pronunciation. -Ask the students for common gestures used in Colombia.	T & Ss
	Contextualizing	15'	https://www.youtube.com/watch?v=Bf2FK-VM-7c https://www.youtube.com/watch?v=fK2YGnUEic8	-Show a video of someone interpreting sign language -Ask the students what the interpreter is doing	
	Discovering	20'		-Show uncomplete images to the students for them to interpret what is the image about Divino niño, oblea, bandeja paisa, mochila hamaca, trompo, café	
		25'		-Ask the students to make a list of traditional things in Colombia	
	Homework			-Ask the students to search at home for ways of dressing in Colombia	Ss
English teacher					
Student – teacher: Biviana Marcela Pira López					
Participants: 30 students					
Grade: 601					
Lesson objectives: To identify and interpret how do people dress according to the region in Colombia and describe it orally					
Resources: Images					
Lesson division	Stage	Time	Aim	Procedures	Interaction
	Warm up	20'	To clarify unknown vocabulary	Show images related to vocabulary of clothes and work on pronunciation	T & Ss

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

	Contextualizing	25'	To show how Colombian people dress	Shows images of ways of dressing in Colombia according to the region and ask the students: -Do Colombian people dress the same clothes as in other countries? -Do you have any of those clothes in your home? -How do you use to dress?	T & Ss
	Interpreting	40'	To identify and interpret characteristics of Colombian people ways of dressing	Conform groups of four students and identify characteristics of ways of dressing in Colombian regions, take notes of it. Answer questions such as: -Why do people dress like this in these Colombian regions? -Have you seen these ways of dressing in a movie or images? -Who influences the way you dress?	Ss & T
		5'		Hw: Give each student a Colombian region to investigate characteristics of the way of dressing and bring images	
	Creating	30'	To describe how people dress	-Show an outline to describe how do people dress using chunks, explain it and answer Ss questions (Chunks are related to answering questions about cultural interpretations)	T & Ss
		1h	To create an outline for communicating orally their interpretations about ways of dressing according to the region in Colombia	-Gather groups of four students according to the region of Colombia assigned. -Based on the outline proposed each group create an outline to present orally their interpretations of dressing on the region assigned. -Make some drawings to join the information and use the images that were homework.	T & Ss
	Presenting	1h 30'	To express orally interpretations on how people in	-Oral presentations by groups about interpretations on ways of dressing	Ss

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

			Colombia are used to dressing according to the region	in Colombia according to the region	
--	--	--	---	-------------------------------------	--

Annex I: English teacher interview at the end of the first unit

Student teacher researcher: Biviana Marcela Pira López

School: Instituto Pedagógico Nacional

Teacher: English teacher

Grade: 601

Date: December 5th, 2019

Buenas tardes, profesor. Como docente en formación de la universidad Pedagógica Nacional, en la carrera Licenciatura en Español e Inglés, me gustaría conocer su percepción partiendo de sus observaciones de clase sobre el proceso que se llevó a cabo en el primer ciclo del proyecto Enhancing oral communication through the interpretation of Colombian and Scottish cultures supported on audiovisual media resources, para lo cual tengo estas preguntas:

1. ¿Considera que los estudiantes de 601 interpretaron la cultura colombiana? ¿por qué?

Pues digamos que lograban tener una buena aproximación. Digamos, es como un poco complejo el proceso de interpretar una cultura, pero creo que van en un buen proceso que tú has comenzado. Pienso que también depende de casos muy particulares, hay unos estudiantes que lo han tomado muy en serio y se han dedicado como a consultar, a buscar un poco más y hay otros que no lo ven como necesario; entonces tenemos de pronto que motivar a aquellos que no se les ven esas ganas de aprender la diversidad de la cultura.

2. ¿Considera que los recursos audiovisuales utilizados en las clases aportaron a la interpretación de la cultura colombiana? ¿por qué?

Sí, evidentemente la mayoría sí aportaron, de pronto hay veces que tocaba como programar algunos espacios que no sean tan largos los materiales, sino que vayan un poco más acompañados de explicaciones, porque sí noté que cuando son muy largos como que se perdía un poco la atención de los estudiantes, entonces un poco como enfocarlos un poquito más. Pero sí, me parece que ojalá se pueda continuar con esos materiales que son de gran ayuda para hoy en día la docencia.

3. Aparte de imágenes, videos, hashtags y memes ¿Qué otros recursos me recomendaría utilizar en el siguiente ciclo?

Pues el último recurso que usaste, que fue traer una persona de Escocia, una persona que realmente es de otra cultura es un recurso que se puede seguir explotando mucho más. Y en cuanto a los materiales, yo pienso que de pronto faltaría si al caso una película que hable sobre la diversidad, eso sería, pero obviamente hacer un buen trabajo con la película, no sería por mostrarla, sino de la película se pueden sacar varias observaciones y puntos de vista.

4. ¿Cómo observó y podría definir el proceso de interpretación de la cultura colombiana de los estudiantes por medio de la oralidad?

Me parece que van en un buen proceso, me parece que ellos han hecho aportes espontáneamente, entonces eso es lo que queremos que en un proceso de apropiación de una lengua sean capaces de espontáneamente hacer aportes y avanzar. Entonces yo pienso que van bien y ojalá que obviamente buscar que su discurso sea estructurado con la gramática y esto, pero lo más importante es que puedan tener espontaneidad al momento de interactuar.

5. ¿En qué medida las actividades propuestas aportaron al desarrollo de las habilidades orales de los estudiantes de 601?

Pienso que, en varias formas, desde lo que acabé de nombrar, la espontaneidad hasta ya preparar una exposición, preparar un diálogo. Me gustó la actividad que hiciste que era preparar un diálogo, pero antes les diste algunas bases de cómo prepararlo, me parece importante esa preparación porque a veces nosotros los botamos al agua “preparen un diálogo” pero sin una base, entonces me pareció muy bien que sigas con esa estructura.

6. ¿Qué recomendaciones me daría para replantear en el desarrollo de mi proyecto en el siguiente ciclo?

ENHANCING ORAL COMMUNICATION THROUGH THE INTERPRETATION OF COLOMBIAN AND SCOTTISH CULTURES BASED ON AUDIOVISUAL MEDIA RESOURCES

Mirar los tiempos de desarrollo de las clases, a veces te alargas, revisar los tiempos de planeación. Aprovechar más el material en cuanto a que tenga más interacción con los estudiantes y fortalecer las cosas que fueron positivas, potenciarlas más.